



# Refugee Training and Orientation: A Guide for Service Providers

**CAL**

**OR** Cultural Orientation  
Resource Center

## Refugee Training and Orientation: A Guide for Service Providers

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The names used for the materials in this publication are fictitious. Any resemblance to real persons is purely coincidental.



# Refugee Training and Orientation: A Guide for Service Providers





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Overall, thanks to members of the CO Working Group, domestic CO Focal Points, overseas RSC CO Coordinators, and teams and staff members who played a role in input and feedback throughout the development of this guide. It is our hope that *Refugee Training and Orientation: A Guide for Service Providers* will be a useful tool in the enhancement of orientation and training.





# Introduction

*Welcome to Refugee Training and Orientation: A Guide for Service Providers!*

The Cultural Orientation Resource (COR) Center at the Center for Applied Linguistics (CAL) is pleased to make this guide available to service providers working with refugees and immigrants. For decades, CAL has contributed to the continuous improvement of refugee support programs in collaboration with many partners in refugee training, orientation, and resettlement.

## History of Orientation and Training for Refugees

### Purpose of Orientation

Cultural orientation is the education provided to U.S. refugee newcomers to help them gain the necessary knowledge, skills, and attitudes needed in early resettlement. Receiving communities find that effective training is needed to help refugees adapt and integrate to their new life in the United States (Costello & Bebic, 2006).

Refugee orientation and training has existed for as long as refugees have sought a new beginning in the United States. It has only been in the last three decades, however, that orientation and training for refugees has emerged as its own field, with its own set of principles and practices. More recently, there has been a renewed emphasis on strengthening orientation as agencies strive to ensure refugee understanding and retention of training material in order to facilitate their adjustment to life in the United States.

### Funding and Delivering Orientation

Orientation is an on-going process and the U.S. government and its partner organizations provide orientation both before refugees depart for the United States and after their arrival. The U.S. Department of State Bureau for Population, Refugees, and Migration (PRM) funds and oversees cultural orientation for U.S.-bound refugees, which is now provided in over 40 countries. Refugees receive a very brief, intensive cultural orientation, ranging in length from 1 to 5 days. In the United States, cultural and community orientation is mainly provided by resettlement agency case management staff and is often supplemented by volunteers and community members. Government-funded orientation, while not exhaustive, is an important initial step in the successful resettlement of refugees.



## CAL/COR Center History and Current Work on Orientation and Training

CAL has been helping U.S. communities provide educational services to refugees since 1975 when it established the first-of-its-kind National Indochinese Clearinghouse and Technical Assistance Center in response to the influx of Southeast Asian refugees. Since then, CAL has continued to provide training services and produce cultural, educational, and language-related materials for refugees, sponsors, and service providers.

Today, CAL's COR Center publishes curricula and refugee background documents, produces videos, and conducts workshops, trainings, and informational webinars. CAL also facilitates networking and exchanges of promising practices among resettlement stakeholders. COR Center materials include *Making Your Way: A Reception and Placement Curriculum*, the *Faces of Resettlement* video, *Welcome to the United States: A Guidebook for Refugees*, and the Refugee Backgrounder series, among others. In all of these efforts, the COR Center works to create linkages between overseas and domestic orientation programs. As the national technical assistance provider for refugee orientation, the COR Center works in collaboration with PRM, overseas orientation programs, and national resettlement agencies to respond to the need for support, tools, and training materials.

## The Audience

### Who is this for?



This training-of-trainers (ToT) guide was developed for service providers who work with refugees overseas or domestically to enhance understanding and delivery of orientation and training. It can be used by

- » Trainers (or case workers/managers) who deliver training and orientation
- » Supervisors or training coordinators
- » Others who deliver orientation, such as volunteers, interns, other resettlement support staff, other service providers, and community members

While the majority of the content is most relevant for the individuals who deliver training and orientation, there is valuable information throughout the guide that applies to all audiences. For example, the background information in “Chapter 1: Getting Oriented” is useful for all individuals who work with refugees and orientation programs. The section on developing trainers in “Chapter 4: Developing Trainers and Partnerships” may be particularly useful for lead trainers and supervisors. Volunteers and community members may gain helpful insights on developing partnerships and community involvement from another section in that same chapter. Ideally, users will become familiar with all content, access various sections and tools as needed, and later revisit the guide to reflect on their experiences and their development over time.

# The Purpose

The purpose of this guide is to provide new trainers, experienced trainers, and supervisors with a comprehensive tool that can be used to enhance the design and delivery of refugee and immigrant training and orientation. Practitioners can use this guide to enhance their capacity to

- » Effectively conduct needs assessments
- » Work with diverse groups of people and groups with special needs
- » Incorporate various training methods into orientation
- » Train trainers
- » Collaborate with partners in orientation design and delivery

This guide is not intended to serve as a stand-alone tool to prepare trainers, but instead is intended to be used as a supplementary source for strategies and tools that supervisors and trainers can tailor to the needs of their own programs. This guide is intended to help practitioners

- » Identify what is working well within their training programs
- » Fill in gaps that exist in their orientation programs
- » Enhance and build on what is already working in training programs and sessions

# Exploring This Guide

This guide provides useful information about training methods and planning. It also includes step-by-step how-to guidelines, reference charts, fill-in-the-blank handouts, sample agendas, and strategies to overcome common challenges in training.

**Chapter 1: Getting Oriented: Foundations of Refugee Orientation and Training** provides basic information on the approach, philosophy, and process of orientation and training, including an explanation of the knowledge, skills, and attitudes framework. The chapter introduces adult and learner-centered training theories and strategies. It also addresses the importance of cultural awareness and cross-cultural communication.

**Chapter 2: Planning a Training Program** outlines the various components of planning, designing, and scheduling training. It provides considerations for needs assessments, defining goals and objectives, outlining a training, setting up training space, and coordinating logistics.

**Chapter 3: Training Delivery and Assessment: Methods, Materials, Tips, and Tools** is a how-to section with numerous strategies and methods that trainers can use in designing and facilitating training sessions. It includes information on creating positive learning environments, effective communication, identifying resources, and an extensive list of training and facilitation methods. This chapter also includes pointers on learner assessments and working effectively with different types of participants, groups, co-trainers, and interpreters.

What is the purpose of this?



What's in here?



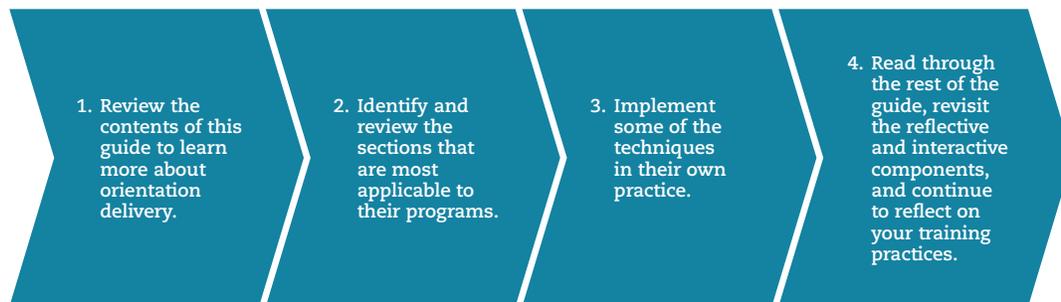
**Chapter 4: Developing Trainers and Partnerships** explores the ongoing development of trainers and provides strategies for developing trainers' skills. Additionally, it provides some considerations for developing partnerships and broadening community involvement in orientation.

## Using This Guide

Where do I begin?



To learn more about the design and delivery of training and orientation, users should



Time for staff training can be limited. It is recommended that trainers and supervisors, whether new or experienced, review the contents of this guide to learn more about orientation delivery. Users will find reflective and interactive components throughout this guide. While some reflection questions may not be applicable now, trainers are encouraged to revisit these sections and continue to reflect on their own training experiences.

Here are some examples of when and how to use the guide to support the specific needs of a program.

- » A program has an increased number of refugees with low literacy skills.
  - Review strategies for working with low-literacy participants (page 148).
  - Explore strategies on working with an interpreter (page 171).
  - Consider methods of incorporating English into training sessions (page 84).
  - Think about using different methods and materials (page 111) and how to match these with participants' learning styles (page 49).
- » A case manager who also serves as a trainer feels overwhelmed by the idea of delivering interactive orientation.
  - Consider new methods and activities (page 111).
  - Prioritize topics by delivering an effective and efficient needs assessment (page 63).
  - Review information about classroom management (page 99).
  - Consider effective use of time in relation to the duration and frequency of sessions (page 76).
  - Learn more about working with volunteers and guest speakers (page 203).

- » A program includes participants of varying ages from two cultural groups.
  - Review the section on working with diverse groups (page 143).
  - Select and incorporate icebreakers to help participants get to know each other (page 114).
  - Create a safe space for learning (page 99).
  - Review strategies on grouping strategies (page 82) and considerations on working with an interpreter (page 171).
  
- » An agency is revising their existing orientation program (or starting a new one).
  - Do a quick needs assessment and an inventory of your strengths and challenges (page 63).
  - Explore “Chapter 2: Planning a Training Program” to review key steps in planning (page 59).
  - Consider trainer assessments and skills development programs to support the revised program (page 187).
  
- » Ethnic tensions have come up in several sessions.
  - Consider the cultural awareness scenarios during a staff meeting (starting on page 29).
  - Review best practices in working with diverse groups (page 143) and difficult participants (page 159).

This guide is designed to help trainers quickly identify and locate additional resources. Icons are placed throughout the guide to direct readers to useful tools such as worksheets and more in-depth sources of information on topics. 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 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. Appendix A (page 215) provides an outline of all strategies discussed in this guide.
	Sample handouts and worksheets	This icon indicates instances when sample handouts and worksheets related to the topic are provided (in Appendix B on page 217).
	Additional resources	This icon indicates a topic for which additional resources are provided (in Appendix C on page 239).

# Approach and Framing Tools

This guide takes a holistic approach to training by developing and integrating the following ideas throughout.

<b>Holistic</b>	Trainers recognize that participants learn through a wide variety of interconnected experiences and sources. Trainers approach each participant as a whole person and do not approach topics as isolated subjects.
<b>Collaboration</b>	Trainers work with participants to tailor their programming to participants' needs.
<b>Empowerment</b>	Trainers and participants alike develop confidence through attaining knowledge, skills, and attitudes.
<b>Self-sufficiency and independence</b>	The trainer helps participants become self-sufficient, independent residents in their new communities.
<b>Cultural sensitivity (and the value of diversity)</b>	Training activities encourage participants to share their unique cultural perspectives and to also recognize and honor diversity within cultures. Diversity is seen as strength.
<b>Trust</b>	Trainers are highly encouraged to build rapport, establish a relationship, and create safe spaces that encourage trust among all participants.
<b>Participation</b>	Trainers encourage active participation, drawing on participant knowledge and life experiences to create opportunities for engagement in a variety of meaningful ways.

## Critical Questions

Each chapter in this guide addresses critical questions that are introduced at the beginning of the chapter. Here are the questions that will be answered and the chapters that provides the answers.

### Chapter 1: Getting Oriented: Foundations of Refugee Orientation and Training

- » Who are refugees?
- » What is orientation? What is training?
- » What content is provided in training? How is it addressed?
- » What is the goal of orientation and training?
- » What is self-sufficiency?
- » What do refugees need to know in order to become self-sufficient?
- » What do I need to know about my program as a trainer?

- » What basic information do I need to know about my agency to get oriented?
- » What knowledge, skills, and attitudes are associated with orientation?
- » What is cultural awareness and why is it important in cross-cultural training?
- » What characteristics make up a good trainer?
- » How do effective trainers learn about a new culture?
- » What are some of the different ways people learn?

## **Chapter 2: Planning a Training Program**

- » What should a trainer do before a training session? During and after a training session?
- » Who are the stakeholders and how does a trainer find out what their priorities are for training?
- » What information is needed about participants and the training before planning? How can a trainer obtain that information?
- » How can a trainer identify participants' needs and strengths?
- » What are the basic components of an effective training?
- » What logistical factors should trainers be aware of and plan for?
- » What should a basic training session include? What should be in the training agenda and schedule?
- » What kinds of challenges can a trainer try to prepare for? How?

## **Chapter 3: Training Delivery and Assessment: Methods, Materials, Tips, and Tools**

- » How does a trainer choose appropriate training methods and activities?
- » What kinds of challenges can a trainer try to prepare for? How?
- » What are the different methods that an effective trainer can use?
- » How does one create a positive learning environment?
- » How does a trainer work with a co-trainer?
- » How do you assess a training?

## **Chapter 4: Developing Trainers and Partnerships**

This chapter answers the following frequently asked questions:

From trainers:

- » How do I know if I'm doing a good job as a trainer?
- » What kind of trainer am I? What are my strengths? What are my challenges?
- » How can I become a better trainer?
- » How do I recruit, screen, train, and work with volunteers and interns?
- » Which community partners and leaders can I work with and in what capacity?



From program supervisors or lead trainers:

- » Whom should I assign to be responsible for training?
- » How do I ensure that staff are providing effective and efficient training?
- » How do I evaluate my training program? What are our strengths and weaknesses?
- » How do I assess and help improve trainers' skills? Where do I start?
- » How do I integrate training-of-trainers into my program's plans and goals?

In answering these questions we hope that *Refugee Training and Orientation: A Guide for Service Providers* will help you enhance your delivery of refugee orientation and efforts to facilitate smoother adjustment to life in the United States.<sup>1</sup>



---

<sup>1</sup> The COR Center was tasked by the U.S. Department of State Bureau of Population, Refugees, and Migration to produce this comprehensive guide as the result of ongoing needs assessments throughout the years.

# Chapter 1

# Getting Oriented: Foundations of Refugee Orientation and Training

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. This chapter explores these important foundations of refugee orientation and training.

## Chapter Critical Questions

- » Who are refugees?
- » What is orientation? What is training?
- » What content is provided in training? How is it addressed?
- » What is the goal of orientation and training?
- » What is self-sufficiency?
- » What do refugees need to know in order to become self-sufficient?
- » What do I need to know about my program as a trainer?
- » What basic information do I need to know about my agency to get oriented?
- » What knowledge, skills, and attitudes are associated with orientation?
- » What is cultural awareness and why is it important in cross-cultural training?
- » What characteristics make up a good trainer?
- » How do effective trainers learn about a new culture?
- » What are some of the different ways people learn?

## Refugee Resettlement, Orientation, and Training

### Key Terms

#### **Refugee**



According to the United Nations 1951 Convention and 1967 Protocol Relating to the Status of Refugees, a refugee is someone who “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country” (United Nations High Commissioner for Refugees [UNHCR], 2010).

Who is a refugee?





Refugees arrive in the United States from many different countries. They bring diverse backgrounds and experiences, possess a variety of strengths, and encounter myriad challenges as they adjust to their new lives in the United States. Trainers working with refugees, immigrants, and others should invest time and energy in learning more about their participants' backgrounds, needs, interests, and aspirations. By respecting and understanding participants' values, beliefs, and past, present, and future circumstances, trainers can affirm and build on the participants' strengths and existing assets.



In your own words, describe a refugee.

### **Training and orientation**

The terms *training* and *orientation* are used throughout this guide interchangeably to refer to both the orientation and training that refugees receive throughout the resettlement continuum. The interchangeable use of *training* and *orientation* underscores a philosophy emphasized in this guide: that orientation, training, and preparing refugees and immigrants for resettlement and integration is a continual process, and that training delivered overseas is the beginning of the continuum which is carried forth on the domestic side.

In the context of refugee resettlement in the United States, the term *orientation* typically encompasses *cultural orientation* and *community orientation*, both of which are the practice of *orienting* refugees to their new surroundings.

*Cultural orientation* typically highlights cultural aspects of resettlement, such as understanding body language, the process of cultural adjustment, or appropriate interactions with colleagues and supervisors in the workplace. Cultural orientation takes place both overseas and in the United States.

*Community orientation* refers to the support and training provided within the new community and generally covers more community-specific, concrete matters, while often incorporating cultural aspects of orientation as an aside. For example, when learning about a local bank and how to open and use an account, participants are also learning cultural norms about appropriate conduct for themselves and their children or other family members while at the bank.

*Training* is a term used to describe the content delivered and what refugees learn throughout the orientation continuum, though it most commonly refers to what is delivered upon a refugee's arrival in the United States and thereafter. By definition, training addresses knowledge, skills, and attitudes about a particular topic (Training, n.d.). In orientation, trainers address the knowledge, skills, and attitudes needed for smooth and successful resettlement.

Service providers who deliver *training* and *orientation* may use the terms differently and have preferences for using the terms. For the purpose of this guide, the terms *training* and *orientation* are used interchangeably to encompass both cultural and community orientation, as well as training.



What is the purpose of orientation and training? Who is it for? How long does it take?

### **Trainer**

The term *trainer* has been used in this guide to refer to all orientation providers. Although some staff may not view themselves as trainers, the term is used to underscore the educational significance of the services they provide.

### **Participant**

The term *participant* is used to describe any individual who is receiving and participating in orientation or training. All resources in this guide are intended for use with adult learners, and the term *participant* describes adult participants unless specifically indicated otherwise.

### **Session**

For the purpose of this guide, a training session is a singular training session which occurs in one day or a segment of a day. It may last for 30 minutes, an hour, or a day. A training session may include breaks during the day and may cover one topic or multiple topics. A session may take place in a classroom setting, a small-group setting with a single family, or even one-on-one.

### **Program**

For the purpose of this guide, a training *program* is a set of training sessions that complete a cycle of training. For example, an agency may provide a training program once a week for 8 weeks. The training program may then start over for a new group of participants.



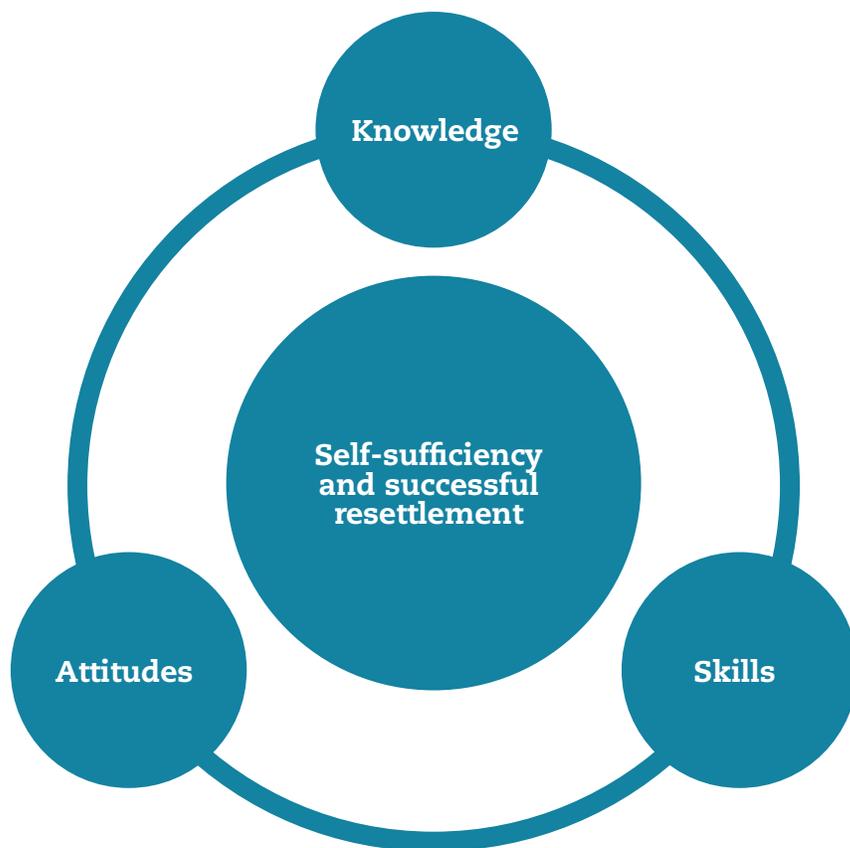
What is the content of training? What is the main goal?



## The Basis of Training: Knowledge, Skills, and Attitudes

This 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.

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.”



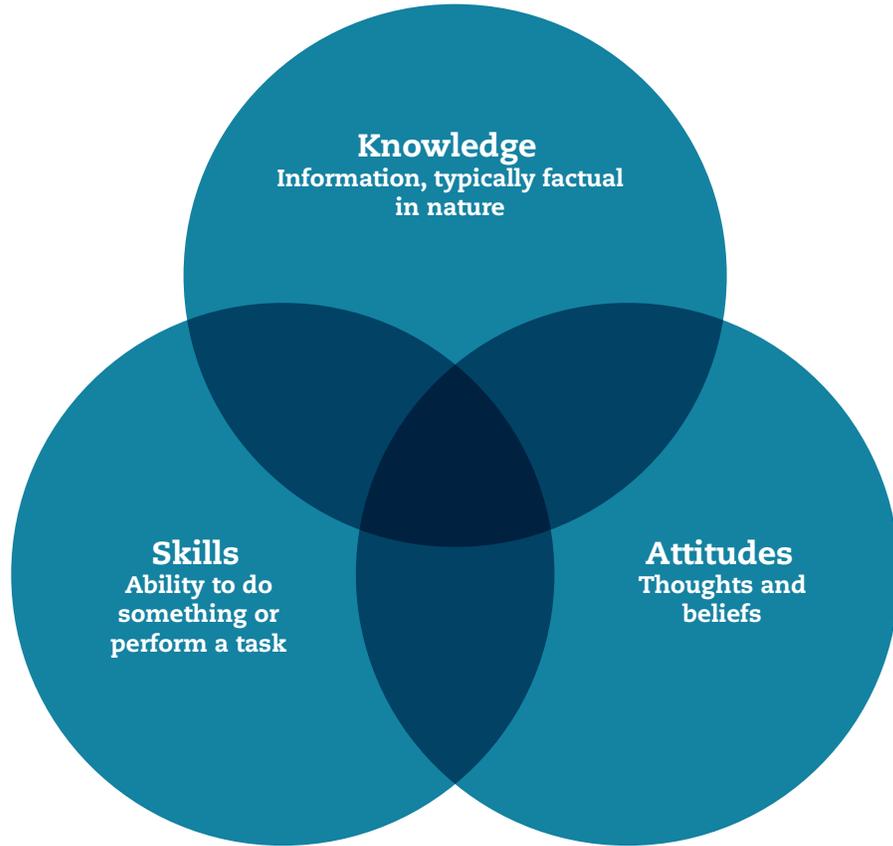
Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>» Information, typically factual in nature</li> <li>» Concrete</li> <li>» Learned during orientation</li> <li>» Gained while learning basic information about resettlement in the United States</li> <li>» Example: Information about common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

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 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, and Attitudes Intersect



## Knowledge, Skills, and Attitudes for Trainers

Effective training and orientation is grounded in knowledge, skills, and attitudes. 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.



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

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

What do I need to know about training?



Where do I go to learn more about the content?



What do I need to know about training?



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?



- » 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?

### Knowledge, Skills, and Attitudes for Participants

In addition to possessing knowledge, skills, and attitudes related to preparing and delivering training, trainers need to focus on helping participants attain knowledge, skills, and attitudes about the course content. While many trainers can help participants gain new knowledge and skills, most find addressing attitudes more challenging, because tackling attitudes requires sensitivity and attitude change is more difficult to measure. Attitudes, which are based on deep cultural and personal values and beliefs, are just as important as knowledge or skills related to a particular topic. Some trainers may wish to think of knowledge, skills, and attitudes as the core competencies for participants. It is from these core competencies that training or session objectives are developed.

How do I know what to cover in my trainings?

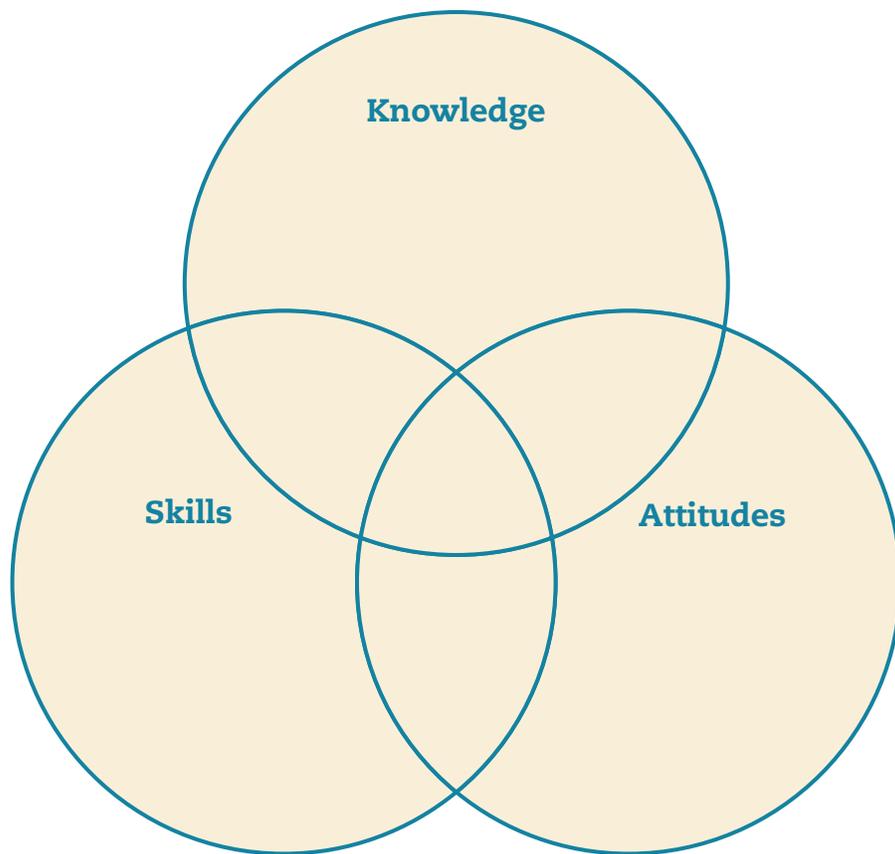


What are some examples of knowledge, skills, and attitudes that might be addressed in an orientation session? Complete the chart below. An example is provided.

Orientation topic	Examples of knowledge	Examples of skills	Examples of attitudes
Transportation	<i>There are buses.</i>	<i>This is how you ride a bus.</i>	<i>I am willing to use a bus or other public transportation in the United States.</i>
Health and hygiene			
Housing safety			



Imagine that you are delivering a session on housing. What are some knowledge, skills, and attitudes that you will address? Write these in the appropriate circles below.





What are some examples of knowledge, skills, and attitudes that you might incorporate into a training session on the following topics? An example is done for you.

	Examples of knowledge	Examples of skills	Examples of attitudes
<b>Role of the resettlement agency</b>	<i>Participants will understand that the resettlement agency supports refugees in resettlement.</i>	<i>Participants will practice culturally appropriate interactions with resettlement agency staff.</i>	<i>Participants will understand that working with the resettlement agency will assist in a smoother resettlement process.</i>
<b>Transportation</b>	<i>Participants will...</i>	<i>Participants will...</i>	<i>Participants will...</i>
<b>Housing</b>	<i>Participants will...</i>	<i>Participants will...</i>	<i>Participants will...</i>
<b>Employment</b>	<i>Participants will...</i>	<i>Participants will...</i>	<i>Participants will...</i>
<b>Rights and responsibilities</b>	<i>Participants will...</i>	<i>Participants will...</i>	<i>Participants will...</i>
<b>Cultural adjustment</b>	<i>Participants will...</i>	<i>Participants will...</i>	<i>Participants will...</i>



To address knowledge, skills, and attitudes in a training program, an effective trainer should

» **Consider cultures and backgrounds**

First and foremost, trainers should consider how participants' cultures, backgrounds and personal identities will affect their responses to training and orientation, and to resettlement. For example, it would be helpful for a trainer to find out how participants view educators, active classroom participation, and age and learning. Understanding these and other issues can help trainers avoid possible pitfalls and capitalize on the strengths of participants.

» **Use a variety of methods and visual aids**

Second, adults learn best when they are involved in their learning, and when their backgrounds, needs, interests, and learning preferences are taken into account. Training for refugees and immigrants is viewed as a form of cross-cultural learning in which new knowledge, skills, and attitudes are discussed and compared with familiar ones. Because participants bring different educational backgrounds and learning preferences to orientation, trainers are encouraged to use a variety of methods and visual aids.

» **Continually evaluate learning and assess participant needs**

Third, the trainer should continue to evaluate what participants have learned or already know and assess their needs continuously throughout orientation sessions or programs.

Trainers who have a deep understanding of their participants, the core content, the context in which they are working, and the different types of learning and competencies that lead to successful transitions are ready to start preparing sessions using the knowledge, skills, and attitudes framework.

What are some examples of knowledge, skills, and attitudes that you might incorporate into a training session on the following topics? An example is done for you.

## Knowing Your Context

In order to provide accurate and meaningful orientation, it is important for trainers to have some basic information on their agency's culture and how it provides orientation: how it functions, who it serves, what local partnerships exist, and what training materials and resources are available, among other things. Both new and seasoned trainers should know the following about their agency:

- » Training program
  - Capacity: skills and commitment of staff, volunteers, etc.
  - Population: language, culture, age, educational background, diverse needs, sensitive issues, etc.
  - Timelines and training schedules
  - Transportation options for participants and the reliability of these options
  - Accessible resources, such as materials, websites, partners, space, information, interpreters, and childcare
  - Content and objectives of the program
  - Current agendas and materials used for trainings
  - Expectations and responsibilities of the supervisor, team, trainer, and participants
  - The trainer's role

How do I address the KSAs in my training?



What basic information can I get from my program to help me get oriented?



- » Evaluation
  - Expectations
  - The process of evaluation

## Cultural Awareness and Cross-Cultural Communication

### Developing Cultural Awareness

Cultural awareness is an essential trainer competency and an important component of effective training for refugees and immigrants. The role of a trainer is to ensure that participants understand and learn from the information and skills being introduced and discussed, and to provide guidance in developing attitudes toward these new experiences. However, these populations are coming from different cultures and sets of experiences and, as a result, view things differently. Trainers who can apply their own understanding of cultural dimensions and effective intercultural communication skills in designing and delivering training are much more effective. The cultural lens through which a trainer views the world, training, and participants impacts how s/he understands learning, classroom dynamics, and trainer roles. By developing and drawing on their cultural awareness and competence, trainers can strengthen the delivery of all topics so participants can better understand and utilize the knowledge, skills, and attitudes addressed in the training. Similarly, by introducing various aspects of cultural awareness in orientation, trainers help participants understand their own world views, approaches to learning, and adaptation.

In order to develop cultural awareness, trainers first need to be able to understand what culture is. Then trainers should develop an awareness of their own culture, who they are, and what they believe. Finally, a trainer is ready to start learning about a new culture.

#### The Steps in Learning About a New Culture



Effective training for refugees and immigrants takes into account at least two—and sometimes more—cultures simultaneously: the culture or cultures of the participants and the culture of the country of resettlement. As a result, trainers need to familiarize themselves with the cultures involved in the training.

### Understanding Culture

Culture is made up of the shared knowledge, beliefs, values, and history that support patterns of behavior within a particular group of people (Culture, n.d.). Perhaps the simplest way to view culture is as the way a group of people live: the way they communicate, worship, take care of their health, study, make decisions, socialize, and take care of themselves and their families economically and emotionally. Behind these practices are certain ideas, values, and beliefs. Members of a group begin learning about these ways of behaving and thinking at birth, and this social learning continues throughout one's life as the larger society evolves.

How can I develop cultural awareness?



What is culture?





Who am I?

### Cultural Awareness of Self



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.

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:



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



Understanding:



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



**Relationships**

Respect:



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



Community:



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



**Livelihood**

Work:



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



Business success:



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





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.



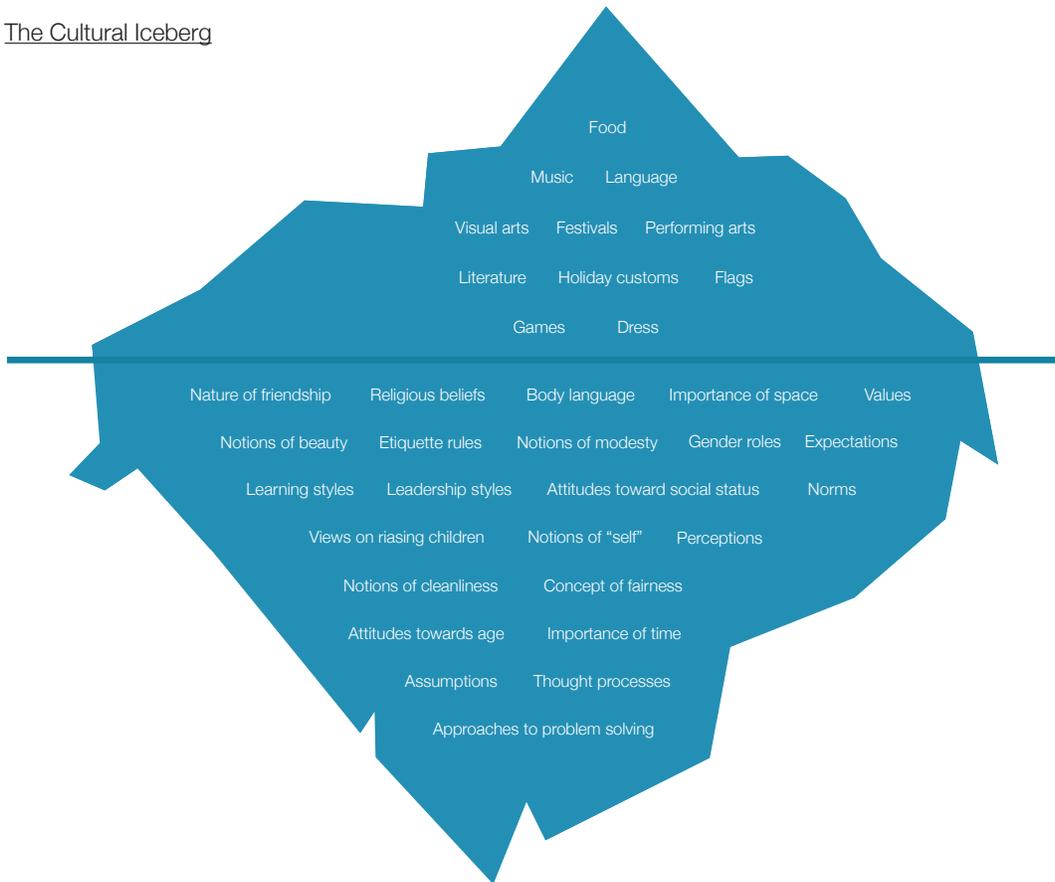
Are there other things that you would add to the identity wheel that would also help describe you?

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

### Learning About a New Culture

In the field of intercultural communication, culture is often described as an iceberg. Only a small portion of the iceberg is immediately visible. The iceberg's greater mass is below the surface and invisible to most observers, yet we know it exists.

## The Cultural Iceberg



As is shown in the figure above, observable behaviors or characteristics of culture are shown in the part of the iceberg seen above water. The more apparent aspects of culture and traditions are built on and evolve from much deeper cultural beliefs and values that a particular group holds. A newcomer who spends time in an unfamiliar culture learns more about the unseen aspects of a culture through experiences within that culture over time.

Add five things to the iceberg above that represent the culture you are coming from. Make sure they are placed appropriately: If it is something observable to a newcomer, it should be placed above water. If it is something that is hidden or would take time for a newcomer to learn, it should be written below the surface of the water.

What is an example of something that might be written far below the surface of the water? Why?

### Demonstrating Respect and Understanding

Trainers who understand the cultural backgrounds and expectations of participants are able to deliver more effective trainings. It is even more important for trainers to understand and show respect for refugees' experiences, and to address their concerns, worries, and hopes for their new life in the United States. To better understand participants' cultural values and perceptions trainers can observe behaviors and ask questions during sessions.

One thing deep below the water is understanding what is appropriate to ask another person.



Trainers can familiarize themselves with the cultures represented in their classroom by reading materials on different refugee groups, such as the COR Center's Refugee Backgrounders, available for download from the COR Center website here: <http://goo.gl/LXK3Qe>.



Compare and contrast the following two case studies.

### Case study 1

During the first two training sessions, Jamal notices that most participants choose to sit divided by gender. Jamal assumes that they must come from cultures where separation of the sexes is common and where men often represent, and therefore talk on behalf of, their female family members in public.

On the third day, to help participants practice the differences in U.S. culture, Jamal divides them into pairs. Each pair consists of one man and one woman. He asks the pairs to work together on an activity after which the women will present to the entire group on what was discussed. A few pairs work well together, but many are obviously uncomfortable and some ask why they cannot sit with their spouse if they must be paired. Jamal sees that this is becoming a distraction and fears that people are missing the message of the activity.

The next day Jamal notices that attendance has dropped.

- » What did Jamal hope that participants would learn about U.S. culture through the activity?
- » In what ways did Jamal consider the participants' culture when designing the activity?
- » Do you feel that his approach was effective? Why or why not?
- » What are some different ways Jamal could relay his message on U.S. culture to the group?
- » At what point in the training program might this strategy be more effective?

### Case study 2

Lara is delivering orientation and notices that the older participants are very quiet and rarely participating, while the younger ones are very involved. Lara is surprised by this because she has heard that this group consists of people who come from cultures where elders are highly respected, and she expected the elders to be the most outspoken of the group. When Lara encourages an older participant to share one thing that he has learned with the group, he says, "I am too old to learn. Leave it to the young people."

Lara is surprised by this statement. "But Americans believe that a person is *never* too old to learn!" she says and tells the group about her grandmother who is taking guitar lessons. The old man smiles but continues to remain silent throughout the session, along with the other older participants.

For the next session, Lara has a plan. She facilitates a fishbowl exercise where she asks the older participants to sit in a circle and then has the rest of the class sit around them in another circle. Lara asks the older group to discuss three new things that they have learned about the United States through orientation or through experience and asks those in the outer circle to listen. Though hesitant to speak up at first, Lara is happy to see that the older group starts to participate and enjoy themselves.

- » What did Lara learn about the participants' culture?
- » What did Lara learn about her own culture?
- » How did she combine these two pieces of information to facilitate an inclusive orientation session?



After thinking about these case studies, consider the following questions:

**Why is it important for you to learn about another culture while participants are also learning about your culture?**

**What do you think would help you to better understand another culture?**

**Why might someone from another culture want you to learn more about her or his culture?**

**How do you balance what you want to learn with what others want to share?**

The biggest challenge when learning about people from other cultures is avoiding stereotypes. *Stereotyping* is when people make exaggerated assumptions about categories of identity (culture, race, ethnicity, nationality, gender, etc.) that are based on only a few representative of the group. It is natural to want to simplify and categorize, but these overgeneralizations ignore differences in people and can sometimes lead to false assumptions, prejudice, or even discrimination. A *cultural generalization*, on the other hand, is a description of commonly shared values or patterns of behavior for the majority of people in a cultural group. The following table provides some examples and characteristics of stereotypes and cultural generalizations (adapted from Volunteer Alberta, n.d.).

 As an opening activity to a new orientation session, you ask each participant to introduce themselves and to tell everyone how many family members they have. A participant stands up, says her name, and gestures that she has three children with her. She then starts talking excitedly and begins to cry. The interpreter tells you that she is worried about her fourth child, a 19-year-old daughter, who is back in the refugee camp. What do you do in this situation?

 A trainer plans a training for an ethnic minority group that the media portrays as uneducated and unsupportive of working women. The last time the trainer worked with this ethnic group, they were educated and many of the women worked. The trainer is aware of negative media stereotypes, but plans according to her previous experience. The session begins, and the trainer quickly realizes that half the group is preliterate and unsupportive of working women. There is tension between the educated and uneducated participants. What does this show about stereotypes and diversity?



Stereotypes	Cultural generalizations
<ul style="list-style-type: none"> <li>» Often unconscious assumptions</li> <li>» A way of categorizing</li> <li>» The mental organization of your experience of others</li> <li>» Simplistic</li> <li>» Learned from parents, relatives, and friends</li> <li>» Learned from limited exposure or experience</li> <li>» Learned through the media</li> <li>» Can evolve out of fear</li> <li>» Are problematic when we put people into the “wrong category”</li> </ul>	<ul style="list-style-type: none"> <li>» Broad characterizations</li> <li>» Useful as a general guide to anticipating and discussing cultural reactions, attitudes, and behaviors in a neutral way</li> <li>» Helpful in analyzing cultural patterns</li> <li>» Will never apply to everyone in a culture because individual personalities and backgrounds always play a role in how people think and act</li> <li>» Used as a shorthand way to make nonjudgmental cross-cultural comparisons, not to oversimplify or deny the complexity of social interaction</li> <li>» Flexible and open to new information</li> </ul>
Examples of stereotypes	Examples of cultural generalizations
<ul style="list-style-type: none"> <li>» All Americans are fat.</li> <li>» Americans are always early or on time.</li> </ul>	<ul style="list-style-type: none"> <li>» Americans have a greater likelihood of becoming obese than people in other countries.</li> <li>» Many Americans in business value time as a resource not to be wasted.</li> </ul>

While trainers learn about a group of participants and discover things the participants have in common, they need to remember that they are still working with individuals, many of whom are coming from very different places and experiences. Differences exist among people belonging to the same cultural group, and trainers need to be careful and aware of stereotypes. While many generalizations may apply, each person is unique. Many refugees have survived traumatic experiences prior to arriving in the United States. Others who have also experienced trauma (refugees included) are not necessarily able to empathize with what individual refugees have gone through. By learning about participants, trainers will be able to better adjust the sessions to accommodate participant needs and perspectives.



A good way to acknowledge individuals and avoid generalizations is to ask people to speak only for themselves and not for others as well. When appropriate, trainers may ask a participant who came to the United States as a refugee to talk about her or his own experiences. Trainers should be very clear that individuals are not being asked to speak for their entire ethnic, cultural, language, or religious group, but rather about their own personal experiences.



Imagine completing the identity wheel found on page 32 for yourself and then comparing it with a wheel completed by participants in your training. Are there some identity components that you share? What are some of the differences? When thinking about people from other cultures, are there other things you would add to the identity wheel? Think about individual life circumstances such as the death of a parent or child, or other traumatic incidents. What about circumstances related to access, such as housing, food, or education?

Choose one of the following challenges that you have encountered when working with others. In the space provided, describe how you could manage this challenge in a culturally respectful way.

**A participant will not respond to questions or add to class discussions.**

**A participant continually arrives late for meetings, classes, or appointments.**

**A participant continues to speak negatively about the location of her/his apartment and the state of the furniture.**

**A participant continues to ask very personal questions during class.**

## Using Cultural Awareness to Deliver Effective Orientation

Trainers delivering orientation develop specialized knowledge, skills, and attitudes related to culture, cultural adjustment, and intercultural communication. A trainer with an understanding of cultural dimensions and a participant's culture can anticipate how a participant's perceptions of life in the United States might influence her or his reactions to service providers and training topics. For example, a participant who is uncomfortable asking questions in a training session or speaking with her or his child's teacher about school progress might come from a culture where it is inappropriate to question authority figures. Trainers can extend their own knowledge of culture to help participants understand cultural values and dimensions, adjust, and build stronger relationships.

How does cultural awareness affect my ability to train effectively?





 A trainer is visiting a participant's home in order to provide one-on-one orientation because the participant is disabled and has a hard time leaving his home. When entering the apartment, the trainer notices a row of shoes next to the door. What should the trainer do?

It is important to demonstrate cultural awareness when working with refugees or immigrants, especially when initially entering their home. For example, it might be most appropriate to remove shoes, allow the most elderly person to enter first, or to say a prayer. By honoring these customs, trainers not only demonstrate respect for the participants but they also open up opportunities for discussion about customs, diversity in the United States, cultural norms, differences and similarities, behavior changes, and cultural adjustment.

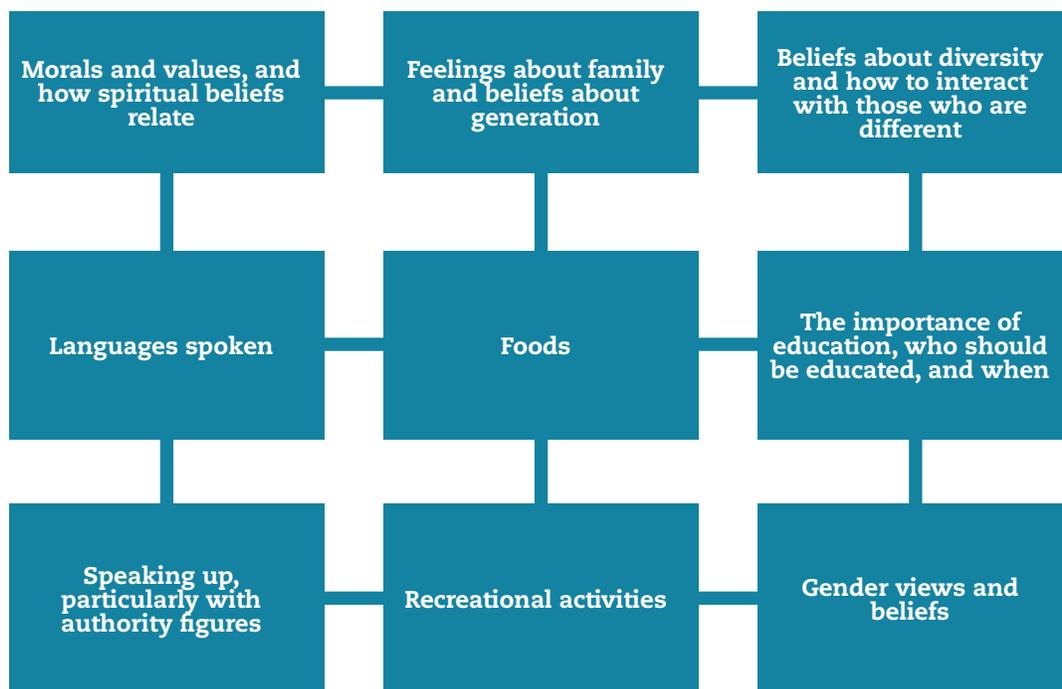


What are some other actions that might demonstrate cultural awareness?

A lack of cultural awareness can create problems in many areas of training and orientation, as well as other aspects of integration. Common cultural clashes involve differing worldviews, communication styles, notions of equality, notions of acceptable risk, and self-fulfillment.



Below are some things that you might like to learn about someone from another culture. Think about what else you would like to learn, and how you might find out.



What cultural issues do I need to understand or be aware of?

Each culture has different norms and expectations. Trainers (and others) will learn these over time, through working and interacting with people from different cultures, and by listening to and observing others. Here are some considerations to keep in mind when learning about a new culture:



- » Can I ask direct questions, or is it more appropriate to observe behaviors?
- » Is it appropriate to ask this?
- » Is it appropriate to ask in mixed company?
- » Can find this information without asking directly?
- » Does this information need to come directly from the person, or can I find out from someone else?



What are some questions you might ask someone to learn more about their culture?

## Addressing Cultural Adjustment



When training refugees and immigrants, trainers should take cultural adjustment into consideration with regard to every topic and discussion. A large part of resettlement and integration is cultural adjustment. As a result, cultural adjustment and cultural shock should be presented as session topics then reinforced by interweaving the concepts throughout a training session and program. The resources on cultural adjustment provided in Appendix B may be helpful in preparing these sessions. To integrate cultural adjustment into other session topics, trainers can use some of the following methods:

- » Ask participants to compare previous and current experiences within a given topic (such as how they got to and from the market in their home country and how they do so now)
- » Ask participants to consider how they might do something where they came from versus in the United States (such as disciplinary methods for children)
- » Discuss the process of cultural adjustment with participants, how it may affect them, and how they might feel about it

No matter how cultural adjustment is addressed, trainers should remember that all training delivered for refugees and immigrants will incorporate cultural adjustment whether intended or not because integration directly involves the process of cultural adjustment.

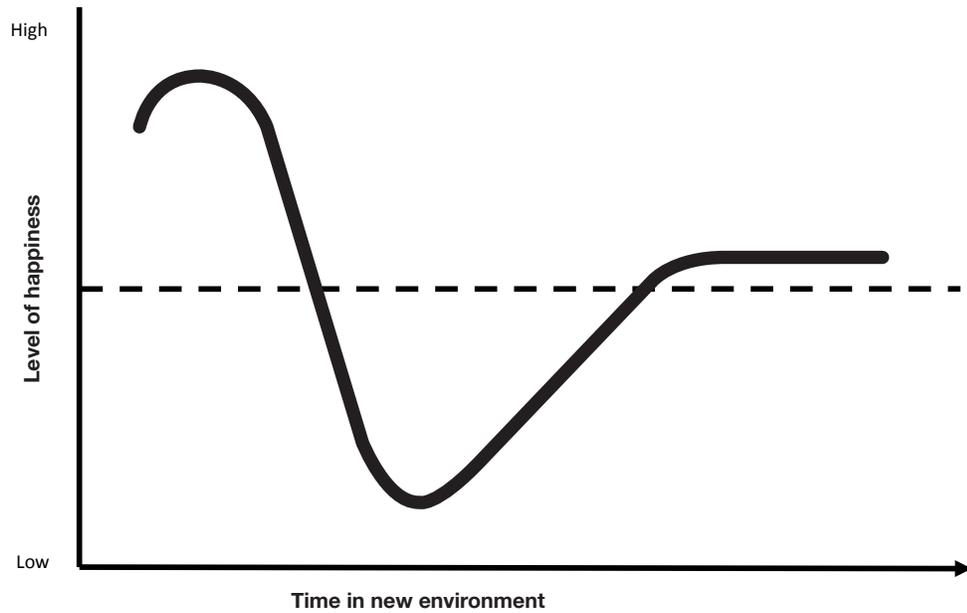
One of the most common ways to present the process of cultural adjustment is through the U-curve of cultural adjustment. This hypothesis was proposed in 1955 by Sverre Lysgaard, a Norwegian sociologist, to describe the common stages of cultural adjustment and visually demonstrate varying degrees of adjustment over time. The U-curve of cultural adjustment includes four distinct stages that commonly occur over time when entering a new culture, be it on vacation or moving to a new place. (A “W-curve” suggests that when people return to their home culture, they will go through a similar adaptation process, often called “re-entry shock.”) Lysgaard’s hypothesis describes the following four phases of adjustment:

- » Honeymoon phase: Feelings of excitement and happiness, when everything is new and exciting and good. This often occurs soon after arrival in a new place.
- » Culture shock phase: Feelings of worry, confusion, and anger as the newcomer tries to function in an unfamiliar and often strange place.
- » Adjustment phase: Feelings settle down as the newcomer comes out of culture shock and starts to feel more comfortable and confident in the new place.
- » Mastery phase: A feeling of comfort with the new life and culture, although there are still difficult periods sometimes.

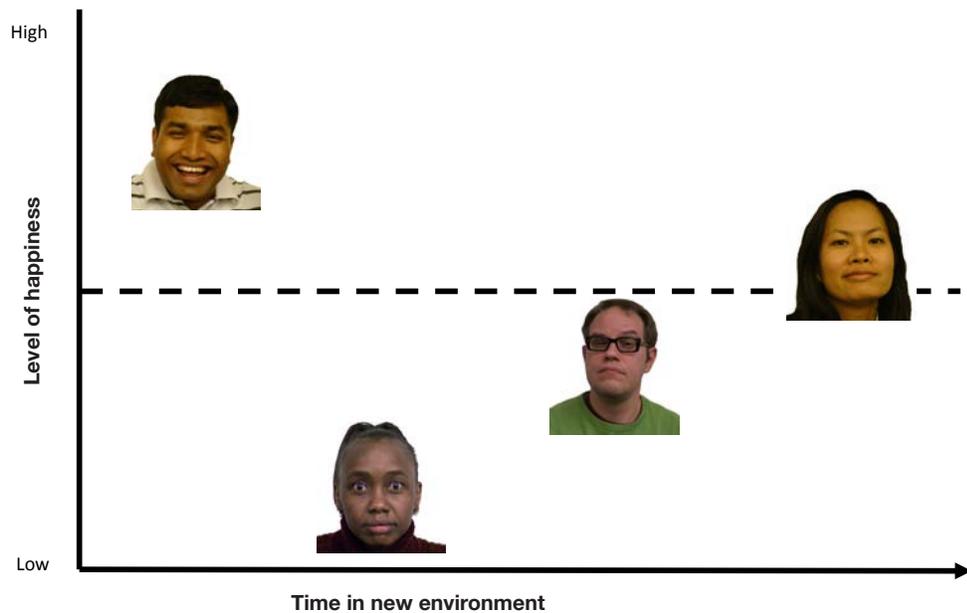
Lysgaard found that the adjustment process generally follows a U-shaped curve (hence the *U-curve of cultural adjustment*): Adjustment feels easy and successful at the beginning, followed by a shock or crisis during which the person feels less well adjusted, unhappy, or lonely. Over time, the person begins to adjust, eventually becoming more integrated into the new community. The timeframe in which these phases occur differs for everyone, so trainers should remember that participants are experiencing different phases of adjustment that impact their lives and consider these personal impacts when adjustment becomes a challenge (as cited in Abrams, 2013, p. 585).

 A participant who was very enthusiastic and involved in the first few training sessions suddenly becomes very quiet and reserved. Should the trainer ignore this sudden change in behavior or should he follow-up with the participant? Why or why not?

The common U-curve chart looks like this:



When working with immigrants and refugees, trainers may find that it is difficult for participants to understand the chart format if they are unfamiliar with mathematical charts. To help explain it, the COR Center developed a visual representation of common emotions experienced during the process of cultural adjustment.

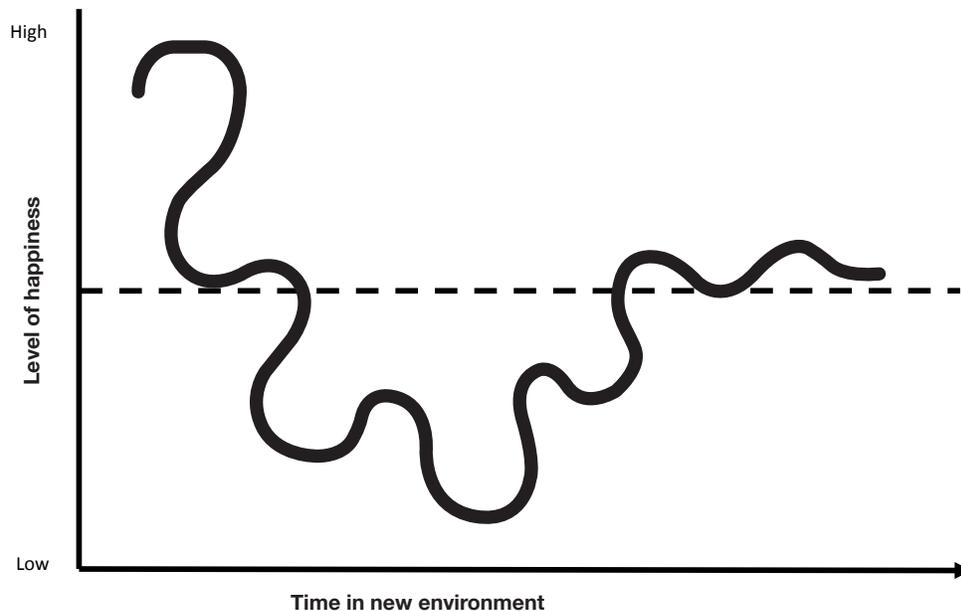


Another beneficial way to talk about the U-curve of cultural adjustment is to introduce case studies or critical incidents. These can be read aloud or discussed in small groups, and participants can be asked which phase of cultural adjustment is being addressed, or participants can match the scenario with the phase.



Think about a time when you moved or visited a new place. Did you experience the U-curve of cultural adjustment? If so, how? What strategies did you use to cope with moments of difficulty?

One challenge with the traditional U-curve of cultural adjustment is that little variability is provided for individual experiences, which can confuse individuals looking at the curve (Weaver, 1998). Some feel the process of adjustment has many ups and downs and that the U-curve looks more like this:



That being said, the U-curve of cultural adjustment illustrates a realistic process of adjustment that many people go through. What makes cultural adjustment most difficult is that many people are not prepared for it.

There are many responses to the stresses of cultural adjustment that individuals may have at different times and to varying degrees. Some people reject a new culture by isolating themselves or by resisting change, perhaps by complaining about things or rejecting new behaviors (flight and fight responses). Others choose to examine the new culture and begin adjusting and adapting, or making some slight adjustments while still maintaining their core cultural values, beliefs, and behaviors (flex and filter responses) (Bennett, 1998). The process of acculturation is usually gradual and takes many years, if not a lifetime.<sup>1</sup>

Trainers should make participants aware of the cultural adjustment process and discuss what they can do as individuals, as a family, and as a community to get through difficult times, cope with culture shock, and transition to the initial adjustment phase.

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<sup>1</sup> Acculturation should not be confused with assimilation, which is the process of adapting, acculturating, or integrating to the point that new members of a society share the mainstream values, beliefs, behaviors, and socioeconomic status of mainstream cultural groups. Assimilation spans multiple generations.



When you are feeling down or sad, what are three tactics you use to cope? Could some of these be useful to participants?

### Culture Shock

Culture shock is part of the adjustment process that people go through when visiting or moving into a new culture. Newcomers can feel a loss of control when there are breakdowns in communication, misunderstandings, or when the behavior of others clashes with their own cultural norms or values. They can also feel internal conflicts when their adjustment requires them to be dependent on others or to behave in new and unfamiliar ways. Culture shock is the reactions and feelings a person has when familiar cultural cues are lacking. Culture shock is most often characterized by feelings of worry, confusion, loneliness, or anger as a newcomer tries to function in an unfamiliar and often strange place (Abrams, 2013, p. 627). Experiencing culture shock is a normal part of adjustment, but is often the most challenging part because of the feelings experienced.

Service providers and trainers should be able to help participants identify some of the common symptoms of culture shock. These include irritability, depression, withdrawal, stomach problems, skin problems, paranoia, poor concentration, poor performance, and even substance abuse. While feelings of culture shock are unavoidable for most people, there are ways to manage the adjustment process during this phase to make it a little easier. These ways differ depending on the person. For some people, exercise (such as walking, swimming, or biking) is very helpful. Others prefer to talk to someone, be it a trusted family member or friend, a professional, or a case worker/manager. Still others find it useful to talk with or write to friends or family in their home country or country of asylum, look at old photographs, write in a journal, or get involved in a hobby or community activity.

Helping newcomers find a healthy way to manage their experiences of culture shock is very important. While some people feel that avoiding the feelings of culture shock is helpful, this does not help most people deal with their challenging feelings and move on toward a successful adjustment. Trainers should tell participants that these feelings are very common. Participants should be encouraged to find something that works for them, and talk to someone about their feelings.

## Principles of Learning and Training

### **Appreciative Inquiry: A Positive Approach to Cultural Understanding**

Appreciative Inquiry (AI) is a theory and practice centered on creating effective change by exploring, understanding, and valuing the positive aspects in people and organizations (Cooperrider & Whitney, 2005). In contrast to a problem-solving approach that focuses on shortfalls, AI looks at what is working best in people and systems (Cooperrider & Whitney, 2005).

AI focuses on valuing the cultural strengths of participants. In school settings, the AI process has helped promote culturally responsive relationships between school administrators, students, and teachers (He, 2013).

The following AI assumptions and process can be applied to orientation (Open Source Leadership Strategies, n.d.; Robaina, 2011):

- » In every group, organization, or culture, something works well.
- » People generally believe that their way of thinking about or doing things is the best way. They have been taught these ways from an early age and they use them as a reference for their identity and reality. It is important to find something within a culture, group, or organization to understand or respect. This helps outsiders learn about another form, way of being, and respect for the other culture.
- » Individuals and groups are stronger if they carry the best parts of the past and themselves into the future.
- » If participants dream about or envision what might be ideal in transitioning to a new culture or country, participants and trainers can work together toward those dreams.
- » By identifying and building on individual and collective strengths, participants and trainers can identify possibilities for smooth transitions and make things happen.
- » By staying positive, participants unlock abilities to dream, communicate, act, contribute, and reach their goals.

AI can help challenge any cultural-deficit thinking that trainers may have when providing orientation (He, 2103). AI helps trainers highlight participants' strengths and potential, rather than directing their attention to what participants are unable to learn, due to their different home country experiences (gaps in education, etc.) (He, 2013, p. 57). A trainer who understands the AI theory will better be able to demonstrate respect for participants from different cultures.



A trainer who is a former refugee is providing orientation to a group of refugees from his country of origin. He tells the group that they will enjoy living in the United States because its people and cultures are more advanced than their own. An older participant takes offense to the trainer's statement and mentions that his culture has many strengths too. Why did the participant take offense to the trainer's statement? What could the trainer do differently next time?



Think of a group or community that you have worked with or will be working with. What concerns do you have about working with this group? What challenges did you experience? What are some positive things about this group? Complete this information using the space below.

<b>Group or community:</b>	
<b>Personal conflict of ideas or challenges:</b>	
<b>Positive aspects or strengths:</b>	

## Learner-Centered Versus Teacher-Centered Training

There are two approaches to teaching and training that will be discussed here: teacher-centered training and learner-centered training.

### Teacher-Centered Training

In many parts of the world, teacher-centered learning (or training) is common practice. Teacher-centered training assumes that the teacher (or trainer) has important knowledge to impart on the student (or participant), and the participant passively learns what is taught without contributing their own knowledge (Huba & Freed, 2000). A similar approach to teaching is called *rote learning*, where participants learn information verbatim from a trainer (Allrich, n.d.). Rote learning promotes memory (the participant remembers what the trainer says) as opposed to application and retention (the participant understands concepts and can apply them to other things) (Concordia Online Education, 2012, Nov.).

Teacher-centered training presents several challenges in classroom orientations and training sessions (Al-Zu'be, 2013; Huba & Freed, 2000).

- » The focus of learning is on the trainer. Participants are limited to learning or remembering what the trainer presents. Opportunity for discussion or disagreement is limited as well. This style of learning is not just uninteresting; it is less effective. Participants developing new skills and attitudes need to process, understand, and practice the concepts that are conveyed.
- » The emphasis of learning is on providing a right answer. Orientation and training sessions often address topics and issues which may have many right answers and are usually very case-specific.
- » Participants are not engaged in the learning process. The method of instruction models learning (and resettlement in the United States) as a passive process for the participant. Ideally, refugees and immigrants will learn to drive their own learning, advocate for themselves, and become self-sufficient.
- » Participants are unable to relate what they learn to real life as they receive information outside the contexts in which it might be used.
- » Participant assessment is usually separated from classroom activities and often held until the very end of a program. If assessment is not an interactive or ongoing process throughout training, a trainer may not know if participants understand. Ongoing assessment allows trainers to make adjustments and to provide further information based on participant feedback.

### Learner-Centered Training

The learner-centered approach to training allows participants to direct their own learning and focus on what they want and need to know. It is designed to engage participants and elicit their contributions, rather than limit instruction to a one-way transfer of knowledge from a trainer to learner.

Learner-centered training assumes that trainers and participants have valuable knowledge and previous experiences to share. Using this approach, participants and trainers interact and share experiences, questions, knowledge, analyses, and strategies. This open exchange of information and perspectives allows participants to learn from the trainer and also from fellow participants.

Learner-centered methods emphasize the importance of communication skills (including the importance of asking questions and working in groups) (Concordia Online Education, 2012, Dec.) while also incorporating self-directed learning activities that allow time for reflection and individual work. Learner-centered training teaches the importance of participating, taking initiative, and striving to learn. It is especially effective for participants learning to live, make good choices, and become self-sufficient in a new country.



Learner-centered training can be used effectively in orientations and training sessions when:

- » Trainers encourage participants to find answers and solve problems. Instead of guiding participants, trainers promote the process of discovery. This is especially useful when encouraging participants to explore how they think and to consider attitudinal changes.
- » Trainers involve participants in correcting information or assumptions. Instead of simply providing the facts or correct information, trainers can ask participants what they think the answers are before simply giving them the information.
- » Participants analyze information to help them make choices and decisions. Hearing the perspectives of other participants can help individuals and families determine what is most important: a better school district, proximity to employment or transportation options, neighborhood safety concerns, and so forth.
- » Participants practice or discuss how they can apply what they are learning to real-life situations. For example, trainers can use a simulation, role play, or field excursion to help participants make a shopping list, use a bus to get to a grocery store, and shop for their needed items.
- » Trainers might also use case studies and critical incidents to prompt classroom discussion and reflection. Rather than simply explaining culture shock, for example, a trainer might share a story about previously resettled refugees who experienced challenges associated with it, such as depression, heavy drinking, or eating poorly. The trainer could then ask participants to identify the symptoms of culture shock in the story and to discuss ways they might cope in a healthier manner, or help their family or friends manage culture shock.

While it may seem quicker and more efficient to provide orientation information verbally—through a lecture, for example—participants actually learn more when sessions are interactive and learner-centered. The learner-centered approach keeps participants more engaged, more likely to retain more of what they learned, and more likely to want to continue learning (Matlin, 2002; Sternberg & Grigorenko, 2002). Malcolm S. Knowles' theory and assumptions for adult learning (“andragogy”) and self-directed, or lifelong learning, influenced much of the shift toward learner-centered training and education in the latter half of the 20th century.

By linking established objectives and KSAs with participant interest and needs gathered from needs assessments, trainers can develop and deliver more effective, relevant, and participatory sessions.



Consider the following two case studies.

### Case study 1

Kia attends a training about working with the resettlement agency. The presenter tells Kia and the other participants that they need to communicate with their case worker/manager and if there is a problem, to elevate it to the agency director. Kia hears about the different staff and how they will help her, and is told what she should receive from the agency. She is also reminded not to call her case worker/manager at night unless it is an emergency.

- » What are three things that make Kia's session teacher-centered?

### Case study 2

Nyen attends a training about working with the resettlement agency. Through a role play, Nyen and the other participants act out different roles about the resettlement agency: the case worker/manager, the director, and other staff and partners. Nyen's wife plays the role of case worker/manager, and participants practice appropriate interactions and communications with agency staff. They consider potential issues together and role-play how to manage them effectively. Then, small groups debrief the role-play to discuss what happened, each role's perspectives and feelings, and their feelings as participants in the training. Later, Nyen and his wife talk about her experiences as a case worker/manager in the role play and discuss why it is important to only call their case worker/manager in cases of emergency.

- » What are three things that make Nyen's session learner-centered?

Why was one of the case studies more effective than the other?



Look at the lesson plans on the following pages and consider the following questions about each:

- » Is the plan learner-centered?
- » How would you modify it?
- » What information about participants would be helpful to know as you modify this lesson plan?

## Session Plan 1

### Topic:

Budgeting and Personal Finance

### Objectives:

Participants will know resources that provide funding, budgeting guidance, and/or financial assistance that they can access after initial assistance ends.

### Materials:

Flipchart paper, index cards, markers, tape

### Activity:

1. Ask participants what kind of financial assistance they received from the agency when they arrived in the United States.
2. Ask participants if they understand the terms *income*, *money*, and *self-sufficiency*.
3. Explain that, after a certain amount of time, the income from your agency will no longer be available. Participants shouldn't worry though, because there are other sources of income that they should be aware of that will be covered in the session.
4. Divide the class into small groups of three to five people and give each group a different handout. [Each handout has a different type of resource and includes details about that resource.]
5. Each person in the group is assigned a role, such as time keeper, secretary, presenter, and facilitator. After group members have learned the information on their handout, the presenter shares the information with the whole class.
6. To review, index cards are taped to the flipchart. Each card has a question on the back. The class is divided into teams. Each team chooses a card, turns it over, reads the question, then guesses the answers to the questions. For example: What is SNAP? What is SSI? What is Matching Grant?



Now compare the lesson plan above to the modified version below.

## Session Plan 2

### Topic:

Budgeting and Personal Finance

### Objectives:

Participants will be able to:

- » Identify sources of income and support for when their initial assistance ends
- » State that they are responsible for their family's personal finances

### Materials:

Flipchart paper, markers, tape, pictures



### Session Preparation:

Before the session, ask participants to find out from other refugees in their community what their families' sources of income and support are. They should talk to refugees who have been in the United States for at least 3 months.

### Introduction by the Trainer:

Tape pictures on the wall/board that represent the self-sufficiency process (e.g., money from a case worker/manager, money from job, etc.). Use the pictures to review English vocabulary and introduce the topic.

Ask participants to explain what they see in each picture by asking some of the following questions:

*Who do you see? What is the relationship? What is the story? Is this person self-sufficient?*

Tell participants:

*Assistance from the resettlement agency and the U.S. government is limited. When this initial period of assistance ends, you and your family need to be ready to support yourselves. You will need to have a plan in place ahead of time.*

*During this session we will talk about different sources of income and support that may be available.*

### Activity:

1. Ask participants to think about what they heard from other refugees about sources of income and support. Ask participants to share the information with a partner.
2. Bring the group together. Ask volunteers to share discussion highlights. Record the different sources of income and support. You can also use pictures/magazine cutouts, or drawings to represent the different sources.
3. Tell participants this is a brainstorming session and invite them to add to the list.  
Some possible answers: a job, a second job, the Supplemental Nutrition Assistance Program (SNAP), support from a religious institution, community (or neighbor) support, the Matching Grant (if available), WIC (Women, Infants, and Children program), SSI (Social Security Income), reduced school lunch program, interest on savings in bank accounts, money from the sale of personal items.

Explain each source and form of income as it comes up. Offer additional sources of income if they are noticeably absent from the list. Be sure participants understand by using various methods to check for comprehension.

4. When the list reaches at least 10 items ask the group which are short-term sources and which are long-term. Circle the long-term solutions. If sources have been recorded on separate pieces of paper, ask participants to rearrange them on the board into two columns (long-term and short-term).
5. Debrief the session using the questions below:
  - » Why do you need to identify different ways to support your family?
  - » What are some ways you can support your family?

- » Which are short- or long- term strategies?
- » Who is ultimately responsible for making sure your family has what it needs?
- » What can you start doing now to plan for the time when government assistance ends?

### Follow-Up Activity:

Ask participants about next steps to take to plan for his/her financial future. Participants can do the following:

- » Create a visual timeline that spans from the present to the future and includes space to record the current situation, goals, and steps to achieve those goals.
- » Complete a chart outlining challenges, barriers, and ways to overcome them. Provide a worksheet.
- » Create a map/chart/collage showing who in their family will work, what kind of job they will have, what their hourly wage will be, whether or not they will work overtime, and how much money they plan to save. If a family is able to demonstrate that they can save some money every month, ask them to explain their long-term goals and how they might use their savings.



What are three reasons why learner-centered training is more effective than teacher-centered training?

### Session Modifications for Diverse Groups

Learner-centered training approaches are especially effective when working with diverse participants and groups. However, session modifications may be necessary to meet unique needs.



Consider the sample learner-centered activity plan in the previous section. How could you use the suggested session modifications below to further adapt it for diverse participants and groups?



Here are some suggestions.

- » When working with participants who are less literate:
  - Ask participants to map out, draw, or choose from prepared cutouts when creating their list of resources.
  - Include tangible objects, such as play money, a poster or flyer from a religious institution, brooms, construction hats, infant formula, or lunch bags to represent the various sources of income or financial support (jobs, reduced school lunch programs, local government resources).
  - Ask participants to role-play the challenges they will face on the path to self-sufficiency, as well as possible solutions.
  - Distribute a handout with pictures at the end of the session.
- » When working with participants who are well-educated:
  - Label more of the pictures and objects with words or text.
  - Distribute a sample budget worksheet or sample of household accounting.
  - Distribute a supplemental handout translated into participant languages at the end of the session that provides further information and/or online resources.
  - Provide information about individualism and collectivism as dimensions of culture. Discuss the relationship between these dimensions and the concept of self-sufficiency.

- 
- » When working with participants who have limited visual abilities:
- Add a role play that includes a dialogue between two different participants with two distinct voices.
  - Incorporate audio markers (such as a bell or clapping) to demonstrate a transition in topic (e.g., when moving from the introduction to the activity) or grouping format (e.g., from pair-and-share to large-group discussion).
  - Provide handouts with large-scale line drawings or other high-contrast visuals that match the visual aids on the wall or screen. If words are included, use a large typeface that is easy to read. Use a typeface with serifs and use both uppercase and lowercase letters. Use white as a background and allow lots of white space around text and graphics. Be careful when choosing colors for visual aids. Blue, yellow, and green can be hard to tell apart. Likewise, red, orange, and yellow used in close proximity can present similar challenges.
- » When working with participants who speak a variety of languages:
- Divide small groups by languages for brainstorming or discussion activities.
  - Bring all participants back together for part 4 of the activity. Regardless of language proficiency, the participants can work together on categorizing short- and long-term solutions.
  - Ask interpreters to help the small groups report the results of their brainstorming to the larger group.
- » When working with participants who tend to stereotype by gender:
- During the introduction, brainstorm family responsibilities, specifically who is responsible for having an income. Incorporate this into the debriefing as well.
  - Divide participants by gender for discussion.
  - Ask participants to consider sample case studies that demonstrate how various family members might bring income to the family.
- » When working with participants who are from rural or camp-based settings:
- Modify the introduction to create connections between past and present experiences. Use pictures or photos from source countries that depict life in a village or camp, as well as pictures of newcomers in the United States. Ask participants what resources they had access to in their previous homes, what supplementary support they had to come up with, and how they did this. Ask how they managed their funds. Then bridge the past to the present through the pictures depicting the self-sufficiency process.
  - In the introduction, discuss various contrasting dimensions of culture (concepts of time, individualism, collectivism) that may help participants understand expectations of self-sufficiency.
  - Modify the debriefing to focus on the available resources that are least familiar to these participants. Emphasize what free resources are available.

- » When working with a diverse group of participants:
  - Assign tasks to all participants in the group so everyone has an important role to play regardless of their background or abilities. Tasks could include presenter, time keeper, drawer, writer, etc.
  - Pair diverse participants together so they can learn from each other and about the diverse experiences that have been useful.
  - Ask a former refugee to tell his or her story about becoming self-sufficient.

Do you want to learn more about working with diverse participants and groups? Visit page 143.

## Understanding Different Learning Styles



What are your learning preferences? Why would you want a trainer to know your personal learning style preference?

### Ways People Learn

Everyone learns differently. Key factors that affect adult learning in orientation include the following:

- » Age
- » Cultural background
- » Cultural learning preferences and styles
- » Degree of first language literacy
- » Emotional and psychological issues
- » Individual learning preferences and styles
- » Language background
- » Level of prior education
- » Motivation to learn
- » Personal situations and stressors
- » Physical well-being

Recognizing the impact of these factors and considering them whenever possible in training enhances learning and retention.



What are five different ways that people learn?

Research shows that most participants learn best when they are actively engaged in what they are learning.

Adults retain about 10% of what they read, 20% of what they hear, 30% of what they see, and 50% of what they hear and see. But, if adults become actively involved those percentages rise to 70% of what they say and 90% of what they both say and do. (McCain & Tobey, 2004, p. 23)



Match the training strategies on the left to the factors that affect adult learning on the right. (Strategies may address multiple factors.)

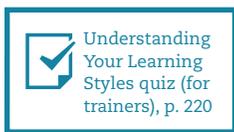
Strategies	Factors
Repeat main messages	Age
Conduct a needs assessment	Learning styles
Tailor content to the interests of participants	Level of prior education
Incorporate a variety of methods	Personal situations and stressors
Work with interpreters	Language background
Use visuals	Motivation to learn
Allow for flexibility	Cultural background

### Learning Styles

Although it is always beneficial to actively engage participants, trainers should recognize two things:

- » Different people learn in different ways or have difference learning styles.
- » Participants may be more familiar with one particular style of learning (such as rote learning or through lecture) and may feel apprehensive about learning in new and different ways.

Trainers who can recognize various learning styles are better equipped to design sessions that will meet the individual needs of different types of learners within a group. By presenting information in ways that allow participants to learn by seeing, hearing, and doing, trainers can usually appeal to the most common learning styles (visual, auditory, and kinesthetic). Trainers should always utilize a variety of methods to increase participant understanding and retention.



Learn about your participants! Conduct a needs assessment then plan according to the learning styles, interests, and needs of participants. Listen, learn and adjust further during sessions to address concerns and increase understanding.



At RSC Austria, we work with a generally well-educated, literate population of adult refugees. Many of our CO students speak good English and have advanced university degrees. So years ago, when our CO team began to shift away from giving a lecture-based class, to a more learner-centered CO program, some of the trainers were adamant that asking adults to use board games or role-play was insulting or infantilizing. But I began, little by little, to introduce games into the CO classes I taught, and my students really enjoyed it. My classes were more interesting for me, too! The trainers who were open to the idea and tried more learner-centered methods—sometimes slipping in just one new activity with each class they taught—could see with their own eyes that students enjoyed playing games and having fun with the *ideas* in cultural orientation. Of course, a CO trainer must take care to set-up and explain a class activity to their students. I feel that since we reinvented our CO class, our students learn more, as do our trainers.

Cultural Orientation Coordinator, Resettlement Support Center Austria (HIAS)

### Multiple Intelligences

In recent years, a number of theories about education and how people learn have evolved. Howard Gardner's Theory of Multiple Intelligences (MI) (Gardner, 1983, 2000) is widely used by educators and trainers to help them understand different learning styles and adapt or tailor methods of instruction to best meet learners' needs. MI theory also reminds trainers to teach and present the same idea, concept, and skill in multiple ways (MI Oasis, n.d.).

MI theory states that human beings have multiple intelligences, which Gardner categorizes into eight distinct abilities or intelligences. Gardner challenges the commonly held psychological view that humans have a single intellect that can be sufficiently measured through IQ tests, for example. The MI theory holds that each person possesses a unique intellectual profile based on varying strengths of the eight intelligences. From these intelligences, preferred learning styles often emerge. Below is a summary of Gardner's categories and ways trainers might engage participants with these preferred learning styles categories.



**Participant preferred learning style:**

**Possible strategies for trainers:**

**Visual-spatial**

- » Incorporate diagrams
- » Conduct frequent demonstrations
- » Use posters and other visuals, such as flowcharts, maps, or graphs
- » Allow participants to draw or create images
- » Show videos that reinforce main messages
- » Take participants on field trips

**Bodily-kinesthetic**

- » Incorporate games that require physical activity or movement
- » Conduct role plays or simulations
- » Take participants on field trips
- » Change room setup frequently
- » Ask participants to help set up room for sessions, prior to class, during breaks, or at the end of the day

**Musical**

- » Play music during sessions
- » Use sounds as cues
- » Incorporate clapping, chanting, or singing
- » Incorporate songs, such as those from participants' home culture

**Linguistic**

- » Conduct small-group discussions
- » Conduct brainstorming sessions or debates
- » Discuss instructions, stories, or role plays and how they could be changed
- » Reflect by discussion or use of a workbook or journal

**Logical-mathematical**

- » Use cards or pictures to demonstrate timelines or flowcharts or use basic charts and graphs
- » Use discussion or debate to compare and contrast ideas
- » Rank items, pictures, or realia, or put them in order
- » Incorporate math problems that require participants to identify patterns or steps

<b>Interpersonal</b>	<ul style="list-style-type: none"> <li>» Incorporate role play and encourage small groups to actively prepare for them</li> <li>» Review and debrief case studies or critical incidents that require small-group discussion</li> <li>» Incorporate peer teaching or peer learning</li> <li>» Conduct small-group discussion of specific topics</li> </ul>
<b>Intrapersonal</b>	<ul style="list-style-type: none"> <li>» Incorporate think-pair-share activities</li> <li>» Conduct small-group work</li> <li>» Reflect on sessions through small-group discussion, workbooks, or journaling</li> <li>» Conduct guided imagery</li> <li>» Discuss case studies or critical incidents that ask participants how others may feel</li> </ul>
<b>Naturalistic</b>	<ul style="list-style-type: none"> <li>» Hold sessions outdoors</li> <li>» Collect and organization information, realia, or pictures</li> <li>» Conduct demonstrations</li> <li>» Provide homework that requires the observation of others</li> <li>» Provide opportunity for individual reflection through the use of journals or workbooks</li> </ul>

What kinds of activities or materials could you use to address different kinds of learners in a training session about budgeting?

Type of learner	Activity or materials

Do you want to learn more about the eight intelligences or the MI theory?  
 Visit <http://multipleintelligencesoasis.org>.



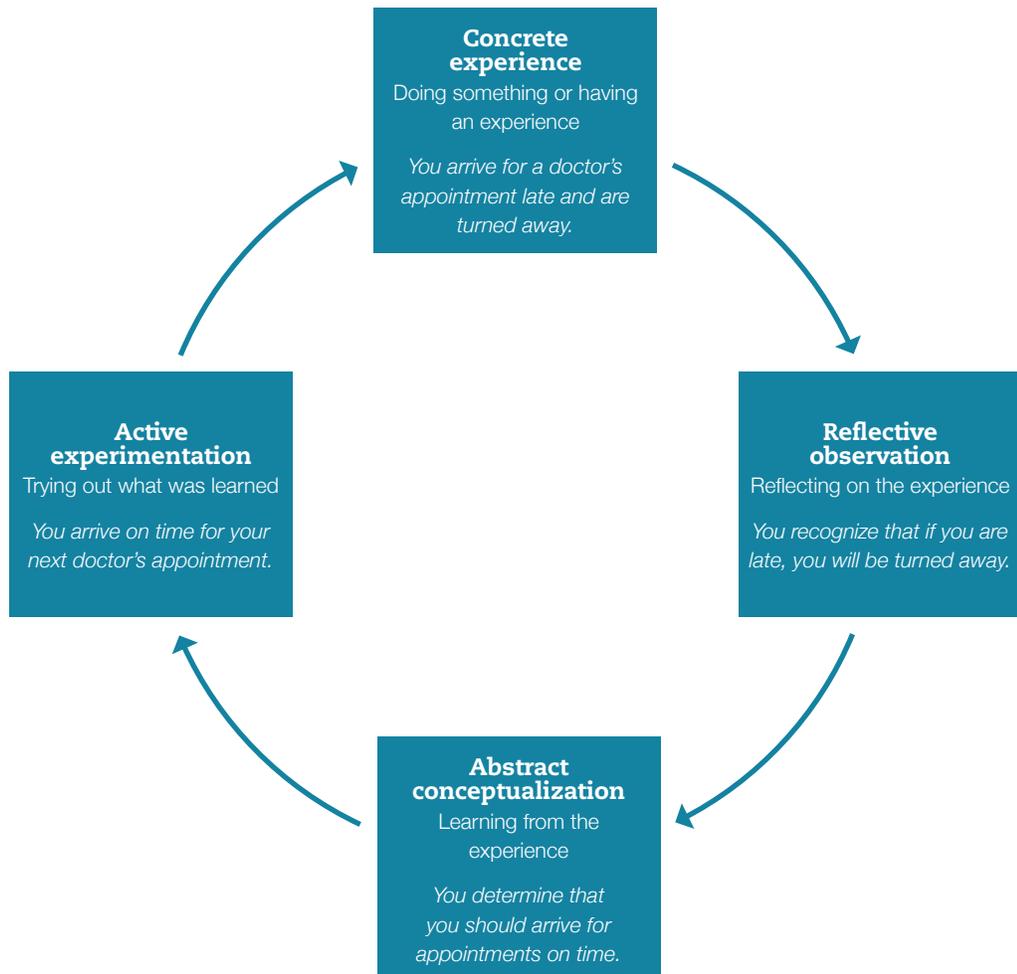
## Experiential Learning Cycle

David A. Kolb proposed a learning style theory that is most often represented by the Experiential Learning Cycle. The four-stage cycle demonstrates his theory that effective learning takes place when a person progresses through four concrete stages of learning that follow and build on each other in a cycle. A learner progressing through the Experiential Learning Cycle has

- a. A *concrete experience*.
- b. A *reflective observation* based on that experience. Reflection is based on the concrete experience and previous personal experiences, so the reflection is different for each person who encountered the concrete experience.
- c. An *abstract conceptualization*, which is the process of concluding, learning from the experience, and creating general rules to describe and define the experience.
- d. An *active experimentation* and plans or tries out what has been learned when faced with a similar concrete experience, whereby changing the way s/he reacts to a similar situation or experience (Atherton, 2013).

Here is a visual representation of this cycle, with examples of how the stages of learning operate.

### The Experiential Learning Cycle



Like the Experiential Learning Cycle, the orientation and resettlement continuum is an ongoing process of learning. Participants learn about the process of resettlement and then experience it. They continue to build on their understanding of their new culture and community through new experiences and periods of reflection. A trainer who understands this process is better able to understand how participants are learning, what they are going through, and when mistakes can be learning opportunities. As a result, both trainers and participants can use past experiences to make better decisions in the future.



Think of an example of when you or others passed through various stages of the Experiential Learning Cycle. What happened?

### Other Learning Theories

The following are brief descriptions of some other learning theories that trainers may be interested in exploring:

» Myers-Briggs Type Indicator: Understanding personality types

The Myers-Briggs Type Indicator (MBTI) is a psychological assessment based off C.G. Jung's theory of psychological types. The assessment determines a person's personality type out of 16 distinct possibilities. The descriptions of these personality types are based on the interaction of four main categories of preferences:

- Extraversion (E) or Introversion (I)
- Sensing (S) or Intuition (N)
- Thinking (T) or Feeling (F)
- Judging (J) or Perceiving (P)

The MBTI assessment is administered by certified professionals and the cost varies by provider. It can also be taken online. To learn more about MBTI visit <http://www.myersbriggs.org>.

» DiSC Profile: Understanding behavioral style and personality

The DiSC Profile is an assessment that measures a person's behavioral style and personality based on four reference points:

- Dominance (direct, strong-willed, and forceful)—indicates that a person places weight on achieving results and is confident
- Influence (sociable, talkative, and lively)—indicates that a person puts emphasis on influencing others and openness
- Steadiness (gentle, accommodating, and soft-hearted)—means that a person values cooperation and dependability
- Conscientiousness (private, analytical, and logical)—indicates that a person values quality, accuracy, and competency

For more information on the DiSC Profile and how to take the test (for a fee), visit:

<https://www.discprofile.com/what-is-disc/overview>.

- 
- » David A. Kolb's learning styles: Concrete, reflective, abstract, active
- According to Kolb, there are four types of learners: Divergers, convergers, accommodators, and assimilators.
- Divergers process experiences, looking for many different meanings and often ask, "Why?"
  - Convergers think about things and then try their ideas to see if they work, focusing on how things work in practice.
  - Accommodators take a hands-on approach and prefer to do rather than think, asking "What if...?" and "Why not?"
  - Assimilators prefer to think rather than act and commonly ask, "What is there I can learn?"

More information on Kolb's learning styles model can be found here:  
<http://www.simplypsychology.org/learning-kolb.html>



## Chapter Reflection

- » A community partner asks you what *orientation* means. How do you respond? (*Think about self-sufficiency and the KSAs.*)
- » Your organization is posting a job opportunity for a new trainer. What knowledge, skills, and attitudes might you include in the announcement? What basic information about your program would you want the new trainer to have?
- » You have just been informed that you will be conducting a training on the topics of health and the role of resettlement agencies. What knowledge, skills, and attitudes will you address in the training?
- » You discover that participants in your training come from varying cultural and linguistic backgrounds, one of which is your own. How will this shape the way you approach the training and the group?
- » Your class of 20 people is a mix of highly educated, English-speaking, single men; educated single mothers who do not speak English; a few youth; and a few older nonliterate men and women with physical disabilities. How would you assess their learning styles and preferences? What kind of methods would incorporate into the session?

# Chapter 2

# Planning a Training Program

This chapter 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.

## Chapter Critical Questions

- » What should a trainer do before a training? During a training and after a training?
- » Who are the stakeholders and how does a trainer find out what their priorities are for training?
- » What information is needed about participants and the training before planning? How can a trainer obtain that information?
- » How can a trainer identify participants' needs and strengths?
- » What are the basic components of an effective training?
- » What logistical factors should trainers be aware of and plan for?
- » What should a basic training session include? What should be in the training agenda and schedule?
- » What kinds of challenges can a trainer try to prepare for? How?

## The Planning Process

There are many different ways to approach the development of a training session or program. This chapter was developed to assist trainers in planning training sessions or programs, and includes guidance on developing an action plan, preparation, identifying what should happen during the training, and outlining follow-up tasks that come after the session or program.

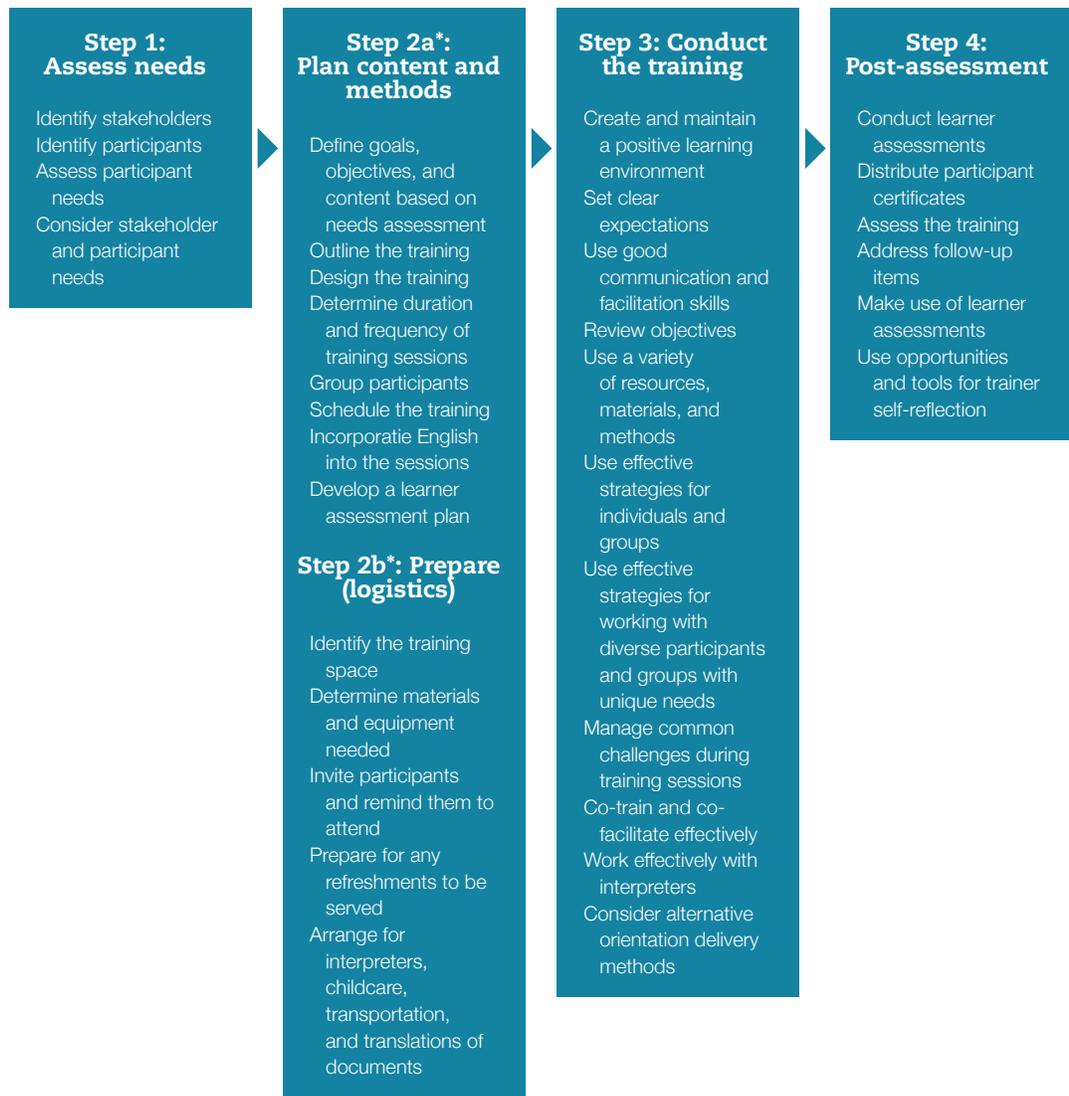
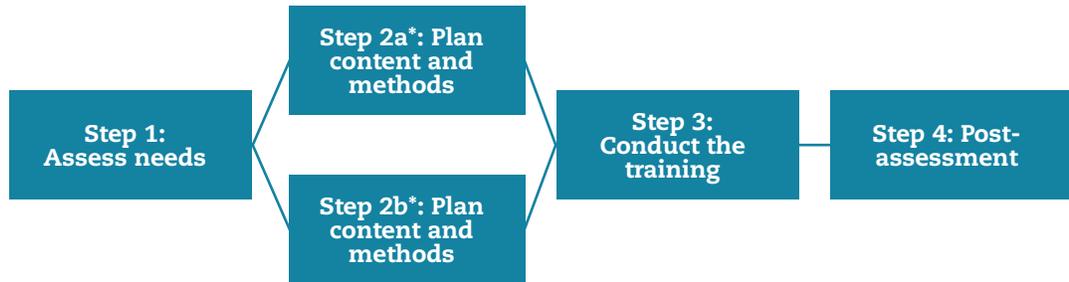
The training planning process and timeline shown below can help trainers outline their action plans.

My supervisor just told me I have a session to prepare for. Where do I begin!



 Planning a Training Session Worksheet, p. 221

The Training Planning Process



\* Steps 2a and 2b occur simultaneously.

This chapter covers the pretraining assessment and preparation phases (Steps 1 and 2) while “Chapter 3: Training Delivery and Assessment” covers the implementation and posttraining phases (Steps 3 and 4).

A brief description of the training process can be found in the COR Center digest *Training for the Non-Trainer: Tips and Tools* available for automatic download from: <http://goo.gl/WWRzoc>.

## Identify Needs

The first step in planning a training program is to identify the needs of stakeholders and participants.

### Identify Stakeholders

Multiple partners and stakeholders may have interests in the training delivered to refugees or immigrants for a variety of reasons (funding, reporting, community integration, etc.). Depending on the agency, the following stakeholders may need to be considered when planning orientation sessions:

- » The agency or organization
- » Other local partners or officials
- » The agreement with the funders
- » The participants

It is best to identify and consult with stakeholders well in advance as they may have valuable information or updates that could impact or be important in training. For example, it is much better to know about changes in funding levels or availability, dates for school enrollment, availability of volunteers, or when the agency might have a shortage of available staff or training rooms well before service providers and trainers begin planning a training. Stakeholders will have different needs and the balancing of these needs depends on the program’s specific circumstances.

Who are my stakeholders? What are their priorities?



Which stakeholders are considered when identifying needs for your training program? List some stakeholders and their needs and requirements for the training program in the chart below.

Stakeholders:	Needs and requirements:

## Identify 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.

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 in Chapter 3 (page 143).



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.	

## Assess Participant Needs

Trainers continually assess needs throughout the orientation continuum. This section focuses on who to assess, what to assess, and how to assess it when planning a session and while facilitating a session.

Once the trainer has identified who participants are, s/he is ready to assess the needs of participants. This entails identifying the participants' current state (what they know, what they can do, and how they feel about things); their desired state (what they want to learn, be able to do, and hope to feel about things); and the gaps between their current state, their desired state, and the established learning objectives (knowledge, skills, and attitudes).

A needs assessment helps the trainer develop relevant content and approaches, hold participants' interest (because participants are interested in learning what they need to know), and retain participation (because participants are actively involved their learning). A needs assessment seeks to identify a starting point: what participants know and what gaps exist.

Develop a lesson plan but be flexible to spend more time on the things that the class seems interested in because then you will have more clients retain the information being taught when they are interested in the material.

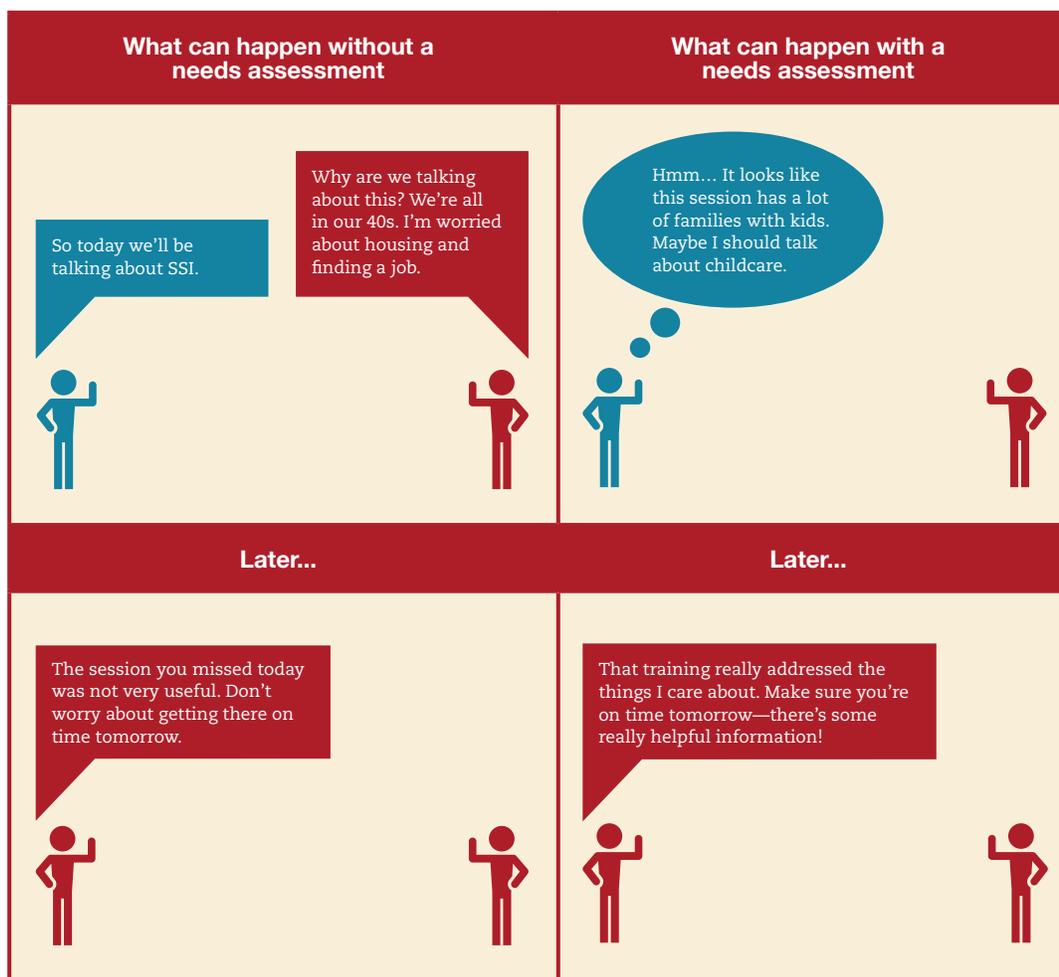
Survey respondent, medium-sized agency in Texas

Why is it important to do a needs assessment? Does it make a difference?



Objectives, the KSAs, and Identifying Gaps to Address in a Training, p. 223; Worksheet, p. 224

Trainers should continually assess participant needs throughout the orientation continuum. This section focuses on what to assess and how to assess it before planning a session and while facilitating a session.



A needs assessment about an individual learner involves collecting information about the person's background, such as whether they have ever lived in an urban setting, how much education they have, what they know about specific orientation topics, and what they want to know about life in the United States. Some background information may be found in case files, but trainers usually need additional information about individuals and groups. A trainer's understanding of and prior experience working with refugees from specific backgrounds is valuable, but cannot fully recognize the individuals in any particular training session.

A variety of data collection instruments can be used to gather this information prior to training. The assessment can even take place through a discussion, an activity, a game, a written survey, or the use of pictures.

There are several reasons why it is important for a trainer to conduct needs assessments. A needs assessment can

- » **Identify relevant content** for a population because of their experiences or customs in their home country, or their degree of exposure to common U.S. facilities and culture.
- » **Identify the information that participants have** regarding an orientation topic (Lambert, 2008), including misconceptions or misinformation (National Center for Family Literacy & Center for Applied Linguistics, 2007).

- » **Identify the participants' pressing needs and goals.** Adults are more motivated to learn if they perceive the content to be directly related to their needs and concerns (Beder, Tomkins, Medina, Riccioni, & Deng, 2006; Miller, 2010).
- » **Establish goals for an orientation** session or program, determining the sequence of orientation topics and deciding the amount of time to be devoted to each (Rodriguez, Burt, Peyton, & Ueland, 2009).
- » **Identify participant abilities and accomplishments.** Validate the wealth of information and experiences that participants possess (Lambert, 2008) and allow trainers to build orientation sessions on participants' abilities and accomplishments. Being heard is empowering and eases the anxiety of having to learn everything from scratch (Coates, 2007).
- » **Identify participants' opinions and attitudes** about the content to be shared in orientation, which can indicate issues that may need to be examined. Given that communication and supportive attitudes that foster successful resettlement are important goals for orientation, a needs assessment may reveal that, for example, many participants are opposed to the idea of women working outside the home. This may lead the trainer to stress the need for two incomes to achieve self-sufficiency and the role of women in the U.S. workplace.

Adults are likely to be more motivated to learn if they perceive the content to be directly related to their needs and concerns.

When a trainer can confirm that the participants have little relevant initial knowledge and skills, the trainer may adjust their lesson plans accordingly and allocate more time to more hands-on activities during the section—or include some optional activities available in the curriculum.

Cultural Orientation team, Resettlement Support Center Africa (CWS)

A needs assessment also creates a partnership between trainers and participants by encouraging participants to

- » Share learning goals and expectations, or raise questions or concerns they may have about orientation topics or the orientation itself
- » List successes or challenges they have experienced in any of the areas that will be discussed in orientation
- » Explore their opinions and attitudes about orientation and individual orientation topics
- » Share the rich experiences that they bring with them

Engaging in these practices helps participants feel heard and, in turn, value the learning experience. Participants appreciate knowing that trainers are addressing their most pressing needs. These needs assessment methods also help create a dialogue between the trainer and participants instead of a one-way flow of information from the trainer to participants. For example, a good strategy for the topic of employment is to have participants think about and list the many job-related skills they bring with them. This can create an encouraging atmosphere when discussing a topic that is often a source of concern and frustration to participants.



What information can you learn from participants? How is this information helpful?

What is the first step to conducting a needs assessment?

What is the purpose of a needs assessment? How can a needs assessment help a trainer?

The focus of a needs assessment should identify what participants know, can do, and how they feel about things; what they want to learn, be able to do, and feel about things; and what they need to learn, be able to do, and feel about things. The assessment can take place through a discussion, an activity, a game, a written survey, or the use of pictures.

## Types of Needs Assessments

Needs assessments are most frequently conducted with new populations or new groups of learners. Needs assessments may also be conducted on an ongoing basis to adjust training content to reflect changes in populations' knowledge and needs. This may involve making changes to sessions based on new circumstances, checking in with learners about the usefulness of what they are learning, and using ongoing assessments to consider topics that should be re-taught or re-emphasized.

As participants spend more time in their new community, they will learn different things and their questions will change. Supervisors and trainers who conduct frequent needs assessments (formal or through observation) can better understand their participants and, if time and resources allow, can adjust future orientation sessions accordingly.



When should you conduct a needs assessment and why?



Here are some examples of useful and informative needs assessments.

When planning for the session:

- » Hold a meeting with staff before a training session and conduct a needs assessment. Ask staff to identify the needs and interests they are seeing with specific participants or more generalized groups.

At the beginning of a session:

- » Conduct a pretest. Pretests are a direct form of needs assessment, or a diagnostic test, that demonstrate what knowledge, skills, or attitudes participants already have. This would be the initial step of formative assessment, which uses a variety of informal and formal assessment tools throughout the learning process to capture ongoing information about a group of learners. These assessments can inform the design of future trainings on the same topic for new participants. (See the section on learning assessments on page 180.)
- » Ask participants to list all of the questions they have about the United States, as well as all the things they have learned. These questions could also be asked about a specific topic: What questions do you have about U.S. laws? What are all of the things you know about U.S. laws? Record the responses in two separate lists (one list for each question) then, at the end of the training session, review the lists and ask the group to provide the answers or correct information about the statements.
- » Ask participants to identify the topics that are of most interest to them. There are many methods of gathering responses. When working with less literate participants or diverse groups, consider asking participants to vote on topics by placing dot stickers or making check marks on pictures depicting orientation content (housing, transportation, and employment; or, for a session on housing, a lease, cleaning supplies, and locking the door), which are placed around the room. The pictures with the most votes show what is of most interest and what merits further discussion.

When Geoff asks the class what questions they have on the first day of orientation session, he is inundated with questions ranging from furniture, to health insurance and taxes. He starts to feel overwhelmed by the questions and wonders how he will address each one throughout orientation. What can Geoff do to keep track of the questions he has answered? Why is it important to address participants' questions?

Asking participants to answer the questions reinforces learning and assesses what participants have understood and retained.

Trainers need to be assessing and responding to students' needs continuously while in the classroom, and the curriculum should also be doing this.

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

During a session:

- » Maintain a list of questions asked during a session and review them at the end of each day. Cross off the questions that were answered. Circle or highlight the questions that are yet to be answered so participants understand that the information will be addressed in an upcoming session.
- » Check in with participants frequently throughout a session or program to determine what is understood and what questions participants still have. Trainers should encourage participants to ask questions throughout the sessions and to participate in topic or session debriefings. Their answers and feedback provide valuable information on their learning progress. Check-ins are an element of a formative assessment.

Do you want to learn about the use of a learner assessment as a needs assessment? Visit page 183.



What are five things you might want to learn about your group? What are three ways you will find out this information?

A quick needs assessment that could be delivered at the beginning of a session or topic could be:

- » Ask participants to share their interests with a partner. Bring the full group together and ask participants to share what they said or heard. Record ideas on flipchart paper.
- » Have participants look at pictures of different topics. Ask participants to provide questions they have about the topics.
- » Hang pictures of different topics around the training space. Give participants small stickers or markers. Participants mark each topic they are interested in learning about.

The chart below demonstrates how a trainer might keep track of participant needs and focuses on the participant profiles and their interests, strengths, and challenges. Think about what you know about participants from the populations listed and write some notes in the chart. Offer effective training methods and strategies for each. An example and some sample populations are provided.

Population	Topics of interest	Strengths	Challenges	Strategies
Older participants	<ul style="list-style-type: none"> <li>» Getting involved in the community</li> <li>» Learning English</li> <li>» SSI</li> </ul>	<ul style="list-style-type: none"> <li>» Wisdom</li> <li>» Variety of experiences</li> <li>» Respect from others</li> </ul>	<ul style="list-style-type: none"> <li>» Learning is harder/takes longer</li> <li>» Physical ability are not as important as those of their children or grandchildren</li> </ul>	<ul style="list-style-type: none"> <li>» Offer shorter sessions more frequently</li> <li>» Review often</li> <li>» Encourage involvement in class to demonstrate how it is needed in their family and community</li> <li>» Incorporate the fishbowl method of seating</li> <li>» Provide opportunities for participants to practice English in orientation</li> </ul>
Children or youth				
Less literate participants				
Highly educated participants				
Parents with young children				



Population	Topics of interest	Strengths	Challenges	Strategies

Once the chart is completed using the profiles of the participants whom the trainer expects to have in the session, the trainer should prioritize topics to try to meet the needs of as many participants as possible.

### Consider Stakeholder and Participant Needs

As was discussed on page 61, in addition to the participants who will attend, multiple partners and stakeholders will likely have an interest in the training delivered. After completing participant needs assessments and before beginning to plan and design their training, trainers should review the needs assessments, their proposed action plan, training content, the training objectives (knowledge, skills, and attitudes), and the methods of delivery to check if they have adequately involved and met the priority needs of the participants and the various stakeholders. As it is difficult to cover everything and satisfy everyone, trainers might consider adding additional sessions or finding extra time to address the needs that were not covered in the planned training session.

Needs assessments can be lengthy or brief, and they can be ongoing or conducted only once. They can be timed to take place before, during, or after an orientation session. A needs assessment conducted after a training is used to gain information for the next training, for the same participants or for the next group of participants. Needs assessments can also be developed for preliteracy participants or for very literate participants, individually or in groups.

Who should I be consulting in the planning process?



## Plan Content and Methods

The second step to preparing for a training program is to plan the content and methods of the training based on the needs identified.

## Define 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



Look at the following objectives for a 1-hour training session:

Sample objective	Is the objective clear?	Is the objective realistic?	Is the objective measurable?	Is the objective appropriate and relevant?	How would you change the objective?
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					

## Determine Goals and Objectives Based on a Needs Assessment

Using the needs assessment and known program requirements, trainers define the goals and objectives for the training and the learners. A trainer should look at all information gathered from or contributed by all sources to determine which goals should be met during the training, focusing on the main points, goals, and needs. Then the trainers determine core content to meet these goals and objectives. One session or program cannot respond to *all* of the needs, but trainers should strive to address most needs and cover most core content.

Do you want to learn more about a needs assessment? Visit page 63.

## Plan Content Based on Goals, Objectives, and Desired Outcomes

Once goals and objectives have been identified, the trainer should then determine the content that will be covered. When addressed appropriately, the content is typically an expansion of the objectives. Then, as shown in the example above, the trainer can build on core content using available resources to reinforce the given topic. For more information on using and integrating existing content, see page 106. Trainers can use tables and other planning tools to capture goals, objectives, desired outcomes, and core content of training programs or sessions.

Below is a planning tool that corresponds to Marla's planning process (from the example in the sidebar on the next page). It addresses early enrollment of children in school, what parents need to know about their involvement in their children's education in the United States, the benefits of vocational skills training in the area, as well as a short piece on higher education options available. A corresponding chart can be used in the session design phase to capture what methods, materials, and vocabulary would be used to meet each objective (see page 221).

How do I know what to focus on?



Hani will be providing orientation to a new group of participants who come from two different regions of Asia. Hani has worked with these groups before and already knows how he will organize and prepare the orientation sessions. Do you agree with Hani's plan? Why or why not?

She knows that her agency requires that participants understand that children must be enrolled in school shortly after arrival, and are made aware of the local educational opportunities available to them. Marla also remembers that the local school district is interested in being involved and providing more information about local educational opportunities, and the expectations that schools have of parents. She considers inviting someone from the school as a guest speaker.

Referring back to the needs assessment, Marla sees that participants are particularly interested in learning about educational opportunities for adults. She knows that when she presents this information to participants, she also needs to stress the importance of early employment, since the case workers/managers at her agency are concerned that employable refugees or immigrants are not as focused as they perhaps should be on early employment.

After considering all of this, Marla determines that the session objectives will include understanding early enrollment of children in school, the role of parents in the child's education, and educational opportunities for adults, with a focus on vocational skills training offered in the area.



Planning a Training Session Worksheet, p. 221

## Topic: Education

Goal: To examine and familiarize participants with education options in the area.

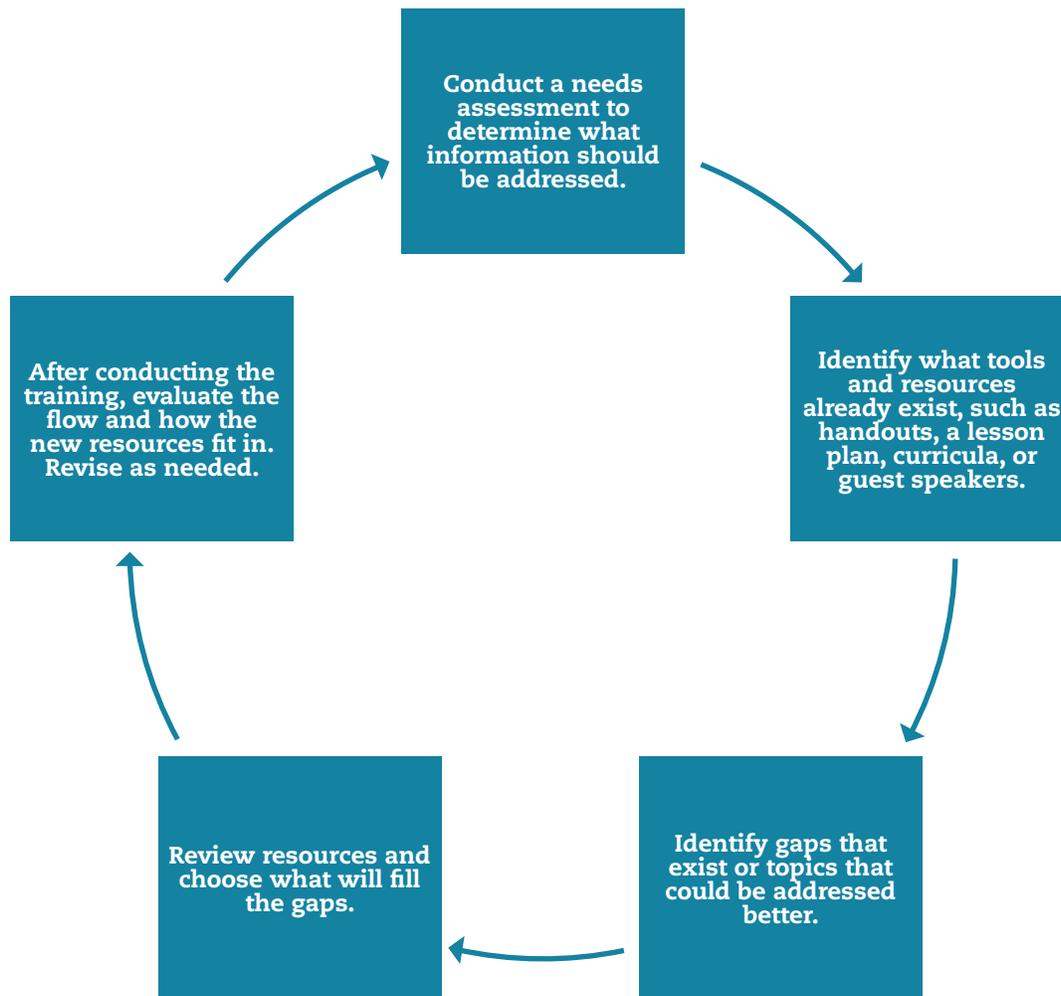
Participant needs	Stakeholder and program needs	Core content	Supplemental content	Objectives		
				Knowledge	Skills	Attitudes
<p>Participants want to know about education opportunities for their children.</p> <p>Participants want to know about adult education.</p>	<p>Case workers/managers feel participants need early employment information.</p> <p>Schools want to be a part of orientation to emphasize ways to get involved as parents.</p>	<p>School enrollment for children.</p> <p>Role of parents in education.</p>	<p>School enrollment process and support available.</p> <p>The importance of early employment.</p>	<p>Participants will understand that children must be enrolled in school shortly after arrival in the United States.</p> <p>Participants will know about local educational options and be able to articulate the differences between primary, secondary, adult, and vocational education systems.</p>	<p>Participants will be able to enroll their children in public school.</p> <p>Participants will be able to identify the documents necessary for school enrollment.</p>	<p>Participants will learn the parents' role in a child's education and the impact their attitude about education will have on their child's transition.</p> <p>Participants will understand the importance of early employment for adults.</p>

## Outline, Design, and Schedule the Training

The next step is to design the session or program based on the needs assessment, the established goals and objectives, core content, other established program requirements, and the duration or frequency of the sessions. The design process usually begins with looking at existing resources.

Here is an approach to developing a training program that shows how identifying suitable materials and resources is an ongoing process in the training cycle.

## Ongoing Materials Development



Do you want to learn more about the development of resources? Visit page 106.

Once resources are identified, planning continues with developing an outline for the training that shows the flow of topics, the resources to include, the learner assessment plan, and the materials and equipment that are needed.



The training outline should maintain a consistent flow between topics that build on one another. When outlining a longer training program or when designing a single session, trainers should plan adequate time for the components of training (listed in the chart on the next page). The time allocated to each component of training will depend on the needs of the program. The trainer can start planning by listing all the mandatory components of training and the time required for each session, activity, or component. By transferring this to a calendar divided into half-hour time slots, the trainer will have a visual outline or schedule of “blocked” activities. After the outline is completed, trainers should review the schedule and develop an agenda for the training session or program.



Components of training	Time allotted and other considerations
<b>Welcome</b>	The welcome should be brief, 2 to 5 minutes depending on what will be said. Housekeeping items (such as where restrooms are located) should be discussed.
<b>Introductions and rules</b>	Depending on the approach, introductions may last 5 to 45 minutes. Rules and norms should be established. During this time, make sure everyone is at least able to say her/his name.
<b>Icebreakers and transition activities</b>	Icebreakers should be placed at the beginning and sprinkled throughout the session, especially in the morning or after breaks or lunch. Icebreakers should be chosen to suit the needs of their placement, how well participants know each other, and the content being discussed. A trust-building exercise should be placed toward the beginning of the session so participants will start to feel comfortable talking amongst each other.
<b>Breaks</b>	Breaks should be scheduled each morning and afternoon for 10 to 15 minutes. Adequate time for lunch should also be provided. When possible, beverages and/or snacks are usually welcome by participants.
<b>Content delivery using a variety of methods</b>	Methods could involve a large-group discussion, a pair-and-share activity, a case study, and small-group discussions. For a day-long workshop, trainers should strive to include a minimum of five methods.
<b>Discussion</b>	Typically discussions take place during or following content-based activities. Trainers should consider group size (pairs, small groups, or large groups) based on participants and the content being discussed.
<b>Debriefing and reflection</b>	Content, skills, and feelings are explored during the time set aside for debriefing and reflection. Ideally, a debriefing is planned for the same length of time as the activity to give participants time to really reflect on what they have learned and how they are feeling about it.
<b>Logistics—before, during, and after the training</b>	Plan time before, during, and after a training session for all logistical concerns. These might include room changes between sessions, changing the room setup, time to transport participants for a site visit, setting up projectors or other audiovisual aids, or a number of other activities.



Components of training	Time allotted and other considerations
<p><b>Assessment*</b></p>	<p>In addition to ongoing check-ins with participants throughout the training, an assessment can be administered at the end of each day and at the end of a training program. Assessments can be formal or informal. Trainers should assess both what participants learned as a result of the program, as well as programmatic considerations, such as timing, location, and interest in the topics.</p> <p>Trainers should remember to revisit the outline and agenda after the session to identify what might be different the next time. Using this information, trainers can practice developing an outline for the next training session. This will also help adjust the timing of the agenda to the needs of the program and participants.</p>

### Scheduling Training Sessions

Once the content has been determined, the duration and frequency of training sessions should be established. Duration and frequency vary from site to site, ranging from a few hours on a single day to many hours over several weeks, months, or even years. This typically depends on a program’s resources and capacity. When designing the duration and frequency of an orientation program, agency staff should determine what will work best for their site in terms of logistics, available resources (space, staff, interpreters, etc.), group needs, number of participants, and the instructional methodology being used.

How long and how often should a training session be?



None of us learned everything we needed to know in our lives in one or two days. Cultural orientation should be ongoing, and guided by each case’s understanding and needs.

Refugee Resettlement Director, Catholic Charities—Diocese of Winona

It is also important to keep the time of day in mind when delivering orientation. Mornings, afternoons, or evenings might be more convenient for participants depending on other appointments and commitments they may have. Trainers should consider participants’ schedules and other obligations, such as work, health appointments, and childcare needs, in order to develop programs that work with and accommodate their needs. (For more information related to this see the section on overcoming common barriers to attendance on page 78.) Flexibility is essential to many programs as they adjust scheduling and/or programming based on feedback from participants. This same flexibility is important when remembering that orientation for participants is an ongoing process.



\* Providers should refer to agency guidance on assessment requirements.



When are your training sessions typically held? For how long? How often? At what time of the day?  
Circle as many boxes below that describe your training sessions.

Afternoon	Morning	Evening	
1 hour	2 hours	6 hours	8 hours
Once a week	Twice a week	Three times a week	Four times a week
Over 2 weeks	Over 4 weeks	Over 8 weeks	Over 12 weeks
<b>Total hours:</b>			

I think from the moment of designing a curriculum, the designer should allow for multiple options for the length of the CO. For example, we have different outlines for providing USCO, depending on the situation, which could be location of the caseload, circumstances surrounding a caseload for the skills and educational levels of the caseload, CO can be 2 or 3 or 4 days. When we go on mobile CO, we typically allow for a 2-day CO instead of 4 as mostly we are working in hostile environ[ment]s, or the caseload is departing very soon.

Cultural Orientation Coordinator, Resettlement Support Center Middle East and North Africa (International Organization for Migration)

### Duration

Trainings can vary from a few hours to several weeks or months and may include formal classroom instruction, one-on-one orientation delivery, or both. Depending on the needs of the agency and participants, program duration can be configured in different ways. For example, programs can provide one-on-one orientation during the entire span of the resettlement period, or provide it in formal classroom settings lasting anywhere from a few hours to 25 hours, or more if the program includes specially designed classes, such as an in-depth look at health insurance or interpersonal relationships.

### Frequency

Like duration, the frequency of orientation sessions varies according to agency and participant needs. Orientation can be provided in one session, or spread over multiple sessions and several days, weeks, or months. It is recommended however to provide orientation in multiple sessions. Programs may find, for example, that a particularly beneficial model might be to provide a standard initial orientation session of two or three days followed by weekly ongoing classes on topics that participants have expressed interest in learning more about and/or that other staff have indicated that participants could benefit from

spending more time on. A setup like this can be especially beneficial because programs can tailor the information they are providing to correspond to where participants are in their integration process. This also allows trainers more time to repeat critical messages so that participants can retain the information better (as discussed further in the section on adult learning and retention, page 42).

Giving [participants] too much information lead[s] them to not remember any of it. Giving them information in small amounts, we feel increases retention.

Refugee Resettlement Director, Catholic Charities—Diocese of Winona

Though it may be tempting to deliver the bulk of training in one session, multiple sessions are recommended. This allows participants to focus on less information at one time and provides them with the opportunity to process the information learned. Because participants may not be able to retain all the information provided to them in one session, multiple sessions allow trainers to review information and also allow participants to bring follow-up questions to the next session.

One of the challenges with orientation that is delivered in multiple sessions, however, is maintaining consistent attendance by participants. Ensuring participants continue coming to orientation sessions can be challenging and some programs have found methods that help attract participants to continue attending sessions.



What are the advantages and disadvantages, whether educational or otherwise, of one session versus multiple sessions?

	One session	Multiple sessions
Advantages		
Disadvantages		



Who are your participants? Could your training schedule better meet the needs of participants? How flexible is your schedule? Who else is involved with participants? What are people's preferences? Complete the chart below showing populations that are in attendance and the time of day participants prefer.

	Case workers/ managers	Adults with children	Single women	English language teachers	Interpreters
Full day (e.g., 9am–5pm)	Yes	No			
Half day (e.g., 8am–1pm)		No			
2 hours a day (e.g., 10am–12pm)		Yes			
Evening		Yes			

You have just scheduled your week-long program and find out that your small group of participants will not be available one of the days due to a variety of appointments with their case workers/managers. What should you have done? What should you do now?

### Scheduling Sessions



Scheduling training sessions in advance allows programs to advertise or promote the importance of orientation through other sources, such as through process staff overseas or through ethnic community or faith-based leaders in their respective U.S. communities. Consider scheduling orientation sessions at regular intervals; for example, every Tuesday and Friday, so that printed calendars can be provided to participants, any volunteers working with them, U.S. family members, and also can be hung in resettlement offices, ESL classrooms, and other places participants frequent. Instead of spreading sessions out over a few weeks, programs may find that attendance improves when sessions are scheduled back-to-back or in the same week.

### Overcoming Common Barriers to Attendance



Two common barriers to participants attending orientation sessions are the lack of transportation and the lack of childcare for families with young children. To overcome these challenges, agencies can provide orientation in participants' homes or in nearby neighborhood facilities where space is available. Apartment complexes that house families of participants may be willing to provide space in the complex in exchange for knowing that the trainer will address common housing issues among other orientation topics. In terms of transportation, consider enlisting the help of volunteers and previously resettled participants to arrange carpools.

Volunteers may also help provide on-site babysitting or childcare during training sessions. In order to teach participants about U.S. daycare facilities, consider setting up the on-site babysitting space like a daycare classroom. This will allow participants with young children to learn about the common processes of using U.S. daycare facilities, such as checking their children in and out of the classroom. This can also be considered as part of the orientation program.



Underline the examples listed above that you have tried when reaching out to participants. Circle those which you would like to try.

Match the examples below with how they best describe the different ways to overcome barriers to attendance.

Examples of design considerations	Ways to overcome barriers to attendance
Provide training every Monday and Wednesday.	Sending reminders.
Enlist volunteers to provide childcare during orientation sessions.	Scheduling session dates and times with participants in mind.
Tailor sessions to the needs and interests of participants.	Keeping interest alive.
Work with an interpreter to call participants.	Offer support to families.



How would you respond to the following participants?

What the participant says:	Your response:
<p>I can't come because I have to take care of my baby.</p> 	
<p>I can't be there at 8:30 because I have to put my kids on the bus.</p> 	



What the participant says:	Your response:
 <p data-bbox="393 323 626 382">I don't know how to use the bus.</p>	
 <p data-bbox="393 596 626 655">It's too difficult for my mother to get on the bus.</p>	
 <p data-bbox="393 890 626 949">I don't need orientation. I know everything already.</p>	

### Incorporating Different Methods to Match Learning Styles

How do I choose what activities to do?



Participants may respond better to some training methods than to others. It is important in planning to identify the various methods to be used in a training program ahead of time so that the overall program provides variety and appeals to different learning style preferences. While some participants may not be accustomed to or comfortable with methods that require active participation, other participants may prefer participatory sessions. For example, participants with more formal educational experience may show a preference for learning through lecture. Participants with less formal educational exposure and literacy levels may feel more comfortable responding to hands-on activities. However, research has shown that activity-based, hands-on education, while sometimes resisted, does result in greater retention than passive listening. Trainers should promote active learning as participants do learn more when they take an active role in their own learning.

Do you want to learn more about learner-centered and participatory education? Visit page 44.



Choose three training methods that you are familiar with and describe how all three could be incorporated into a training session on one topic. Do the activities in the session allow for participants to generate their own ideas and opinions?

Session topic:	
Method	How could you use this?
1.	
2.	
3.	

In planning and sequencing sessions, keep in mind that participants will already be in the process of adjusting to many differences between the United States and their home country or country of asylum. Be sure to introduce new styles of learning gradually. Adapting to the U.S. style of education may be a challenge at first, but participation in active, learner-centered training will benefit participants in the long run. For example, at the beginning of a session, a trainer may want to provide a brief introduction to the topic followed by a small-group discussion, and save games or role play until later in the program.

Genuinely engaging participants in the facilitation process leads both trainer and learner toward information that is most relevant, [and] it's also more fun. The more engaged participants are in seeing, hearing and doing, the greater the [likelihood] information is being absorbed. But it's also important to distinguish between action and involvement. Simply receiving choral responses to rhetorical questions or having participants constantly moving around does not mean that the class is participatory.

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

Trainers should also plan to use different methods at different points in a program to set the tone for various sessions, to fit time constraints, or to relax participants and simply make learning more fun. Icebreakers and participant-oriented or even participant-led sessions can make learning more interactive and relevant. (More on methods is on page 111.)



List a method that will appropriately match the following learning styles. You can refer to the chart on page 54 for descriptions of the learning styles.

Learning style	Method that will match the learning style
Visual-spatial	
Musical	
Linguistic	
Kinesthetic	
Intrapersonal	

### Grouping Participants

In some programs, trainers will have the opportunity to separate participants in order to offer separate sessions on the same training topic. When this is the case, participants can be divided in a number of different ways with various considerations. In some settings, the program may divide participants by language group to help manage the language capacity more effectively, while in other programs, participants may self-select for the session based on timing, availability, childcare, and so forth. Other things to consider when grouping participants include participants' ages, levels of education, or providing exposure to diversity within the group. (More information is included in the section on working with different groups on page 143.) The program should consider group composition when making decisions about the importance of participant attributes in achieving training objectives can be divided in a number of different ways with various considerations.

[Grouping participants is] great for families to see other[s] going through the exact same thing they are and when successes occur they hear about them and see it will all work out.

Refugee Family Reunification and Volunteer Specialist, Lutheran Social Service of Minnesota

When working with a medium-sized or larger group in a single orientation session or program, trainers will likely find it helpful to divide participants into smaller groups to conduct discussions and activities. Like the division of participants for a training session, the grouping might be random or strategic (based on gender, age, needs, interests, language abilities, educational levels, etc.). A smaller group within a training session provides a safer environment for participants who are not as comfortable in larger groups, and allows more participants to have the opportunity to share. Smaller groups can also help address many personal and specific questions that might otherwise extend the length of the session. Rather than handling all questions at one time in a large group, participants can share their concerns, talk about challenges, offer information about previous experiences, and brainstorm solutions in their small groups.

Work with smaller groups and if you are conducting a session with a large number of clients coming then break them up into smaller groups based off of education level and have multiple curricula to teach.

Survey respondent, medium-sized agency in Texas

Smaller programs may find it useful to divide classes into small groups for discussions and activities to better meet the needs of participants. While the groupings can reduce some training challenges, some dynamics of training may be lost. It is a good practice to bring all participants together for a full-group discussion following the small-group activity. This interaction allows participants to hear from others who may have different perspectives, as might be the case with groups of less educated participants, groups from urban settings, or groups of older participants.

Beyond participant self-selection and trainer preselection for grouping, there are many interactive ways to put participants into groups during sessions. These methods of grouping can save time, allow participants an opportunity to stretch and move, provide a review of covered material, and allow participants or trainers to introduce or share new material. Some examples of interactive grouping activities are found in icebreakers (discussed further on page 114). Trainers can also group people randomly by counting off, or by distributing small colored pieces of paper, playing cards, or pictures to match.



Consider the following scenarios. How are they different? Why do they both work well?

#### Scenario 1

Irene groups participants by gender for a discussion on health and hygiene. She is happy to see that both the women's and men's groups are having lively discussions.

#### Scenario 2

In another session, Irene randomly groups participants for an activity about job responsibilities. Participants are sharing their work experiences with one another and collaborating on the activity.



How do you divide participants into groups?

- Randomly (counting off, distributing small pieces of paper, finding a partner)
- Strategically (assigning groups based on language, education, gender, etc.)
- Depends on the topic
- Depends on the activity
- Depends on the people in the group
- Other (please explain):



When dividing participants into groups, here are some considerations and strategies to keep in mind:

- » Consider the diversity participants bring to the group. This includes things like cultural differences, comfort levels, and expectations. While it is not always bad to take participants out of their comfort zones, it is an important factor to keep in mind because this can have a major effect on the way participants learn and what they retain from the session.
- » Use a think-pair-share activity to get participants involved and more comfortable talking with those around them. (More information about the think-pair-share methodology is included on page 120.) Pairs can then group up with two or three other small groups to share ideas and discuss the topics at hand.
- » Place more dominant participants together in one group and quieter participants together in another, breaking the pattern of domination by a few people with quieter participants deferring to them. Another useful tactic is to distribute the more dominant participants among several groups. Trainers who are unfamiliar with these tactics may wish to try both ways and see which seems to be most effective, keeping in mind that this may change with each group of participants.
- » With some topics, groups divided by gender or age may facilitate a more open and cohesive discussion or learning environment. For example, men might feel more comfortable talking about their health needs among other men. In some cultures, women may participate more freely and openly in a group of other women. Older participants may be less inhibited and more likely to open up when their younger peers are not present. And youth may be less inhibited and more likely to open up when their older peers are not present.



Circle the strategies listed above that you may try in upcoming training sessions. Underline the benefits of that strategy.

**Every learner in the class has skills and value. Identify them and provide a chance for everyone to shine!**

*Survey respondent, overseas Resettlement Support Center*

However groups are formed, it is always a good idea to have the small groups report back to the whole group. This allows each group to get the perspectives of others: For the men to hear from the women, the older teens to hear what the younger adolescents have to say, and the more talkative participants to find out what the quieter ones are thinking, and vice versa.

### **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.

Is learning English more important than learning the material?



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.

## Develop a Learner Assessment Plan



Developing a learner assessment plan is important in preparing for a training session program. The learner assessment should be based on the needs assessment, the learner objectives, and the content of the training program.<sup>1</sup>

<sup>1</sup> Providers should refer to agency guidance on assessment requirements.

Effective trainers continually assess participant comprehension and retention of new information. When used for formative assessment purposes, as discussed earlier, this information helps trainers adjust the pace and content of orientation to accommodate the needs of participants. Combined with other information about the learners and the instructional process, learner assessment outcomes can be used for program evaluation aimed at improving instruction (National Center for Family Literacy & Center for Applied Linguistics, 2007).

## Reasons for a Learning Assessment

By examining what information was not retained by past participants, trainers can consider how to adjust future orientations. For example, trainers might use different learning activities or think about whether particular topics might be more applicable to participants at a different point in the resettlement process. The information learned from the assessment of student learning helps trainers think strategically about any modifications they might want to make in what to teach, what to emphasize, when to teach it, and how.

Assessments can be daunting but they don't necessarily need to be. If time and resources are scarce, start small! Whatever the scope, the first and most important element of any evaluation or assessment is clearly identified and articulated criteria, know what you are looking for and why! You then need to find both fair and valid ways of measuring what it is you are looking for and make sure those are also understood and communicated clearly. It's also important to see evaluations/assessments as an opportunity for learning and approach the entire process through that lens.

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

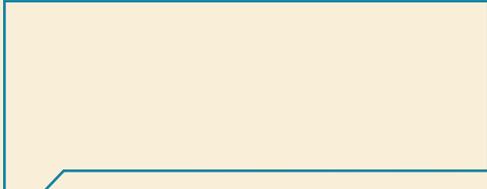
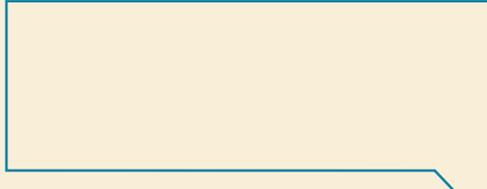
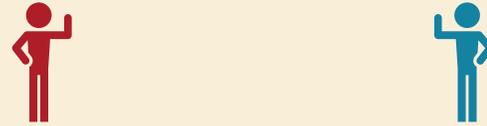
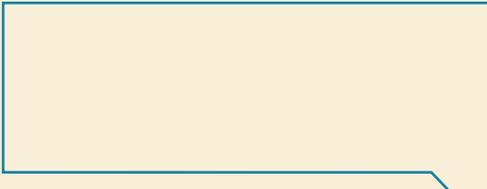
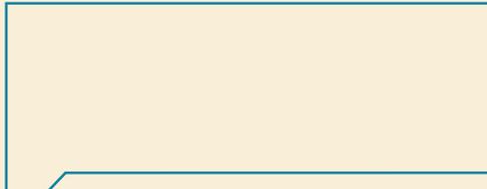
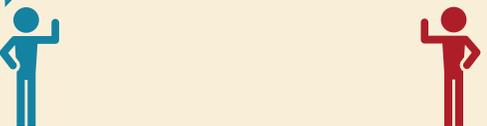
## Types of Learning Assessments

Most people are familiar with formal learning assessments, such as written tests and oral interviews, which provide a score or a grade. But there are other less formal ways to conduct a learning assessment.

*Formal* methods ask the same questions in the same way to all participants, while *informal* methods are based on on-the-spot decisions about what information to gather, or they use nonstandardized procedures. A *direct* method allows participants to demonstrate knowledge or skills directly tied to what they learned during the training, while an *indirect* method includes participants' reflections on their learning and assessment of how well concepts and skills learned during a training are applied outside of the training (Fowler & Blohm, 2004).



Describe examples of formal and informal assessment methods using the cartoon bubbles below. What questions could you ask participants?

<p>Using a formal method, you want to know if someone understands the law related to child care.</p>  	<p>Using an informal method, you want to know if participants understand taxes.</p>  
<p>Using a direct method, you want to know if participants understand the role of the resettlement agency.</p>  	<p>Using an indirect method, you want to know if participants understand what to expect at a doctor's visit.</p>  

Trainers can assess training more frequently by using methods that are informal, quick, easy, and stress-free (for both trainers and participants). Many trainers find it more effective to use oral or pictorial assessments rather than written ones, especially when assessing less literate participants. Trainers may find picture-based assessments more appropriate and effective when used to assess concrete concepts (e.g., identifying what something is) rather than abstract concepts. Assessments can take place during and after a learning activity.

Trainers need to be assessing and responding to students' needs continuously while in the classroom and the curriculum should also be doing this.

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



Fowler and Blohm (2004) provide the following list of assessment methods that allow trainers to measure the knowledge, skills, and attitudes that participants gain during a training.

- » Knowledge: Written surveys or forms; oral exams or discussions (including debriefing); and application in other training activities.
- » Skills: Observations in practical experiences; role plays, case studies, or critical incidents that require decision-making; and the development of a product (such as a budget). Observation checklists can also be useful.
- » Attitudes: Indirectly observing behaviors, such as interpersonal relations; approaches to issues and problems; and choices of activities.

Fowler and Blohm's list includes formal and informal, as well as direct and indirect types of assessments.

## Examples of Learning Assessments

There are many different examples of an effective learner assessment. Each has benefits and drawbacks. Formal assessments, for example, that are administered one-on-one and allow participants to provide open-ended responses, provide the most rich and useful information about what has been learned, but they also are time-consuming to administer and analyze. True/false questions are easy to administer, but the high probability of guessing correctly (50%) means that the results may not be reliable or valid. Multiple choice questions are harder to get right by guessing, but they are hard to deliver orally because it can be hard to remember the questions and answer choices. Informal assessments can be less recognizable, but can also provide rich information and feel more like a conversation than a test, which can make the atmosphere more relaxing for participants.



Here are some examples of assessments that have proven useful and effective in delivering training to refugees and immigrants:

- » Have participants complete a **formal quiz**. This could be in **true/false, multiple choice, open-ended, or matching** formats (or a combination). Typically quizzes are completed in written format. However, they can be conducted orally for less literate participants. When possible, an audience response system enables large groups of participants to take a quiz given orally at the same time. Participants are asked to press a button on a controller which signifies their response.
- » Assess participant attitudes and beliefs by asking participants to use a **rating scale** to demonstrate how they feel about something (e.g., strongly agree, agree, disagree, strongly disagree) or how their behaviors have changed or are affected (e.g., always, sometimes, rarely, never).
- » Conduct a **skills observation** of participants **completing a task**. Often this type of learning assessment takes place outside of the classroom and in the community. It is different from an immediate learning assessment, and could occur at a later time and over a longer period of time (which would also show the long-term impact of assessment). A participant might become comfortable accomplishing a task on her/his own, such as attending a doctor's appointment or taking the bus to go grocery shopping.
- » Check for understanding. Orally ask open-ended questions about the topic. This may be referred to as a **reflection** or **debriefing** of a session.

Regardless of participants' language skills, you can assess their understanding in a number of ways, including the following:

- » Ask participants to explain a concept in his or her own words to another participant.
- » Ask participants to sort pictures into groups (e.g., healthy/unhealthy).
- » Ask participants to describe what is happening in a picture.
- » Ask participants to close their eyes and raise their hands if they agree with a statement read by the instructor.

Asking, "Do you understand?" does not usually provide useful information. Instead, have a participants ask a partner to say something specific about a topic (e.g., "Describe how to get on and off the bus") or ask a specific question (e.g., "What are two things about owning a car that make it expensive?") to ensure that participants understand the information.



- » Check for understanding by asking participants to **restate information** they have learned to the trainer or a peer. For instance, the trainer could say, “Tell a partner where you can buy rice.” More information about reflections is discussed in the section on methods on page 116.
- » Conduct an activity by having participants **tell a story, draw a picture, or create a role play** to demonstrate their new knowledge. This method might take more time, but it will be well worth the effort. It will give participants the opportunity to review and actively practice the skills and knowledge they have learned. A group of participants could role-play requesting an interpreter or talking to a child’s teacher or school administrator about a problem the child is having at school.

Each method listed above allows trainers to check comprehension and retention, to listen for misunderstandings or misinformation, and to gauge how much learning is taking place and at what pace. Each of these forms of assessment can be delivered with a rubric or score, or not. Informal assessment can simply be information that the trainer remembers, or it can be documented using a rubric or score. Based on the outcomes of assessments, trainers should continue to revisit new material until they feel that it has been retained.



What is one method you can use to assess the knowledge, skills, or attitudes participants have learned? Provide an example of each below.

An example:	
Knowledge	
Skills	
Attitudes	

## Learner Assessment Timelines

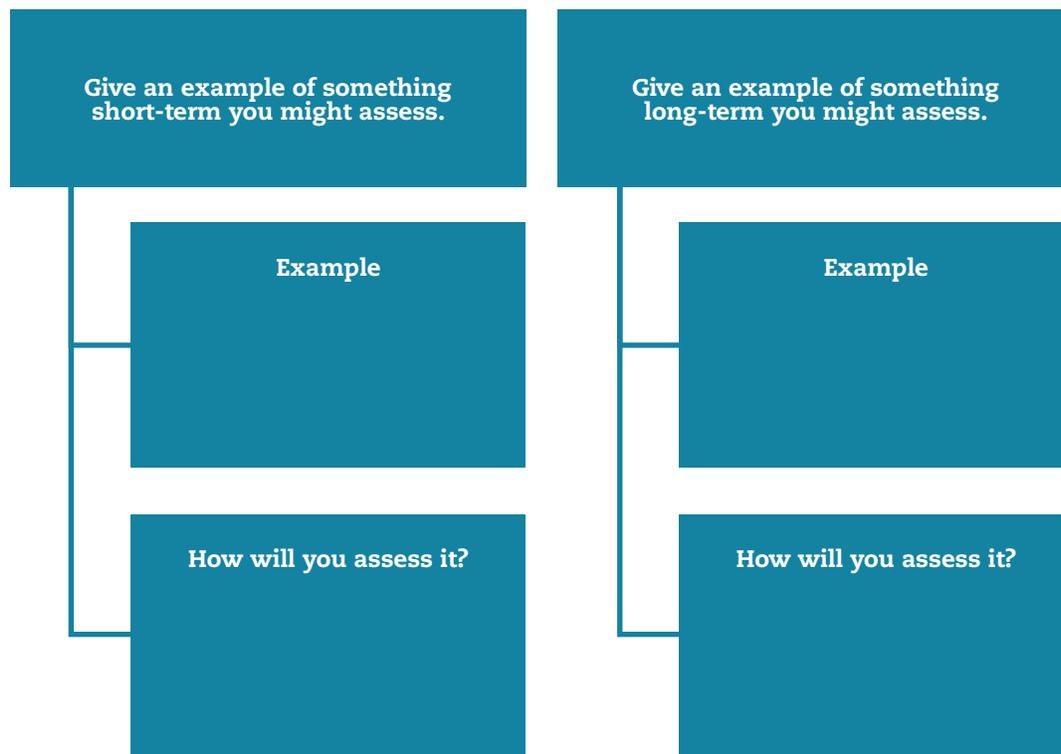
When do I do what kind of assessment?



*Formative assessments* are conducted during instruction in order to make decisions about how to adjust the pace or content of instruction for the learners. *Summative assessments* given after instruction is complete (or sometimes after each unit or content area) can provide information about *short-term outcomes*, or changes in participants’ knowledge, skills, and attitudes directly after a training or program. Summative assessment may also be collected months or years after the training to determine *long-term outcomes* which demonstrate changes in family, community, and systems over a period of time. Summative assessments can be used for tracking information about the effectiveness of a program and can be used to make changes to a program or curriculum over time.

Learner assessments given immediately following a training provide information about short-term outcomes. The short-term outcomes demonstrated may include knowledge or skills gained as a result of the orientation or indications of new attitudes that participants have developed as a result of the training. Short-term outcomes help trainers know that the information they provided was understood. This is the first step in determining the efficacy of a training, because if information was not understood in the first place, it is unlikely to make a difference to participants in the long-term.

Assessing long-term outcomes is done to make judgments about whether a training was effective. This typically occurs through surveys, one-on-one discussions, or focus group discussions. It could also be done by linking participation in training with long-term indicators of behavior or attitude change and success in resettlement. Assessments used to measure long-term outcomes may be implemented anywhere from 1 month to several years after training. Conducting these assessments long after the training provides valuable information about the long-term usefulness of the training; however, they can be time-consuming, challenging to administer (because it may be harder to find participants to complete the assessment), and require the trainer to consider other external factors (such as what a participant learned from an employer, a neighbor, or from living in the community) with regard to what was learned during the training.



## Organize Logistics, Training Space, Materials, and Equipment

This section provides strategies for coordinating logistical considerations, training space options and needs, and materials and equipment that may be useful in preparing for and delivering training sessions.



## Location and Support



When scheduling sessions and managing logistics for the session, trainers should:

- » Collaborate with other stakeholders and coordinators to ensure that logistics and scheduling make sense and work for the space and program.
- » Get familiar with the location and be prepared and appear prepared for sessions (Pike, 2002). For example, trainers should arrange materials and furniture early so the session is prepared. Trainers should make sure they know how to work technological equipment prior to the session. They should check to be sure they can prepare their materials as planned with the available equipment and resources. If not, they should have a contingency plan for alternative materials.
- » Plan time in sessions to allow for activity transitions or changes in locations, rooms or setups. Plan a schedule and stick to the schedule. Start on time and end on time. Plan transitions. Reduce transition time between activities by giving clear directions. Use cue words or a bell to help participants better understand what they should do and when.

## The Training Space: Group Size and Session Design



Where are your training sessions currently held? Does this space work for the needs of the sessions?

Finding suitable space for orientation is very important. Programs may have training rooms set aside for orientation in the building they occupy, or they may use in-house meeting or conference rooms. Training can also be delivered at community centers, libraries, or in rooms at a place of worship, such as a church. Apartment complexes that house large numbers of refugees or immigrants may be able to provide space for training as well, with the understanding that one of the topics covered will be the proper care of homes. The type of space used will depend on available venues, the needs and size of the program, as well as the session designs. For example, it may be ideal to use large room with multiple breakout rooms for small-group activities.

Space constraints can be a challenge, especially when conducting activities with larger groups. The noise level with larger groups can be more challenging. When selecting a training space, trainers should consider the average number of participants, the number of interpreters, the space needed to conduct activities, and the technological capabilities and equipment in the space (televisions, computers, screens, projectors, etc.).

Keep in mind that orientation can be delivered in other locations, such as waiting for appointments or in the car on the way to various places.

Do you want to learn more about informal delivery methods? Visit page 175.

## 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.

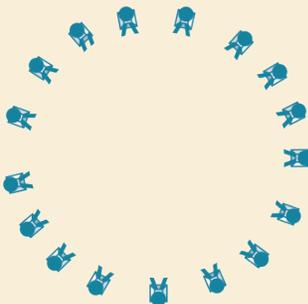


Draw a picture of what your training space setup usually looks like.

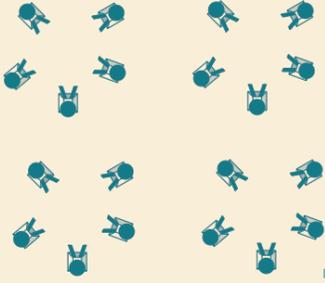
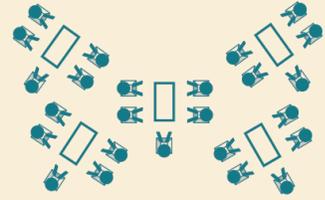
What's the best way to set up a room?



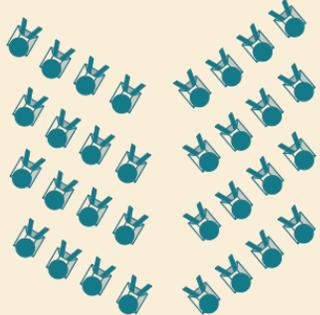
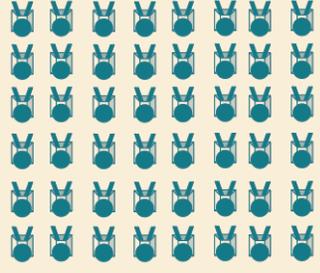
There are a variety of ways to set up a room, and different arrangements are better for different environments and activities than others. For instance, small groups (or clusters) may be better suited for group work than desks in rows (or classroom style). Participants can be standing, seated, or on 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 may be...
<p>Circle style</p> 	<ul style="list-style-type: none"> <li>» Large-group discussions</li> <li>» Large-group activities</li> <li>» Some games</li> </ul>	<ul style="list-style-type: none"> <li>» Good for brainstorming and sharing ideas as equals or to create the feeling of equality among participants.</li> <li>» Can be used with or without tables.</li> <li>» Participants can sit around one large table or in a circle or square made up of smaller tables, leaving space in the center empty.</li> <li>» 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.</li> </ul>  <ul style="list-style-type: none"> <li>» 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.</li> </ul> 



This type of arrangement...	... is ideal for...	Some other considerations may be...
<p>U-shaped style</p> 	<ul style="list-style-type: none"> <li>» Presentations</li> <li>» Videos</li> <li>» Large-group discussion</li> <li>» Hearing from panelists or a speaker</li> </ul>	<ul style="list-style-type: none"> <li>» Can be used with or without desks or tables.</li> <li>» Allows participants to discuss with the presenter and other participants.</li> <li>» 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.</li> <li>» Leaves space for movement activities.</li> <li>» Allows for moving between presentations and discussions with ease.</li> </ul>
<p>Cluster style</p> 	<ul style="list-style-type: none"> <li>» Small-group work</li> <li>» Small-group discussions</li> <li>» Discussing problems, issues, critical incidents, case studies</li> </ul>	<ul style="list-style-type: none"> <li>» Can be used with or without chairs, desks, or tables.</li> <li>» Can be set up in circles, squares, ovals, rectangles, and so forth.</li> <li>» Creates small groups of participants by seating arrangement.</li> </ul>
<p>Herringbone style</p> 	<ul style="list-style-type: none"> <li>» Small-group work and large-group discussions together</li> <li>» Informational presentations</li> <li>» Creating a space for games</li> </ul>	<ul style="list-style-type: none"> <li>» Participants can see the presenter and any visuals at the front of the room, yet can still work in small groups.</li> <li>» The group can move back and forth between large-group discussions and small-group work without having to rearrange furniture.</li> <li>» Works best with small tables for each group.</li> <li>» Accommodates a variety of activities and can be ideal when there is little flexibility for room setup.</li> <li>» 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.</li> </ul>
<p>Partner style</p> 	<ul style="list-style-type: none"> <li>» Pair or partner work or discussion</li> <li>» Games</li> <li>» Introductions</li> <li>» Icebreakers or short activities</li> </ul>	<ul style="list-style-type: none"> <li>» 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.</li> <li>» Provides a safe space in which quiet participants may feel more comfortable, while also holding people accountable for participating.</li> <li>» Participants can easily work in groups of fours, with the person across from them and the pair next to them.</li> <li>» Can be used in a "carousel" manner, with participants moving to different chairs to talk with others.</li> </ul> 



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



What are three training methods you would like to try? What room setups listed above works well for that type of activity?

Method you would like to try:	Room setup that would work for the method:

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.



There are lots of ways to seat participants in a classroom in addition to the traditional seating in rows. Trainers should get to know all of them as different seating arrangements are meant to create different kinds and different amounts of interaction in the classroom. Trainers should not be afraid to change the seating arrangement several times during the day, even several times an hour. It may take a bit of time to change from one seating arrangement to another, but it is well worth it as it will make the class far more exciting, interactive, and participants more motivated. As they move to a new country, participants are going to experience a lot of changes in their lives. Constantly changing their seating position is a simple way to remind them of this—it may feel strange at first, but they must try and adapt and get used to it. Even how you change the seating in the class can relate to what you are trying to teach!

Cultural Orientation team, Resettlement Support Center South Asia  
(International Organization for Migration)

Finally, making participants feel comfortable is very important to achieving a successful training or orientation session, so take time to plan ahead. First, set up the room before participants arrive and make adjustments during breaks when possible. Second, try different room setups to see what works best with the space, topic, and group. Third, work to establish a safe and comfortable environment.

Do you want to learn more about establishing a safe space? Visit page 101.



In your own words, describe why it is important to use a variety of space arrangements during a training session.

## Materials and Equipment

Trainers should determine what materials and equipment are needed based on the training outline and agenda for the session. Remember that materials may also include other resources, such as guest speakers.

Many trainers find it helpful to prepare a checklist for gathering materials and equipment. For example:

- Nametags, 1 per participant
- Flipchart paper
- Markers, 6
- Tape
- Handouts, 1 copy per participant
- Writing implements, 1 per participant
- Laptop
- Slide presentation on laptop or flash drive
- Extension cord

The COR Center's *Training for the Non-Trainer: Tips and Tools* digest includes a Classroom Arrangements Checklist that may be helpful when setting up a training space. It is available for automatic download from the COR Center website: <http://bit.ly/1znbyRE>

Trainers should gather and prepare materials early. This could include scheduling guest speakers or small tasks, such as ripping pieces of tape for an activity or organizing cards prior to a session (putting them in sequential order or mixing them up). The more that is accomplished ahead of time, the more time the trainer can spend working with participants.

## Logistics

### Invitations and Reminders

It is important to make sure that participants are aware of and reminded about orientation sessions. Reminders can be provided directly to participants or to someone assisting them. Staff can help remind participants either through face-to-face interaction or through a phone call, using an interpreter as needed.

### Planning for Regular Breaks

Breaks are essential in training sessions. The down time allows participants to use the bathroom, have a snack, take care of a pressing matter through a phone call, or just reset themselves to focus on the session. Breaks need to be built into the training outline and schedule, recognizing that some flexibility on timing is needed to adjust to the flow of the session and needs of the participants.

### Meals and Refreshments

Beverages or light snacks, or even lunch items (taking culturally appropriate dietary needs into consideration) donated by grocery stores, ethnic food stores, or restaurants can be particularly useful in participant involvement and retention. It is recommended that programs try distributing the food at different points surrounding the orientation sessions to see what works best for participants: before, during, or after a break. This is also a good opportunity to introduce participants to inexpensive and healthy food items that Americans like to eat, such as granola bars, cheese and crackers, trail mix, vegetables with dip, or popcorn.



## Chapter Reflection

- » Your supervisor just called to let you know that you will deliver a training in a week for 15 new refugee arrivals. What steps will you take? What information will you need about participants? How will you get this information? How will you use it?
- » You will be conducting a training session on U.S. laws, focusing on the rights and responsibilities of refugees. Choose a focus for the session. What components you will include in the session?
- » A number of participants will be traveling all night before arriving in the city where your orientation is taking place. Based on this information, how will you develop your agenda and schedule?



## Chapter 3

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

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 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. This chapter covers, as a review or introduction, some effective training and assessment methods, tips, and tools that may be useful in orientation.

### Chapter Critical Questions

- » How does a trainer choose appropriate training methods and activities?
- » What kinds of challenges can a trainer try to prepare for? How?
- » What different methods that an effective trainer can use?
- » How does one create a positive learning environment?
- » How does a trainer work with a co-trainer?
- » How do you assess a training?

## Creating Positive Learning Environments

Good classroom management is the key to creating a positive learning environment. Classroom management refers to the process of ensuring that participants are able to concentrate and learn. It allows a trainer and participants to focus on the topic at hand and not on other, more distracting things that may come up in training. Effective classroom management creates an environment in which participants understand the expectations and rules, feel safe and included, and can communicate openly.

### Clear Expectations



Opening a training day or session by setting clear expectations creates structure and allows the session to run more smoothly. Trainers can convey expectations about the content covered, the learning objectives, the training method to be used, timing, communication, participation, and potential follow-up or related activities or sessions. Trainers can also involve participants in establishing learning objectives and expectations for the session.



The following strategies are useful in setting expectations:

- » Explain the training style being used and what is expected of participants in the session. If high levels of participation are expected throughout the session, involve the participants from the very beginning to establish this expectation and to ensure the session addresses their interests.
- » Be clear about the main learning goals and objectives, and involve participants in setting these.
- » Emphasize that participants will not be given a set of answers but rather skills and information that will allow them to continue learning and becoming self-sufficient.
- » Acknowledge that some things in training might be difficult (language, understanding, sensitive subjects), but that participants should not feel alone.

## Review of Main Objectives

Adults are more likely to learn when information and main messages are reviewed frequently and applied in different ways. In effective orientation, topics are reviewed and reinforced many times and in many ways. This reflective communication and training approach works well when people who design the training and trainers focus on the main learning objectives and knowledge, skills, and attitudes. Introduce them at the beginning of every session, and summarize the main points following activities. The continual review of core content and main messages helps participants understand that these are key take-aways from training. It also helps trainers assess participant learning.

## Rules

Trainers can also set rules for the session and ask participants to establish group norms, etiquette, or rules for behavior.

Setting rules helps:

- » Create a safe, respectful, trusting space for all.
- » Establish a reference point if participants are being disruptive or disrespectful.



When setting rules, consider the following:

- » Rules are best set at the beginning of an orientation program.
- » Rules are most effective if suggested and agreed on by the trainer and participants alike. The trainer should introduce a few basic rules, such as “Respect others,” “Listen to others,” and “Raise your hand to speak.” The trainer can then ask participants to expand on the list and set rules for their group while s/he records them on flipchart paper. The trainer can always offer final suggestions if an important rule hasn’t been mentioned.
- » Rules can be easily referenced and followed if they are posted in the room for the entire orientation.

During the session, find ways to reference or reinforce expectations and rules:

- » Check in with participants frequently to remind them to participate and to gauge group interest levels. If participants are losing interest, be prepared to insert a break or energizer activity or to change activities or topics if necessary. Not every project or task has to be completed, depending on the needs of the group and how discussions are going.
- » Model the rules and norms for group/individual behavior (e.g., allow each other to speak without interruption) to address a challenge. Encourage participants to do so as well when providing feedback to peers.

- » Provide clear expectations for communication and acknowledge participants and their input with frequent feedback.



Should the trainer list all the rules? Why or why not?



At the beginning of the session, trainers should create a set of rules, preferably (time-permitting) with the input of participants. Participants are more likely to follow rules that they themselves have helped create. Have rules to suggest in case participants are unfamiliar with this practice. Trainers should ensure that the rules include those that are important (e.g., “Participate as best you can” or “Keep cell phones on silent”) by asking questions using *we* (“Should we include anything about interruptions?” or “How do we feel about cell phones?”).

Including *respect* in the rules can be useful in addressing a number of potential behaviors which might be disrespectful, such as not listening, violating personal space, and so forth. (If a trainer’s input is questioned, s/he should remind participants that the trainer is also a part of the training.) Use positive sentences (e.g., “Listen when others are speaking”) rather than negative sentences (e.g., “Don’t talk out of turn”) whenever possible.

Once the rules have been created, post them on the wall for all to see throughout the training. This also allows trainers the opportunity to refer back to them if participants are not following the rules. Some trainers create a group agreement by asking participants to sign their names at the bottom of the flipchart or board where the rules are listed.

Trainers may also find training contracts, signed by the trainer and participants, useful for longer trainings (those that last two or more days). In addition to basic classroom rules, a training contract might outline the roles of the trainer and the participant or expectations for attendance.



What classroom rules do you usually use? Which new rules would you like to add? Create a list of classroom rules based on the examples here and your own experiences. Why is it important to include participant input when establishing rules for a session?

## Creation of a Safe Space to Encourage Inclusive Learning

Participants learn best in a safe environment where they feel comfortable and engaged. Without a safe space, participants are less likely to participate and less likely to learn new knowledge, skills, and attitudes. In a secure and positive learning environment, participants feel comfortable expressing themselves and are more likely to learn from the material, the trainer, and other participants.

Establishing trust is essential in establishing a safe space for learning. Jane Vella (2002) discusses trust as an important principle in education: Without trust in a classroom, discussions cannot be open and participants do not feel comfortable asking questions and expressing themselves openly. Establishing trust in orientation is an important trainer responsibility.



What are two things participants can do when there is a safe space?

Resettlement Support Center Africa (CWS) has a suggested set of rules that may be a useful starting point for trainers:

1. Respect others when they are talking.
2. Speak for yourself and avoid generalization. For example, say “I” instead of “we,” “they” instead of “you.”
3. Respectfully challenge one another. Stay focused on the idea and not the person.
4. Participate to the fullest of your ability.
5. Share your own story and experience. Do not discredit another person’s story.
6. Be conscious of your body language and nonverbal responses. They can be as disrespectful as words.
7. You don’t have to agree with everything the trainer says. The goal is to gain understanding of the issues being discussed.

Somali Youth Curriculum, page 13



Victoria is very excited when a representative from Children’s Services finally agrees to be a guest speaker at orientation and present on child abuse and neglect. However, the speaker said that she is only available at the beginning of the first day of orientation. Victoria certainly wants to accommodate the guest speaker, but is worried about how participants will react to such a serious topic being discussed at the beginning of their first orientation session. Is Victoria’s concern justified, why or why not? What would you do in her position?



Here are some strategies for establishing a safe space:

- » Welcome participants into the training space or session in a way that is familiar to them.
- » Spend sufficient time on introductions and getting to know one another.
- » Ask the group to establish expectations and rules for the training session or program. (To learn more about establishing expectations, see page 99.)
- » Remind participants that this is a safe space, and that everyone in the room matters.
- » Incorporate icebreakers at the beginning of a session and throughout the day that help participants identify similarities, develop trust, and promote teambuilding and collaboration.
- » Balance participation and possible domination of more confident participants by encouraging quieter participants to speak and share.
- » Manage particularly disruptive situations by asking disrespectful participants to leave the session. (To learn more about working with challenging participants, see page 159.)
- » Talk about tolerance and diversity as important U.S. values, and remind participants that hate speech and violence is not acceptable in the United States. Some trainers incorporate this into a discussion of what is both legally and socially acceptable in the United States.
- » Demonstrate respect for everyone's viewpoints, and encourage participants to show the same respect.
- » Use an item, such as different colored candies, to demonstrate the idea that even though people may be different colors on the outside, everyone is the same on the inside.
- » Empower participants who might stand out as being different.

When a trainer conducts a needs assessment and addresses the needs of participants based on the results of the assessment during the training, participants are able to see that their needs are important. This process assists in establishing a safe space.

Do you want to learn more about needs assessment? Visit page 63.



Circle the practices above that you already use to establish a safe space. Place stars next to those you would like to incorporate into future trainings.

### The Trainer-Participant Relationship



The following strategies will assist trainers in building rapport with participants:

- » Learn the names of participants and use them frequently.
- » Work in small groups frequently to allow all participants to be heard. Assist groups in choosing a leader or spokesperson to keep groups on task and assist in reporting out to larger groups. Change groupings from time to time (Pike, 2002, pp. 270-274).
- » Ensure participants are actively engaged in a large percentage of the session(s).
- » Encourage participants to mingle and to get to know people they would not necessarily know otherwise. This helps participants better understand and fit into their diverse communities.
- » Encourage reflection. Provide time and space for participants to make their own discoveries, to consider how they are feeling, and to reflect on how they would handle different situations.
- » Maintain the role of trainer and facilitator. Lead discussion and encourage exploration while avoiding preaching, lecturing, or injecting one's own ways of thinking.



List three classroom management strategies that you will incorporate into your upcoming training sessions.

## Good Communication and Facilitation Skills

Effective communication is a significant factor in successful training programs. Trainers not only transfer information to participants when delivering orientation, they also model behaviors and skills. Training orients participants to U.S. cultural norms that trainers should consider when establishing their presentation styles and methods of communication. Trainers should inform their participants that they are being provided with examples of respectful communication methods in a U.S. context.

Each person has a different style of communication, and everyone has the ability to alter how messages are delivered. It is very important to consider various aspects of communication when delivering orientation, because communication greatly affects a participant's attitude about the information being delivered.

A trainer who demonstrates good communication skills conveys expected communication practices for the training session, as well as communication patterns that will be valuable to participants in their daily lives. These expected behaviors “may or may not coincide with attitudes, values, and behaviors that learners bring with them from their countries of origin” (Marshall, 2002).



Here are good communication strategies to help participants understand and be understood:

- » Think about voice and tone, and how a message comes across. It may be appropriate to change tone, inflection, or volume to convey meaning and importance. This is especially true when talking about sensitive or challenging topics, conveying enthusiasm, or trying to make messages more positive.
- » Incorporate nonverbal communication, or body language. Trainers should demonstrate appropriate nonverbal communication patterns and styles, recognizing that participants' initial understanding of the nonverbal cues is directly influenced by their cultural norms. A trainer's posture, facial expressions, gestures, and even dress or receptivity to the input of others models behavior in context and conveys information about culture and norms.
- » Demonstrate good listening skills and respond to participants' emotions.
- » Give feedback that is positive and constructive.
- » Allow the group to identify solutions for an individual's problem or challenge. This helps participants think about different ways to solve the problem and helps build community within the group.
- » Make participants laugh when the topic comfortably allows. Timely humor can be very effective, as long as it does not provide false information.
- » Personalize issues by using real examples and critical incidents, but change details such as names, ethnicities, places, or any other recognizable characteristics or details in the example.
- » Share personal information as appropriate. Many training topics require participants to think about how they feel about things. Participants feel more comfortable when they get to know their trainers as people.
- » Lead by example and avoid the “boss” image. Instead, try to demonstrate a casual and inclusive leadership style. For example, comments like “Let's get started” and “We'll wrap in two minutes” indicate a more relaxed approach, while “Quiet down and we will begin” and “Time is up” demonstrate a more formal session.



A trainer sees that many participants are yawning and asks if they would like to take a break. Some participants say “yes,” others say “no,” some nod their heads, others bob their heads, and a few raise their index finger. The trainer asks the class again while demonstrating the common way Americans gesture “yes” and “no”: by either nodding their head up and down for “yes” or moving their head side to side for “no.” What are some good communications skills the trainer has demonstrated here?

- » Avoid debating who or what is right or wrong. Instead, help participants use available resources to find the best solution for individual situations.
- » Use terms appropriately and correctly to the extent possible. For example, refugees from Burma are often called Burmese, but keep in mind that there are many ethnic groups of refugees from Burma (Burman, Chin, Kachin, Karen, Karenni, Mon, and Shan, to name a few), there are many different languages spoken there, and there may be sensitivity about the country's name.
- » Demonstrate enthusiastic, cheerful, positive, and considerate behaviors.



Look at the following statements. How would you modify these statements to make them more positive? An example is provided for you.

Statement	Modification
No disrespectful comments	<i>Respect participants in your words and actions</i>
Don't interrupt	
Don't be late	
Don't use your cell phone	

By practicing good listening techniques, trainers can also gain valuable feedback from participants, gauge their understanding, adapt instruction according to their questions and needs, and earn their trust. This is important because participants learn more when they are interested in the topics being taught and, conversely, tend to pay less attention when disinterested. The following are good listening skills trainers can use in orientation sessions (Van Duzer, 1997):



- » Listen actively to participants by maintaining eye contact.
- » Repeat what was heard from participants.
- » Ask for clarification if unsure about a participant's comment or question.
- » Listen to and respect the opinions of participants by acknowledging their contributions; for example, by saying, "Thank you for sharing that with us."

Trainers may find that including "Listen to others" in a list of rules can be very effective, especially if participants interrupt each other frequently.

Do you want to learn more about setting rules for class? Visit page 100.

### Effective Messaging

When working with participants from different cultural backgrounds who have varying levels of English, the use of visuals and other forms of realia can be the key to an effective orientation session.

If participants are literate, providing materials in a language they can read is also useful. Some topics lend themselves to the use of participants' personal items. Utility bills might be good to bring when discussing budgeting, for example. Having an array of household cleaning products or small appliances available might be useful to demonstrate how they are used in a kitchen. When possible, trainers should incorporate visuals, realia, and participants' actual budgets to demonstrate uses in context and to make orientation more realistic.



What are nine real-world materials you could use in your training session?

1.	2.	3.
4.	5.	6.
7.	8.	9.

However, trainers should remember that the effectiveness of visuals and realia is dependent on the culture of participants and how they understand or perceive these messages. With a diverse group, trainers may not have the opportunity to understand each participant's perspective, but they can strive to convey the U.S. context. Here are some strategies that trainers can consider for effective communication with participants:



- » Understand the training objectives and main messages, and be clear about the messages being presented. Trainers should think before speaking, present specific and clear messages, and clarify when needed.
- » Present single ideas at a time and use logical sequences.
- » Involve participants and ask questions to encourage their involvement.
- » Repeat a question asked by a participant before addressing the question so the entire group can hear what was asked.
- » Offer advice based on the previous experiences of others, but be careful not to direct or make decisions for participants. They will make mistakes and need to learn to become self-sufficient. Trainers should find a balance.
- » Describe concepts differently using different terms and consider breaking down terms if participants do not understand something.
- » When possible, communicate when participants are in the mood to listen, not when they are feeling worried, frustrated, angry, or upset.

- » Gather feedback and use it to strengthen content and messages in future sessions or training programs.
- » Be available to participants before and after class. This will help reduce the number of personal questions asked during a session that may not be relevant to others.
- » Follow up when needed. This may be with participants, case workers/managers, case files, other staff members, and so on.



To better manage and get the most out of the various strategies in this section, place a check next to the items in the list above that you do effectively. Then choose a few of the unchecked recommendations to focus on in your next training.

Trainers should revisit these suggestions from time to time, especially after completing longer training programs or after reviewing training assessments. These suggestions can help trainers reflect on their progress and refocus on specific areas for improvement in their facilitation styles. Trainers may also like to ask someone to observe them and to provide constructive feedback as a part of their own reflective learning and improvement.



The reflective training techniques discussed in this section are listed below. Give an example of what it might look like to employ these techniques during a training.

Reflective training technique	Example of what it could look like
Set clear expectations.	
Review main objectives.	
Deliver message effectively.	
Practice good listening skills.	
Practice effective classroom management.	

## Training Resources, Materials, and Methods

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



By using a variety of resources, materials, and methods, trainers can more effectively reach participants in a diverse group. Different activities appeal to different learning styles, and trainers who reinforce main ideas through a variety of materials and methods help participants learn in many different ways.

### Integrate Existing Resources Into a Training Program

Existing curricula can be very useful when developing a new training program or when enhancing or revising an existing program.



Does your program have a curriculum? Does your program incorporate other curricula? Are you able to use new curricula or resources in your training program?

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

Programs typically seek existing resources (activity plans, curricula, instructional materials, etc.) when revising a training program to fill gaps that have been identified. These might be used “as is” or modified to meet the program’s specific needs.

### What Makes a Good Resource

A good resource can be easily adjusted to meet the needs of a program. There are many different types of resources, such as realia, activity or lesson plans, curricula, background information on certain groups, maps, videos, and websites. That being said, some resources can be more useful to a program than others. It can be challenging to determine if a resource is worth the time, effort, and money.

We had to change the focus of [our] curriculum from information-based to activities-based to counter the high expectations ... among Iraqis as reported by various stakeholders in the USA. Also, as we became aware that many Iraqis [were] having problems with accepting job offers, with housing, and with the role of the [resettlement agency], we made these topics the most important ones in our curriculum. You have to adjust certain things in your curriculum based on the experience and the feedback of the refugee population [in] the States.

Cultural Orientation Coordinator, Resettlement Support Center Middle East and North Africa (International Organization for Migration)

The *Creative Training Techniques Handbook* (Pike, 2002) outlines things to consider when evaluating external resources to possibly complement a program’s needs. These factors include the objectives and needs of the program, price, value, time necessary to understand and incorporate the resource, quality, expertise and experience of the trainer, references, and reactions—both participant reactions to plans delivered from the curriculum, and trainer reactions to reviewing and delivering plans from the curriculum.

Our CO manual contains a great number of activities which could not be all used in one CO session, but which allows us to cater [to] the needs of the concrete group which we see in front of us in the class. It would be a good idea to have a pool of activities ready to be used at CO, and the decision on which activity is going to be used should lie with the trainer who performs the needs assessment at the beginning of each session.

Cultural Orientation Coordinator, Resettlement Support Center Eurasia  
(International Organization for Migration)

Good resources for service providers working with refugees and immigrants will have many of the following characteristics (Van Duzer, 1997, p. 295):

- » User-friendly plans and ready-to-use materials
- » Consistency throughout the plans while providing options that allow for flexibility
- » Content that is clear, concise, relevant, and updated, with clear objectives and background information for the trainer
- » A variety of support materials, including visually stimulating print materials
- » Aspects of cultural adjustment incorporated throughout
- » Activity plans that address knowledge, skills, and attitudes in training objectives
- » Translation of key vocabulary words
- » Interactive plans that incorporate the principles of adult learning and the identification of participant needs
- » Variations for working with individuals or different group sizes and compositions
- » Options for customizing plans easily to suit the needs of the program, including variations for different literacy levels, session lengths, and participant needs and interests
- » Outlines what is needed, required, or optional based on the needs and interests of participants.
- » Culturally relevant and appropriate pictures



Look at an existing curriculum. Identify the parts of the curriculum and the parts of the activity plans. Review the section above on what makes a good resource, and determine if this one would be useful for your program. (If you do not have easy access to a curriculum, look at the COR Center's *Making Your Way: A Reception and Placement Orientation Curriculum*, found at <http://goo.gl/azV0tz>.)

### Components of a Curriculum

A curriculum commonly has an introductory section, a user's guide, lesson plans, and resources.

- » An *introductory section* will typically provide an overview of the curriculum and the reasons it was created.
- » A *user's guide* will provide guidance on how to use the curriculum, what to find, and where to find it.
- » The *lessons plans* (or activity plans) usually have titles that help the user identify the topic covered and include step-by-step guidance for the trainer on delivering information about that topic.
- » *Additional resources* may be provided in a separate section or included in the user's guide or lesson plans. These additional resources have been identified by the authors or editors as useful or relevant to the curriculum or topics addressed in the lesson plans.

When thinking about using an existing curriculum for a training program, first consider the major themes and objectives of the overall training session, then explore ways to adapt the existing curricula or lesson plans to address them. For example, in a session for refugees or immigrants coming to or currently in the United States, themes may include setting realistic expectations, cultural adjustment, and/or the importance of learning English.

Trainers should address cultural considerations during a training session and program. Some curricula assist trainers in addressing cultural considerations effectively while others do not. When using a curriculum that already exists, consider whether it was written for use with an audience similar to yours. If the curriculum does not address the needs of the program's participants, it may not be the right curriculum for the program. If there are, however, elements that address gaps in a program, the trainer might consider developing variations to meet the needs of the program.

### **Components of a Lesson or Activity Plan**

The lesson or activity plans within a curriculum typically follow a given format. The following sections are common in a lesson or activity plan:

- » Title or topic: The title of the plan may include a description of the subject matter covered in the lesson.
- » Objectives: The objectives illustrate the purpose of the session and what participants should know and be able to do by the end of the session. They are typically written with participant acquisition in mind as opposed to the trainer's facilitation. When choosing objectives, the trainer should be careful to match them with the key points, goals, objectives, and knowledge, skills, and attitudes (KSAs) established during a needs assessment. The trainer should also seek lessons that allow participants to learn knowledge, skills, and attitudes (KSAs) in training. (To learn more about the KSAs, see page 20.)
- » Time: This will provide an estimate of the session length. The session length is a very important element of a lesson plan, but the trainer should remember that it is an estimate. A session designated to be 1 hour long could run 45 minutes or 90 minutes depending on participant interests, questions, and discussions. The estimated time may or may not take into account the use of an interpreter.
- » Materials: Materials needed to run the session are listed in this section. They might include pictures, case studies, handouts, or other similar materials and may be listed as required or optional. Trainers should pay close attention as some curricula do not list common materials, such as paper or pens. In some cases, the trainer may be required to, but not necessarily be instructed to prepare materials e.g., printing, cutting.
- » Introduction: This section may include information to deliver in a lecture format, and it may provide an introductory exercise for the session. The purpose of this section is to introduce the topic to participants and help them start to think about the subject matter.
- » Exercise: This is usually the main portion of the plan. Ideally the exercise will provide the trainer with learner-centered activities and discussion topics for the session. The trainer should seek lesson plans that use a variety of methods. (To learn more about using a variety of training methods, see page 111.)

- » Reflection or debriefing: This is an important component of a session that is often skipped due to limited time. It may be a set of questions for discussion or an activity to conduct with the group. The reflection part of a session allows participants opportunities to analyze and process the information further. Participants' reflections and thoughts about how they might apply the information can reinforce or lead to deeper understanding. Participants are also given the opportunity to review, ask additional questions, and enhance their learning. Debriefings allow the trainer to check for participant understanding of the information covered during the session. Reflection or debriefing segments of a session are typically informal.
- » Assessment: Ideally, trainers will assess learning and the effectiveness of training throughout an activity as well as at the end of the session. The information gained through various methods of checking for understanding allows the participants to test their knowledge and allows the trainer to understand what participants learned based on the objectives of the session. Assessments may be conducted informally through a reflection or debriefing, or it may be more formal. Assessment is often skipped due to lack of time, but really should be integrated into all trainings. (To learn more about learner assessment, see page 182.)
- » Variations and considerations: This section may include additional activities on the topic, alternatives for parts of the plan, or additional resources on the topic.

Do you want to see a sample plan with many of these sections laid out? Look at Session Plan 2 on page 47.

## Materials



Below are some strategies for using a variety of materials, especially visuals:

- » Use visual resources (e.g., pictures, symbols, emoticons) to convey important points.
- » Incorporate different types of activities that actively engage participants (e.g., case studies with storyboards, concept-matching exercises with visuals, videos with timelines, role plays with props).
- » Translate posters and pictures or write names on objects in the classroom.
- » Use both pictures and words in materials.
- » Incorporate realia when possible and applicable.
- » Provide a goal, an introduction to characters, or even vocabulary before viewing a video. Afterwards, ask participants to summarize the video and its main messages.
- » Use storytelling combined with visuals (e.g., narrate a story when discussing the U-curve of cultural adjustment or ask participants to tell a story about culture shock).

Develop materials without English so that non-English speakers and English speakers in the same class are on the same level and try your best not to exclude non-English speakers in any activities or discussions. If participants who speak English answer in English, have the interpreter interpret that response for the others, for example.

Cultural Orientation Coordinator, International Rescue Committee (Baltimore)



Give ten examples of varied materials that you could use.

Consider the following questions:

- » What are some authentic materials you can use in your training?
- » What authentic tasks could you do with these materials?
- » Which authentic tasks can be done in a group?

## Methods

Participant-centered, interactive, and experiential training activities help trainers meet the objectives of orientation. There are many interactive methods that appeal to diverse participants coming from a variety of educational, cultural, and socioeconomic backgrounds. In order to effectively prepare participants for integration in their new communities, trainers try to see things through the eyes of participants. By better understanding participants' perspectives and backgrounds, trainers can begin to understand how they think and what connections they may be able to make between their past lives and life in the United States. For example, if a trainer knows more about participants' previous living conditions—from rural or camp-based setting to urban centers—they can better identify what support or training may be needed to help them adapt to their new homes.

Helping participants make connections between their previous experiences and the experiences they will have in the United States is important in building confidence, as each individual brings skills with them that will be useful and helpful in different situations. Trainers should also try to draw parallels and connections between participants' knowledge and the new information presented, between what participants already know and what they need to learn. Using a variety of activities and incorporating reflection throughout a session and a training is very effective in accomplishing this.

Descriptions of various training methods and some of their uses are provided on page 113. All of these instructional techniques have benefits. The choice of method depends on the objectives of a particular session, the characteristics of the participants, and the time and resources available. Lecture may be common in a training program for refugees or immigrants, but it is one of the least effective learning methods. Lecture does have a place in orientation, just like any of the other methods; however, trainers should use it sparingly and in short segments like introductory pieces. Any given method can be used for multiple types of learning, and each type of learning can be achieved with more than one method. For example, brief lectures and large-group discussions are appropriate techniques for introducing a topic and imparting knowledge; demonstrations, role plays, and field trips may be more useful for teaching skills; and case studies and simulations are well-suited for exploring attitudes. But all training is actually integrated. Group discussions and role plays, for example, can be used to impart knowledge, teach skills, and observe and analyze attitudes.

Catholic Social Services of Alaska has found that they "...are usually met with the challenge of English language knowledge leading to more participation from students than others. For this reason, most of our ... activities are hands-on."

After observing an orientation session, the supervisor meets with the trainer and mentions that he should make the sessions more engaging. For the next session, the trainer adds several new activities. Though many of the participants enjoy the activities, the trainer notices that a few find it hard to participate and are not learning much through this method. What should the trainer do? Is it important to involve every single person, or is it sufficient if almost all of the participants are involved and learning?



### Varying Training Methods

Using a variety of effective training techniques allows the trainer to do the following (Pike, 2002, p. 270):

- » Maximize participant involvement
- » Reduce challenging behaviors of participants
- » Ensure participants are heard
- » Increase participant retention and self-esteem
- » Maximize the focus of the session on participant understanding and retention

There are many different things that a trainer can do to vary training, and some strategies are more effective than others with certain groups. Trainers should remember that everything takes practice and gets better with time.



Trainers may feel very comfortable with some methods and uncomfortable—or even unfamiliar—with others. To increase their comfort with and use of various training methods, trainers can start by choosing a method that only slightly stretches their level of comfort, but is not entirely out of their comfort zone, such as incorporating visuals, conducting a case study, or stopping a video to discuss what participants are seeing. When these methods begin to feel more comfortable, the trainer might stretch her- or himself to incorporate other new methods, such as a think-pair-share activity, or a role play of a critical incident that has already been addressed with an earlier group. Over time and with practice, trainers do become more confident facilitating more methods. Their ongoing learning, experimentation, and skills development not only helps them become stronger trainers, but it increases their reach. Stronger trainers can help more participants learn more effectively.

We are usually met with the challenge of English language knowledge leading to participation from [more] students than others. For this reason, most of our CO activities are hands-on.

Refugee Education and Employment Services Coordinator,  
Catholic Social Services of Alaska



List three instructional methods that you are familiar with but not comfortable with.

1.	
2.	
3.	

How might you incorporate these into upcoming sessions?



Participants may also feel varying levels of comfort participating in different activities using methods they may have never encountered. The same approach is suggested: Start off with some simple methods, such as a large-group discussion or a brainstorming session, and then begin adding new activities, like think-pair-share or critical incidents. Eventually participants will feel more comfortable and prepared to

participate in more challenging activities. A trainer should take care to establish a safe space and keep in mind that even a room setup can affect the comfort of participants. For example, some participants may be most comfortable sitting in chairs, on the floor, in a circle, or at desks in a classroom style setup.

Do you want to learn more about establishing a safe space? Visit page 101. Do you want to learn more about setting up a training space? Visit page 93.

In general, trainers should try to push participants' boundaries, but not too far. Trainers also need to consider whether a particular type of activity is culturally or religiously appropriate. If a participant is uncomfortable sharing or participating, the trainer may allow them to listen and observe the session. The same goes for asking groups to choose a spokesperson; trainers should help groups choose someone who will be comfortable sharing and allow others to listen if they prefer. Choosing a spokesperson can work for certain activities, but trainers should involve all participants in debriefing sessions, as observers have a unique perspective after listening and watching sessions. Debriefings also serve as an effective way to encourage participants to participate in the next session. Trainers can slowly encourage observers to get involved as their comfort levels increase and as they recognize that the session is interesting, fun, and for their benefit.



List three strategies that you would like to incorporate into your training sessions to help participants feel more comfortable.



### **Types of Training Methods**

The following methods are used in training, both domestically and overseas.



## Icebreakers

The first few minutes of any training session are key in setting the tone of the session, program, and group. To deliver a training that reaches all participants, it is most important to involve them from the beginning. This encourages them to speak and participate throughout the session.

The term *icebreaker* comes from ships designed for the arctic region to break ice, making it easier for other ships to travel. In the same way, a structured icebreaker activity is designed to clear the way, helping participants feel more comfortable and get to know each other.

Icebreakers are ideal for:

- » Establishing the tone of an orientation, be it a session, a day, or multiple days
- » Building rapport among the group by working together or completing a goal
- » Helping participants get to know each other, or learning something new about people in the group if they already know each other
- » Influencing the way participants view the orientation from the beginning
- » Keeping participants moving and feeling comfortable and happy
- » Providing a positive atmosphere right from the start
- » Informally introducing content to spark interest or create enthusiasm

We start by having each person say in English, “Hello, my name is...” and then answer a question, such as, “What is your favorite food to cook or eat?” If they can answer in English, they do so; if not, they have it interpreted by the interpreter.

Cultural Orientation Coordinator, International Rescue Committee (Baltimore)

Icebreakers are most effective when strategically designed and well placed in an orientation session; for example, at the beginning of the session, after breaks (discussed further on page 166), in the late morning, after lunch, and in the afternoon (when participants may start to feel tired). Trainers may find it useful to incorporate an icebreaker or another interactive session prior to official introductions, especially when working with participants who do not know one another or the trainer. Here are some ways a trainer can effectively place an icebreaker.

- » To start an orientation. Icebreakers are most commonly and effectively used at the beginning of orientation sessions. They can be used to help participants get to know each other, to introduce the topic of the session or day, or to review information covered in previous sessions.
- » To energize a group. When a group is tired or has covered a lot of content-based information without much movement, an energizer icebreaker can increase participant interest and involvement. The after-lunch sessions are particularly challenging for participants as energy and interest levels decrease.
- » To transition between activities, topics, or consecutive presenters. Icebreakers can help participants shift their mind to a new topic or consider a different way to look at the topic when used between sessions.

The simple act of standing after being seated increases blood flow, and therefore oxygen, to the brain by 15 to 20 percent. So when participants are asked to stand, their capacity to learn also increases by about 20 percent. In other words, a simple change in position can lead to a profound change in learning and understanding. (Sousa, 2006)



We often start with icebreakers, which are a big hit.... Starting with an icebreaker that allows everyone to speak at the beginning of class and introduce themselves has proven to increase participation and show that everyone has a voice.

Program Coordinator, Acculturation for Justice, Access and Peace Outreach

In addition to planned icebreakers included in the orientation schedule, trainers should have a few brief energizers handy that they can use when participants seem tired or bored. For example, a trainer might ask participants to stand up and “reach for their goals” by stretching their hands straight up in the air.



## Reflection or debriefing

Debriefing is the process of reflecting on and processing an experience such as an activity or discussion. Effective trainers plan for and leave adequate time after every session for at least a brief reflection period. The debriefing process starts with:

- » Introducing the idea of reflection to participants
- » Creating a personal connection to what was learned
- » Making a connection between what was learned and how it can be applied in the real world

Reflection or debriefing is ideal for:

- » Participants recognizing and identifying what they have learned
- » Reinforcing main messages
- » Trainers checking for participant understanding, or assessing what participants have learned
- » Ensuring all questions and concerns are covered
- » Connecting new knowledge, skills, and attitudes with application to real-world situations

Keep the following in mind when conducting a debriefing or reflection period:

- » Allow adequate time to debrief and reflect at the end of every topic or session. Leave time for participants to think about the information and then respond after asking a question. After they have processed the information, review main messages.
- » Initial debriefing questions should be directly connected to the activity or topic. Later questions should allow participants to expand their thinking as to how the session relates to real-life application. Open-ended debriefing questions allow participants to think about things in a broader context.
- » After asking a question, leave time for participants to think about the information and then respond. Then review main messages.
- » Use reflection questions to evaluate the session. The answers can help the trainer improve the program for future sessions. For example, a trainer can ask participants how they feel about the topic currently and how their feelings have changed over the course of the session.

## **Parking lot**

On the wall, hang a flipchart labeled “Parking Lot.” When questions arise that cannot be answered, require research, are particularly difficult, or are not relevant, write them on the flipchart. This shows participants that their thoughts and questions are important, but allows the session to maintain good time management.

The parking lot is ideal for:

- » Deferring irrelevant questions or those the trainer does not have time to address immediately
- » Demonstrating that the trainer will follow up on unanswered questions

If a trainer does not know the answer to a question asked, s/he should be honest and say so. This is a good example of something that will be placed in the parking lot. The trainer should research the information and report back to participants later with the information.

## **Visual aids**

Visual aids include things like pictures, flipcharts, videos, PowerPoint presentations, maps, or flowcharts. Visual aids are methods and at the same time, they are materials to be incorporated into other training methods. Visual aids such as posters can be used in an office or training space to provide participants with additional information that will not be addressed in trainings, or to reinforce main messages.

Visual aids are ideal for:

- » Providing pictures or images to demonstrate key points
- » Reinforcing main messages
- » Working with less literate participants
- » Identifying similarities or recognizing differences

Keep the following in mind when incorporating visual aids into a session:

- » Visual presentations (e.g., slide shows, films, posters, charts) can be challenging to comprehend for English language learners or participants with low levels of educational experience. Include printed pictures (such as pictures or cards) or other forms of realia (objects from real life, such as a telephone or a checkbook) for participants to hold while discussing posters or other visual aids.
- » Ensure that visual aids are being used effectively. For example, incorporate and repeat references to visuals when participants do not understand information. If participants still don't understand when using visual aids, try some different methods.
- » Introduce similar or different images to demonstrate single topics, diversity, or concepts that are relative. For example, pictures of families used throughout training might show families of all sizes, compositions and cultural groups. Cues for the topic of education might include books, a pupil in uniform, a school bus, or a school building.
- » Turn off PowerPoint slides during group discussions to avoid distraction.



## Discussions

Discussion is a two-way communication flow that follows a presentation of ideas or concepts. After a lecture or other type of activity, a guest speaker or trainer might facilitate the discussion by asking participants to respond to particular questions. As participants listen to others and present their ideas, the discussion may then evolve to a more free flowing exchange of ideas, responses, or questions from participants. Discussion is particularly useful for encouraging participants to verbalize how a topic affects them, their community, or others.

Discussions are ideal for:

- » Imparting and sharing knowledge
- » Exploring opinions and attitudes on a topic
- » Involving participants

**Keeping participants involved in the classes by encouraging discussion has been useful.**

Cultural Orientation Coordinator, Interfaith Refugee and Immigration Service

Keep the following in mind while conducting discussions during a session:

- » Discussions have benefits similar to those of brainstorming, but fewer ideas are discussed in greater depth.
- » Many methods provide interactive ways to hold a discussion. For example, brainstorming creates a discussion, and a reflection or debriefing can occur in the form of a discussion.
- » Discussions are very effective when used as a reflection after any session.
- » They can take place in pairs, small groups, or large groups.
- » Small-group discussion allows participants who are uncomfortable in a large-group setting to express themselves.
- » Small-group discussion prevents the trainer from dominating conversation.
- » Following a small-group or paired discussion, a large-group discussion should occur for participants to share ideas and debrief together.

## Brainstorming

Brainstorming is a great way to generate ideas and to get participants thinking in different ways. The concept may be new for many participants, so it may take a few attempts before trainers feel that this method is effective.

Brainstorming is ideal for:

- » Bringing up ideas on a specific topic
- » Imparting information and sharing participants' knowledge
- » Exploring opinions and attitudes on a topic
- » Involving participants

When conducting brainstorming session, trainers should:

- » Encourage participants to bring up any idea that comes to mind. Out-of-the-box thinking is highly recommended.
- » Remind participants that there are no bad ideas.
- » Avoid criticizing any idea or allowing other participants to criticize ideas.
- » Ensure that every idea is valued equally.
- » Encourage participants to build upon each other's ideas.
- » Compile the ideas by writing them down or drawing them out. For example, flipchart paper works great for this.
- » Divide participants into smaller groups. (It is more difficult to brainstorm effectively with larger groups because it is harder for everyone to be involved.)
- » Involve quiet or shy participants by allowing some time for participants to think of ideas on their own before joining smaller groups to share and discuss.

Keep these important things in mind when facilitating brainstorming sessions:

- » Brainstorming is similar to a group discussion but allows more ideas to be brought up in a shorter period of time.
- » It is often effective to conduct a brainstorming session and follow up with a group discussion.
- » Consider some of the following brainstorming session ideas:
  - Listing: Present a single word or phrase and ask participants what other words come to mind; for example, “mental health,” “healthy foods,” or “types of transportation.” For an alternative, ask participants to brainstorm words that are opposite to the word presented.
  - Problem-solving: Present a problem and ask participants to brainstorm possible solutions to the problem, issue, or incident presented.
  - What would you do?: Present a topic to participants and ask them what they would do or suggest. For example, ask participants about different ways to cope with the stress that comes with moving to a new place.
  - Differing perspectives: Present a scenario to participants that involves multiple people and have participants consider each person's perspective. For example, a newly arrived refugee woman who does not know English is hesitant about attending her child's parent-teacher conference. Ask participants to brainstorm her options and to consider how she will feel, how the child will feel, and how the teacher will feel in each case.



### **Think-pair-share**

This method allows a trainer to instruct participants to think about a question or topic (“think”), then turn to a partner (“pair”) to share their thoughts (“share”).

Think-pair-share is ideal for:

- » Encouraging all participants to participate
- » Encouraging participants to think about a topic before discussion

Keep the following in mind when using the think-pair-share method during a session:

- » The activity is best followed by a large-group discussion or debriefing to allow participants to hear from others.
- » When participants do not speak English well, this is a good opportunity for them to have a discussion with someone in a language they are more comfortable with.
- » Think-pair-shares can be particularly useful when working with quiet participants or a quiet group. Participants can be asked to share what they have heard instead of their own personal thoughts.
- » A variation is a partner pair-and-share activity, where participants are asked to talk instead of think about the question first.

## Lectures

A lecture is an educational talk about a particular subject to an audience or group of people. It is a one-way flow of communication from the lecturer, the person sharing the information, to the participants.

Lecture is not necessarily evil. If you have only a short time to impart critical information or have a single CO participant, there will be times when the most efficient, effective way to deliver information is by simply saying it and allowing for questions. However, provided there is a choice—and there usually is—allowing participants to work with information rather than passively listening is the better option.

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

Lectures are ideal for:

- » Briefly introducing a topic
- » Focusing on a key point
- » Presenting basic information
- » Conveying a lot of information in a short period of time

Keep in mind the following when planning a lecture during a session:

- » With most groups, lecture is not effective and should be used sparingly.
- » Some groups may initially be more receptive to lectures than to hands-on activities.
- » Lectures may not lead to learning, as participants are passive observers and do not have the opportunity to apply learning.
- » Lectures can be more effective when given in short segments preceding or following another method.
- » Lectures are more interesting when combined with visuals, examples, and anecdotes, and when open-ended questions are encouraged.

## Case studies and critical incidents

Case studies and critical incidents are usually based on real-life experiences and present a situation for a group to analyze and solve. Case studies are often longer and require guiding questions to hold participant interest. Critical incidents are briefer situations that can be reviewed and discussed more quickly.

Case studies and critical incidents can be used to:

- » Present a best practice or highlight a main message
- » Identify problems and possible solutions and strategies to issues that may arise
- » Teach skills
- » Encourage engagement, participation, and dialogue
- » Learn more about your participants' ideas, opinions, strengths, and needs

Keep in mind the following when using case studies and critical incidents during a session:

- » They should be simple and geared to the level of participants.
- » When working with groups from one area, use names or countries of origin that are familiar to them so that participants can better relate to the situation.

For an example of how a case study can be used, download the COR Center's employment plan on motivation to work here: <http://tinyurl.com/q2unfu8>. The case study method or process that the plan presents is this:

1. Present the story.
2. Ask simple reflection questions to check for participant understanding and to identify important details. These questions could include: *Who is this story about? What does each person want? How is each person different?*
3. Ask more complex questions to create real-world connections and applications, such as *Why did this happen? What else could she have done? Why do you think the outcome happened? What are your goals? What can you do to reach them? What support would you need and how would you find it?*

Reflection questions allows participants to share perspectives, identify strategies, ask questions and explore ideas. Without questions, a training could end up like this:



Case studies and critical incidents are different from role plays or simulations in that situations are discussed rather than acted out. However, trainers could ask participants to act out a case study or critical incident and demonstrate what they would do. A larger group discussion of various solutions might follow.

## Role plays

In a role play, participants assume roles and act out a situation while other participants observe. Role plays, skits, and story-telling are common in many cultures and trainers may find that immigrant and refugee participants in particular understand and benefit from them. In a role play, participants assume a role and act out a situation with their group while other participants observe.

The approach which works well [for our program] is to have the trainer make the role play feel like an “occasion.” The trainer tells participants they would like them to do a bit of acting, emphasizing with a smile that it will be fun, but it will also teach them important lessons. Using props and showing participants with flourish and humor what is available for them to use during the skit ... breaks the ice and stimulates their curiosity.

Once the trainer has piqued the interest of the participants, he/she should ask if they would like to participate in the role play or not. If no, the trainer can use a different activity to teach the lesson. Some verbal encouragement, with warm-up activities beforehand, would likely make participants more comfortable to attempt the role play.

When it's time to watch the act, the trainer should make sure the audience is paying attention to the actors. Introduce the actors and act as if the skit it is a big event. Build the excitement; have everyone cheer and clap...and get ready for an adventure.

Cultural Orientation team, Resettlement Support Center South Asia  
(International Organization for Migration)

Role plays are ideal for:

- » Enabling participants to practice skills and experience situations
- » Dramatizing a problem or situation
- » Identifying possible solutions
- » Engaging participants before a discussion
- » Teaching skills



I...think of games, class activities and role plays in CO as a kind of stealthy way to do two things: First, engage the students so they don't even notice they're learning something, and second, to get them talking, discussing CO themes, and really teaching themselves. The key role play activity we use is during our resettlement agency unit, when we ask students to assume the role of the resettlement agency (and U.S. tie). As soon as they have to step out of their own identity and act like someone else, their own social skills kick in, and I think the penny drops. They realize, "Well, no, of course a resettlement agency is not going to be able to cater to our every need and whim." So for me, the key to using role plays is getting students to consider the other players in their process.

Cultural Orientation Coordinator, Resettlement Support Center Austria (HIAS)

An example of a role play might be:

*Kumar sees a "Help Wanted" sign in a shop window. He wants to talk to the store owner and find out more about the job.*

Role plays could be conducted by:

- » Creating a script for people to follow or modify and act out
- » Assigning each person a role and a goal and asking participants to create and act out a script
- » Dividing the class into groups and assigning groups best case or worst case scenarios
- » Asking each group to act out a different personality type (e.g., a shy versus confident applicant, a quiet versus friendly cashier)

Having trainers present a worst-case scenario and asking participants to step in and act out what they would do differently.

The advice or best practice I would give in regard to role plays is that if you only use one or two students in a role play, you need to make sure that you somehow keep the rest of the class engaged in the activity as well. One way to do so is to ask them to offer advice to the main role player. Otherwise they can become bored and disengage or chat among themselves. For example in our job interview role play, I make sure the people not being interviewed are asking questions, giving the participant advice, or commenting in general on how the interview went and what they noticed about body language, what was said, etc.

Cultural Orientation Trainer, Resettlement Support Center Austria (HIAS)

Keep in the mind the following when conducting a role play:

- » Make it fun. Use props, add music, set the stage with signs, or add costume pieces such as a hat or a sign around the neck naming roles.
- » Participants should be given the opportunity to process their experiences, reflect, and apply what they are learning.
- » When playing a role, participants may be able to express ideas, emotions and thoughts that they might not otherwise share.
- » It is extremely important to debrief and reflect after a role play to ensure that take-away messages are clear, reduce confusion, and address any negative emotions.
- » Use translated versions of written text or scripts into a language that participants can read when possible and when needed.

## **Simulations**

Simulations duplicate the real life settings in which the skills are required and provide participants with an opportunity to learn and practice skills or examine attitudes in a safe setting. A trainer might conduct a simulation of getting on an airplane and finding assigned seats. Simulations are different from role plays because they require participants to completely immerse themselves in a situation and explore the feelings and attitudes they experience.

Simulations are ideal for:

- » Exploring attitudes
- » Learning and practicing skills
- » Discussing cultural adjustment and culture shock
- » Engaging participants
- » Identifying possible solutions
- » Considering problems based on real life situations

Keep the following in mind when conducting a simulation during a session:

- » Simulations typically allow more participants to be involved than a role play.
- » Groups can be encouraged to describe and analyze challenges.



## Demonstrations

A demonstration is when the trainer performs a task and participants observe. Some examples of demonstrations are appropriate greetings for a job interview, adding money to a bus pass, or properly using a washing machine.

Demonstrations are ideal for:

- » Showing and telling
- » Teaching skills

Keep in mind the following when providing a demonstration during a session:

- » Instead of just talking about a concept, the trainer demonstrates the information in action.
- » Participants should practice or perform the action modeled or demonstrated by the trainer, otherwise effectiveness is limited.

## Field Trips

Field trips provide an opportunity to safely enter and experience with guidance an actual environment or situation first-hand.

Field trips are ideal for:

- » Allowing hands-on experiences
- » Entering and learning about a new environment
- » Teaching skills
- » Engaging participants

Keep in mind the following when conducting a field trip during a session:

- » Field trips can be used in a wide variety of places and for different topics.
- » Field trips can reinforce information already discussed in class with hands-on experiences.
- » They may require contingency plans for rainy or snowy days.

## Games

Games provide opportunities for participants to enjoy learning. Many games can be adapted to use content or questions related to specific training topics.

A game can be used to teach what may be perceived as a tedious lesson or information on a serious topic. It is a great way to make the lesson fun and interactive. Games are not used to simply pass the time or without reason. There must be a purpose and objective for each game and a lesson to be learned.

Games are fun; participants that are shy to participate in class forget their shyness and get involved. In fact, everybody can become involved and when participants are involved, they are learning. Games also keep the participants motivated. This is particularly helpful when working with a diverse group of learners who may have varying degrees of understanding and retention.

Cultural Orientation team,, Resettlement Support Center South Asia  
(International Organization for Migration)

Games are ideal for:

- » Practicing skills while having fun
- » Allowing real life application of skills
- » Teaching skills
- » Engaging participants

I would say the best games...are the ones in which the students have to work out a problem and are engaging with other students at the same time. For example, our money management activity where four students sit together and work out how our (fictitious) Aggajani family can decrease their monthly expenses seems to be a crowd favorite. They really get into it and always want more time to discuss it together. I think it empowers them to make decisions and it is a fun yet real problem they want/need to solve.

Cultural Orientation Trainer, Resettlement Support Center Austria (HIAS)

Keep in mind the following when using games during sessions:

- » There is a difference between a game that is just for fun and a learning game, and there are places for both in orientation.
- » It is important to explain how the game is played and to demonstrate as needed.
- » If a game does not work the first time, it may need more organization or further adaptation.
- » Ensure participants have the opportunity to relate what they learned in the game to real-life situations.

- 
- » Games should not offend participants by seeming childish (e.g., by using graphics designed for children).
  - » Collaborative or competitive games can be used in different ways. When selecting a game, consider the group, its culture or cultures, the length of time the participants have been together (and their level of comfort with one another), and the topic and purpose of the session and information. A competitive game can be particularly effective toward the end of a program, once trust among the group has been established.

It helps if the CO trainer and interpreter also have a sense of humor and playfulness. That said, be aware that even during a game, there are a lot of big feelings (anxiety, fear, excitement, and high hopes) at play among refugees who are about to resettle in the U.S. Sometimes a refugee may suddenly make a very serious observation or statement, and it's important to listen for those and take them seriously.

Cultural Orientation Coordinator, Resettlement Support Center Austria (HIAS)

## Debates

Using debates during a training allows participants to explore multiple sides of an issue and differing points of view of a topic. Debates can be a great way to get participants involved and thinking more deeply about a certain topic.

Debates are ideal for:

- » Exploring two opposing attitudes or behaviors, often with no clear correct answer
- » Engaging participants

When picking a topic for a debate, choose one where arguments can be made for two or more sides. Ask participants to discuss the pros and cons of an issue, to support their opinions or views, and to consider counterarguments. Trainers can arrange debates in different ways by assigning participants or small groups a position on a topic, having them choose a position (e.g., whether they are for or against something), or discussing the issue and different views as a class.

Keep in mind the following when conducting a debate during a session:

- » Debates can become heated and competitive, and the trainer may be asked by participants to take a side. Trainers should be prepared to be a neutral facilitator or moderator.
- » Debates give people the chance to consider an issue from another side.
- » Debates can be challenging to facilitate if working with a group who speaks diverse languages, or the trainer does not share the language of participants.

Consider a few of the many kinds of debates listed here (Vargo, 2012):

- » Role-play debates: Select a scenario and assign a role to each participant or group to consider. Ask them to think about how that person would feel and react to the issue presented.
- » The four corner debate: Assign and label each corner of the room “strongly agree,” “agree,” “disagree,” and “strongly disagree”. Then pose a question or present a statement for participants to consider on their own in order to decide if they agree or disagree with it. Afterwards, have them move to the corner of the room that represents their stance and have them discuss their views with the other participants who share their view. Each corner then presents to the group.
- » Meeting-house debates: Divide participants into groups and have each group make an opening argument on the topic selected. After each group presents, provide an opportunity for other participants to pose questions to the presenters. The trainer should moderate the question portion of the debate.



## Handouts, worksheets, and workbooks

Handouts, worksheets, and workbooks are printed tools used in training. A handout and/or worksheet can make up a participant workbook.

Handouts and worksheets are ideal for:

- » Working with visual, literate learners
- » Practicing certain information
- » Considering adjustment on an individual level
- » Taking home follow-up work
- » Providing finite information

Keep in mind the following when using handouts, worksheets, and workbooks during a session:

- » These should be provided in a language the participants can read, unless the goal is to improve English skills, in which case the text should take the level of participants into consideration.
- » Descriptive images can be better for less literate participants.
- » A list of resources with contact information can easily be provided in a handout.

Workbooks allow participants to take information home that they have learned about and to review this information on their own time. Workbooks can also provide participants with exercises that they can work on at their own pace. Additionally, they provide access to materials that participants can reference after orientation. Though workbooks are often text heavy and may be better suited for more literate participants, consider including picture-based information and exercises that could appeal to a wider range of literacy levels. Also, if time and resources allow, consider putting together a workbook of materials that are shared with participants during orientation. If participants will have workbooks, consider including aspects of the training—no matter the method—in the workbook. Finally, sticky notes can be useful for a training-of-trainers session, allowing participants to take notes but not write in their workbooks.

## Peer teaching or peer learning

In groups or individually, participants research or review information and teach it to others.

Peer teaching or peer learning is ideal for:

- » Participants learning by research and explanation
- » Conveying content-based sessions in an interactive way
- » Developing mentorship and leadership opportunities among participants
- » Working with diverse participants

| By learning you will teach, by teaching you will learn.

Latin proverb

Keep in mind the following when incorporating peer teaching and peer learning into a session:

- » Participants can be paired or grouped to learn from each other.
- » The trainer will need to prepare information that is appropriate for the abilities of participants or review research conducted by participants on the topic. Information may need to be translated or include descriptive pictorial representations depending on the reading abilities of participants. The trainer will need to make sure that participants understand the information about the topic correctly before they teach others.
- » Peer teaching requires the trainer's trust in participants, as well as participants' trust in each other, and thus will require team-building activities prior to the session on peer teaching.
- » Ensuring accurate information is being disseminated can be challenging for the trainer.

## Methods in Action

Jigsaw is a cooperative learning strategy whereby the class is divided into groups, each to study a particular topic. ... Each group is in possession of only one part of the information. Each group becomes “expert” on their part of the topic (or piece of the puzzle). Each group then teaches the other groups, until all groups have received the full information. When all the pieces have been taught the students will have the whole picture.

... Facilitating a lesson or a unit in the jigsaw style compels participants to learn their part of the material as they are responsible for teaching it to others. When the groups or individuals have completed the teaching of their piece of the puzzle, they should know it very well. What is the best way to understand and retain information? By teaching it to someone else!

More importantly, if the expert forgets some of the information or another participant has a question that the expert does not know how to answer, they then have to return to their materials. In this situation it becomes easier for the trainer to monitor for comprehension and retention.

As the study materials are located in different places in the room, returning to search out an answer or clear up a concern requires the expert participants to look for answers themselves [which] ... accurately reflects what may be expected in the real world. ... If learners are not empowered to learn on their own, their learning may end after they leave the CO classroom.

The jigsaw exercise provides participants with an opportunity to put into practice and direct their own learning ... encourages cooperation and demonstrates to participants that they are able to learn from each other and not only the trainer [and] ... where there is a large number of preliterate [individuals], persons with disabilities, and elderly learners, it demonstrates they are all capable to learn as well as teach others. This is a strategy to increase inclusion inside and ideally outside of the classroom, as well as value each adult learner’s contributions.

Cultural Orientation team, Resettlement Support Center South Asia  
(International Organization for Migration)

## Video

A video is a tool that can be used to explore attitudes and develop skills for diverse groups, from less literate to highly educated participants. Information can be conveyed in an interesting manner and to explain the topic better than descriptions or images. Trainers should provide an explanation of how the video is relevant to the topic prior to its viewing.

Videos are ideal for:

- » Introducing topics
- » Providing visuals
- » Using with guided discussion
- » Initiating conversation
- » Reviewing a topic previously taught

We don't have long CO sessions but using the video gives us the way to provide the refugees with enough information and show them how is the real-life situation, as well as the challenges after their arrival to the U.S.

Cultural Orientation Coordinator, Resettlement Support Center Cuba  
(U.S. Interest Section)

Keep in mind the following when using videos during a session:

- » It may only be necessary to show a segment of the video.
- » Trainers should actively engage learners. A useful technique is to strategically pause the video after watching a segment and then ask participants to discuss what they have seen, predict what might happen next, and relate the topic to real life situations.
- » Videos should not be used as a substitute for explanations, but rather as an aid to reinforce retention of main messages. They should not be shown without extensive preparation.
- » When possible (and needed), show a video in different languages at one time. Participants can sit around a laptop or go to different rooms to watch before discussing the video as a large group. Participants can also take breaks at different times, or the video can be shown in parts while taking turns with the different languages spoken by participants.
- » Provide participants with the list of questions they will be asked following the video, or have a quiz at the end of the video to check for understanding.



## Music

Music can be a tool used in training sessions. Songs can be used to share information about customs, ethics, and regional and cultural differences (Lems, 2001).

Music is ideal for:

- » Setting the tone for a training
- » Supporting other training methods
- » Building cultural knowledge
- » Supporting English-language comprehension with music-based listening and vocabulary activities

Keep in mind the following when using music during a session:

- » Incorporating music into various training methods can be beneficial when planned and used properly.
- » Uplifting music can set the tone. Reflective tones can assist with individual work; moderate paces may help keep small-group discussions moving (as well as mask nearby conversation); game show styles can add a new dimension to games and simulations (think *Jeopardy!*); and raising or lowering the volume can indicate the end of a certain time period (Pike, 2002, p. 115).
- » Participants may appreciate the incorporation of music from their own cultures.
  - Consider asking participants about their favorite cultural songs and then play them for the entire group.
  - The COR Center offers an example of how music can be used in the "Needs Assessment: Movement and Pictures" activity plan on page 75 of *Making Your Way: A Reception and Placement Orientation Curriculum*, available for automatic download from the COR Center website here: <http://goo.gl/azV0tz>.
- » Music can support games, such the popular American childhood game of musical chairs, which is played both overseas and domestically to highlight the importance of being proactive in the job search.
- » Music can be used to support participants' English language learning and help them build and improve their vocabulary. When choosing songs for this purpose, trainers should screen and select appropriate songs that are clear and have vocabulary that is appropriate to the proficiency level of participants (Lems, 2001, p. 2).



Review the situations shown below. List three training methods that would be appropriate in each situation and explain why you chose them.

Group or situation	Methods you will use	Why will you use this method?
A group of participants with low literacy		
Discussing how to clean a house		
Discussing the U-curve of cultural adjustment		
A group of participants from an urban environment		
Discussing how to find a job		
A session with two participants		
A session with 45 participants		
A session that includes two deaf participants		

# Training and Facilitation: Individuals, Groups, and Diverse Participant Needs

Orientation trainers can be both instructors (those who present information and teach skills) and group facilitators (those who guide participants in processes of discovery), depending on what is best for a particular group, program, or session. Group facilitation involves choosing the best possible methods to achieve the greatest learning for the greatest number of participants in a group. Hence, trainers must have a good understanding of the group size, group composition, and group dynamics to be effective group facilitators.

## Learning More About the Group



It is always useful when trainers know about and prepare for the different groups that they will be delivering orientation to. This can be accomplished by doing the following:

- » Familiarize oneself with the background of the participants in the group and appreciate the differences among participants.
- » Talk with case workers/managers and other colleagues and partners to learn more about the group. This may help the trainer identify issues that may arise.

## Working With Groups of Different Sizes

Orientation is delivered to different group sizes depending on the program. Orientation is provided to individuals or a single case or family, small groups, and larger groups. Regardless of the group size, trainers can practice good facilitation skills by varying methods, minimizing lecturing, and assessing needs frequently (Abrams, 2013).



What group sizes do you typically work with in your training sessions?

In addition to the considerations and strategies below, trainers may wish to review curricula such as the COR Center's *Making Your Way: A Reception and Placement Orientation Curriculum* (Abrams, 2013), which provides suggestions on working with individual participants, small groups, and larger groups. For the purpose of this guide, small groups are considered to be about 10 people, but depending on the group and the session plan, a small group could be 6 to 15 participants. Typically groups of more than 12 are considered medium in size but may have similar attributes, benefits, and challenges to a large group of participants.

## Individuals

Trainers delivering orientation to refugees or immigrants may find themselves working with individuals, a single case, or a group of just two or three people.

The challenges that come with working with a single individual or just a few include the following:

- » It is harder to adapt activities when delivering information to one or a few individuals.
- » Trainers may rely on lecture as it seems easier or more efficient.
- » Sessions may end earlier or could be longer depending on the needs, interests, and concerns of the participant.

Is it possible for one-on-one sessions to be interactive?



Tip Sheet:  
Working With  
Individuals,  
p. 226

- » Participants do not have the opportunity to learn from or share ideas with others, which can build excitement and confidence.
- » Participants may be hesitant to participate initially as a single participant may feel vulnerable.
- » It may be difficult for a single participant to attend multiple sessions. It may be difficult to convince guest speakers to deliver a session or presentation to only one person, since most guests have busy schedules and are often volunteering time from their busy schedules.



What challenges have you encountered when working with one participant? What strategies have been useful?

The advantages that come with working with a single person or just a few include the following:

- » Trainers can provide information that directly applies to the needs of the individual and do not need to wait for a larger group.
- » Working with only one language (and one interpreter, when needed), allows the trainer and participant to get to know each other better and to create a safe space where the participant may feel more comfortable voicing questions or opinions.
- » There may be less trainer preparation time or more session time to address questions or topics that the individual might be struggling with.
- » The participant is more likely to attend and the training requires little space (and can be in the individual's home).

Even in sessions with just one participant, trainers can deliver content in interactive ways that meet the needs and interests of the participant. 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 their 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 strategies listed below are especially useful when conducting a training with very few participants.

- » When planning the session:
  - In addition to being familiar with any programmatic required topics, a needs assessment should be conducted. Plans should meet the needs of participants.
  - Identify the learning styles of the participant and adjust sessions and plans accordingly. Most people learn through more than one learning style, so trainers who use a variety of methods are more likely to keep the participant's interest and ensure that the participant is learning the information.
  - Offer short segments of information instead of fitting everything into one day, possibly during other appointments or services (e.g., waiting to see other staff, waiting for an appointment, in the car). Short segments are more effective because participants need only to concentrate on learning a limited amount of information, which they are more likely to retain. It is also easier for trainers to review smaller segments in follow-up sessions to reinforce the learning.
  - Review checklists and requirements, and adapt them to the needs of the individual.

Programs come in all different shapes and sizes and operate differently depending on resources, staff capability and experience, and participant population. Different programs come with different capacities, depending on such factors as previous experiences and interests of staff, funding and other resources, and so on.

Programs of different sizes can successfully establish effective training programs where participants are able to learn needed skills and information. Smaller agencies may be concerned that they will not be able to develop this. However, programs of all different sizes can find efficient ways to accomplish this! Though having additional funding specified to the refinement of orientation programs is helpful and expedites the process, a dedicated team or individual can also accomplish this over time.

Smaller programs have the ability to be more flexible when developing orientation that is more tailored to fit the needs of the individual, and may see relationships between participants of diverse backgrounds blossom. Smaller programs may find it particularly useful to take the time to train volunteers and community speakers who are interested and able to provide training. And finally, collaborative efforts always make things easier, whether they are among staff members, other programs, other service providers, U.S. ties, and/or community members.

Of course, these practices are applicable to programs of all shapes and sizes. This brief section was simply to remind smaller programs who may feel that their capacity is limited that they, too, have the ability to develop a program that addresses the needs of their participants.

- 
- » At the beginning of the session:
- Create a list of the participant's questions or things s/he does not know about the topic. When finished with a topic, review the list together and ask the participant to answer the questions. Provide information to support or fill in gaps in the participant's responses or knowledge.
  - Incorporate images, question cards, or realia whenever possible. These allow the participant to learn about the topic by focusing on an object that is representative of a concept. Ask the participant to choose an image at random and then provide the participant with the important information related to the image. Trainers may find it useful to show pictures that have main messages or talking points about the picture or the topic on the back.
  - Utilize opportunities to incorporate orientation into other activities, especially when it can be a field trip in place of a classroom-based session to teach real-life skills. For example, using public transportation or opening a bank account.
  - Provide the participant with a workbook to use during the orientation sessions. If the workbook can be prepared and printed in advance, include worksheets, lists, or other useful tools in it. A workbook can also be created during the session by simply stapling eight to ten sheets of paper together. Bring tape or glue and encourage the participant to add worksheets or lists to the workbook over the course of the orientation sessions.
- » During the session:
- Instruct the participant to arrange a series of pictures in sequence when discussing a sequence of events, such as going to a doctor's appointment or the process of adjusting status. When a participants can touch objects, it helps maintain interest, keeps them involved in the session, and increases retention.
  - Conduct a brainstorming session with the participant by taking turns asking and answering six to eight questions on a topic. The key information is addressed while two people share the responsibility of talking. 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 to her or him that Americans like people to ask questions and see it as a sign of interest. Ask, "Do you have any questions?" or relate the question to the topic by asking, "Do you have any questions about cleaning your bathroom?" If the participant is particularly quiet, the trainer can say, "Please ask me two questions about this before we move on to the next topic."
  - Acknowledge and make use of the participant's skills, such as providing worksheets for a literate, educated participant to complete or review.



Describe the steps for three activities you can use for a one-person training. What materials do you need?

When planning the session:	At the beginning of the session:	During the session:
Materials:	Materials:	Materials:

When given the choice, it is preferable to deliver orientation to groups rather than one-on-one. Even a group of two or three people is preferable to one. The smaller the orientation group, the more likely it is that a trainer will overload participants with information without using a variety of activities. Delivering training to groups enables trainers to use interactive sessions more easily. In addition, participants in larger groups will have the opportunity to learn from others by engaging in group discussions or activities.

Small to medium groups are ideal as they usually are made up of similar language groups and provide more time for discussion and interaction.

Program Supervisor, Catholic Charities Community Services Arizona

It can be beneficial to offer certain training sessions to groups and then follow up with one-on-one sessions or consultations to address individual needs and concerns. The follow-up sessions may be delivered by a case worker/manager, other relevant staff such as an employment specialist, an intern, or an assigned volunteer. Allowing individuals to join groups and have individual sessions provides greater opportunities for excursions and community-based or experiential learning.

### Small Groups

Some trainers may define a small group as three to five people, while others, who may be accustomed to working with 40 to 50 people, may define a small group a 10 to 15 participants. Group size is relative to a program and the common experiences of the trainer, the people in the group, as well as the session being run. A small group discussing a case study, for example, may be comprised of four or five people, while a small group participating in a team-building activity may involve eight or even ten people. As a result, some strategies for working with individuals (above) may apply to smaller groups, while some other strategies for working with large groups (below) may apply as well. In general, the information provided in this section can be applied to small groups with an average size of ten participants.

Jia usually provides orientation to groups of 10 to 15 participants at one time. She has now been tasked with delivering orientation to a middle-aged woman with low literacy, who has limited exposure to urban living, and who resettled alone, leaving her family behind. What are three things you would do to tailor your current program to meet the needs of this individual?



We encourage small groups. It gives the case manager time to address questions or topics the clients may be struggling with. We have a variety of English skills and educational background levels. So teaching to a [larger] group that is on different levels of understanding can make the experience frustrating for clients.

Refugee Resettlement Director, Catholic Charities—Diocese of Winona



How many participants constitute what you would define as a small group?

The challenges that come with working with a small group include the following:

- » The potential diversity among participants and where the participants are at in their process of resettlement requires trainers to put more thought into their materials, examples, and design.
- » Some participants may feel uncomfortable participating when placed in diverse groups.
- » Group dynamics and levels of participation can cause trainers to feel they need to directly ask participants to participate, respond, or share ideas. This can make participants in a quiet group feel singled out.

Sometimes when there are only a few clients they feel singled out. We take great strides in ensuring that all clients feel comfortable and engaged by the end of the orientation.

Refugee Resettlement Director, Catholic Charities—Diocese of Winona



What challenges have you encountered when working with a small group? What strategies have been useful?

The smaller the orientation group, the more likely it is a barrage of information without activities. We are continually trying to develop materials to ensure even small orientations are useful for participants.

Cultural Orientation Coordinator, International Rescue Committee (Baltimore)

The advantages that come with working with a small group include the following:

- » Many programs find small- (and medium-) sized groups to be ideal, as they are often comprised of similar language groups, and thus allow more time for discussion and interaction.
- » Orientation for small groups can allow programs to proceed without waiting for enough participant arrivals to create a larger group.
- » Small groups provide trainers with the opportunity to get to know the participants (and their interests and concerns) better. Participants also have the opportunity to get to know the other participants better.
- » Small groups provide trainers the time to address questions or topics the individual participants may be struggling with.
- » Instruction can be tailored to the needs of each participant.

- » Participants may feel more comfortable voicing their questions and opinions in a small group, while also having the opportunity to hear what others have to say.
- » With fewer participants, there is often more space for movement and activities.
- » Participants are more likely to attend orientation sessions and complete assignments in small groups because nonparticipation is more obvious.
- » Often there are enough participants to make guest presenters feel it is worth their time.
- » There is adequate time for participant and trainer feedback.
- » A small group requires less preparation time: fewer pages to copy, supplies to gather, and materials to put together.



Circle the points above that you consider major benefits of working with a small group.



Here are some strategies to use when working with small groups:

- » Use effective training strategies when working with small groups: Involve participants, incorporate a variety of methods, consider room setup, make the sessions interactive, etc.
- » Invite the family or assigned volunteers who will be working with participants when appropriate. This also helps the agency clarify roles and responsibilities of everyone in the room.
- » Divide small groups by language when possible.
- » Begin sessions with icebreakers so participants are immediately involved, interacting with others, and having fun.
- » Check in with participants frequently to ensure information is being understood. To avoid the most vocal participants answering all of the questions, call on participants or give each participant a certain number of “speaking objects”: When they respond to a question they have to give the trainer an object, and when they are out of objects they cannot answer more questions.
- » Conduct learner assessments at the end of each unit or program to ensure participants have learned the information and are prepared to use it in everyday life.



What challenges have you encountered in working with small groups? What strategies have been helpful?

## Large Groups

Ideally a trainer is able to work with smaller groups to allow for more individualized attention. However, large groups are often a necessity due to a lack of time and resources, the case flow, scheduling concerns, and so on.

The challenges that come with working with a large group include the following:

- » Trainers may feel overwhelmed by the challenges associated with controlling a large session and a large group of participants.
- » The diversity of participants (previous knowledge, literacy level, language capacity, learning styles, rural/camp/urban experiences, and differing needs and expectations) makes training design and facilitation more difficult.
- » Finding a space that is large enough to hold a large group can be difficult.
- » Managing sound levels in a room when working with large groups and multiple interpreters. Larger groups can be loud, especially in rooms with poor acoustics.



 You have partnered with another agency in the area to provide orientation sessions, which means that the sessions can sometimes consist of 30 participants. You need to plan activities that do not require a lot of space or create a lot of noise, and can accommodate multiple literacy levels. You want to make sure that all participants are understanding the information provided and that their needs are being addressed. As the trainer, what will you do to meet these needs and to deliver effective orientation to a group of this size?

- » Conversations across cultures and languages.
- » It may feel easier to rely on lecture rather than using a variety of different methods.
- » It is difficult to address the needs of everyone.
- » Fewer people may participate.
- » Checking for understanding among participants can be difficult.
- » The group may feel more disorganized.
- » Participants may find the group size intimidating.

The advantages that come with working with a large group include the following:

- » Larger groups allow trainers to use dynamic, interactive activities that can only work with larger numbers of people. This eliminates having to modify many sessions for smaller groups.
- » Participants have the opportunity to enhance their social skills and interact with many different people, and to share, teach, and learn from them. Participants may also get to see first-hand the diversity of backgrounds of others in their area.
- » Presenting to large groups allows trainers the ability to deliver main messages and concepts to all participants at one time, such as through lecture or demonstration. Trainers can also correct false information and myths at one time.
- » Activities that call for a team-style format, such as an oral quiz or game, can work well with a large group of participants.



What challenges have you encountered in working with large groups? What strategies have been helpful?

The biggest benefit of conducting a large-group training is that participants are able to hear and explore more and different perspectives when there are more people in the session.



The strategies listed below are especially useful when conducting a training with a large group of participants.

- » Create small groups and regroup participants frequently for discussion and activities so participants get a variety of perspectives and the opportunity to get to know more participants. (To learn more about considerations and strategies when grouping participants, see page 82.)
- » If a session requires observers, actively involve them in debriefing the session, as they often bring unique perspectives to the discussion of events.
- » To manage large numbers of questions easier, trainers can ask participants to write them down on an open flipchart or to place them in a question box. Trainers can also ask participants to ask their questions verbally before the session begins or during breaks.



List three strategies that you would like to try in your next large group training session.



Describe the advantages and disadvantages of each group size.

Individual	Small group	Large group
<b>Advantages</b>	<b>Advantages</b>	<b>Advantages</b>
<b>Disadvantages</b>	<b>Disadvantages</b>	<b>Disadvantages</b>

## Working With Diverse Participants

Trainers commonly encounter groups of participants with diverse backgrounds, needs, and interests. This section covers some common elements of diversity among participants that trainers see when delivering orientation to refugees, and offers some strategies to working more effectively with these groups. Additional suggestions for modifying training sessions to better meet the needs of diverse participants can be found on page 49.

### Working With Participants Across the Age Spectrum

#### Adults

Adult learners want to know how information addressed in orientation will be useful to them during their process of resettlement and adjustment. Adults are most interested in learning things that have immediate relevance in solving current problems. They also learn best from direct experience and experimentation. Hence, the more relevant and timely the information, the more likely adults will be able to retain and utilize what is provided in orientation.

Unless otherwise noted, all information provided in this guide is directly applicable to adult participants.

#### Older Participants



Perceptions of age vary across cultures. Orientation regarding U.S. services will need to recognize the connection between age and eligibility for services, where other issues can be addressed in terms of how people view themselves.

Older participants bring many assets to a session, including wisdom, a wide variety of experiences and perspectives, a deeper understanding of past events, and in many cultures the respect of others as community knowledge and leadership.

Older participants may face challenges in learning, either physical, such as diminished hearing or eyesight, or cultural, such as deep beliefs about ways things should be done. Some older participants may feel that their needs or problems are less important than those of their younger family members.



Trainers should assess the needs, concerns and interests of older participants and tailor sessions or some of the information discussed in a session to address their specific needs. When possible, group older participants together so they can learn at a pace similar to that of their peers. Introducing less information at a slower pace to smaller groups may be more effective with older participants than presenting a lot of information in a large-group setting.

You are talking to participants about the importance of learning English. A 65-year-old participant says that he is too old to learn and doesn't want to attend English classes. What would you tell this participant?

Older participants may come with a cultural belief that people can be too old to learn new things. Trainers can encourage participants by explaining that they can learn and that Americans believe that learning is a lifelong endeavor. Trainers should remind older learners that although they may have a harder time remembering facts and figures, their life experiences enable them to gain a deeper understanding of concepts. Trainers can also draw on the assets and resources of older participants in a session. If they command respect, older participants can influence other participants to believe and invest in training topics and activities. Older participants can also give cultural or historical background on various topics and relate them to local experiences or beliefs.



List three strategies that you will try when working with older participants. Why did you choose these particular strategies?

How do I manage different age ranges and educational backgrounds?



### Children and Youth

Children bring curiosity, fresh perspectives, and an eagerness to learn, but trainers need to remember that younger participants may be at many different stages of physical and mental development. When working with children and youth, trainers should consider using a variety of methods and shorter sessions to engage younger participants as they are still developing their learning styles. Select and use age-appropriate topics and language to increase understanding. Set classroom expectations and explain each unit at the beginning of the discussion. Frequent breaks between activities also help children and youth stay more thoroughly engaged. It is also important to review material frequently and check for participant understanding.



Child and youth orientation sessions may include participants of varying ages, literacy levels, and formal education experiences, including some with interrupted education. This can be identified by conducting a needs assessment and accommodated by using a variety of room setups and instructional methods. Training plans should be flexible and modified according to the needs and interests of participants to accommodate differences.

Youth CO trainers need a super amount of energy that cannot lag during the entire class. Children are very receptive to the trainer's attitude, energy level, and even to emotions. Hence, in my experience, being friendly rather than being an authority figure works much better.

Cultural Orientation Trainer, Resettlement Support Center Turkey and the Middle East  
(International Catholic Migration Commission)

Trainers may also find it particularly effective to strategically divide participants into groups. There are different ways to do this:

- » Promote mentoring by pairing participants of different ages and encouraging older participant to act as mentors to the younger participants. This creates camaraderie and promotes understanding on different levels for both individuals.
- » To make recently arrived participants feel more welcome, pair them with participants who have been in the area for some time. This also gives the person who has been in the community longer an opportunity to share experiences, act as a mentor, and develop more confidence and leadership skills. Mentorship helps develop of camaraderie, friendship, and support.
- » Divide youth by age group when there are enough participants to create more than one class. Trainers might consider dividing students according to age groups found in preschool, elementary school, and secondary school in the United States: 0 to 5 or 6 years of age, elementary age children ages 6 to 11, and youth ages 12 to 17.
- » If participant numbers allow, assess the maturity levels of children on the first day of training and group them according to their developmental stages, levels of interest, and abilities to respond and interact. Trainers can then regroup participants an hour into the session, at a break, or the second day of orientation.

It is not uncommon for youth CO to be the first time Muslim and Christian children have been in the same learning environment. This can sometimes create some interesting dynamics in the classroom.

Cultural Orientation Trainer, Resettlement Support Center Turkey and the Middle East  
(International Catholic Migration Commission)

When offering orientation sessions for refugee and immigrant children and youth, consider working with other service providers such as nongovernmental organizations and other nonprofits, schools, or recreational centers. Children and youth may be receiving most of their orientation domestically at schools or recreational facilities instead of at resettlement agencies or other adult-oriented service providers. In most cases, it is helpful for staff to reach out to these service providers and offer support or resources. Finally, to the extent that time and commitments allow, programs should involve the parents or guardians of children and youth through a family meeting, an integrated session, or through informal check-ins.

Youth are issued notepads and pencils so that they can keep notes. Some trainers choose to write more on the flipchart when training youth (rather than adults) so that they can practice writing and note-taking skills. This helps youth prepare for the expectation to do this in school in the U.S.

Cultural Orientation team, Resettlement Support Center Africa (CWS)



What are three new strategies that you will try or that you will pass on to colleagues or partners who work with children or youth? What are two ways you can divide youth into groups? What is the advantage of each?

### Addressing Unique Needs of Participants: Challenges and Strategies

Trainers may find themselves working with participants who have specific interests and needs. These might include participants with a disability; parents with young children; participants with limited literacy, language skills or education; or highly educated participants. Here are some common challenges in working with these groups and effective strategies to better manage these challenges.

#### Participants With Disabilities

##### Challenges

Orientation sessions may include participants with physical or mental impairments. Disabilities may include visual impairments, hearing impairments, or mobility challenges, to name a few. Each case and the challenges associated with it will be different. Choose activities based on the needs and abilities of participants, and give special attention to activities that may be challenging for some participants. For example, a trainer will need to modify movement-oriented activities to fully include participants with mobility challenges. To ensure all participate in activities such as musical chairs or relay races, a trainer might ask less mobile participants to be responsible for the music, judge, observe, or keep time.

##### Strategies



Trainers should understand that different cultures may view disabilities differently. Trainers may find it particularly challenging to meet the needs of participants with disabilities while also meeting the needs of the rest of the class and not singling anyone out. Because the level of impairment and its effect on learning will differ for each person, the trainer should approach the participant as a resource for information about her or his needs and abilities. Trainers should consider special needs on a case-by-case basis and make arrangements accordingly.

Below are some general strategies which may work well with a variety of disabilities.

Before the session:

- » Encourage the participant to attend training with her or his primary caregiver (often a close family member). A primary caregiver may be able to communicate messages to the participant with a disability more effectively.

- » Consider various classroom arrangements, the locations of the trainer and interpreter, or the special use of visual, auditory, and tactile materials.
- » Talk to the participant with a disability prior to the session. This discussion may include family members if applicable and appropriate. During this informal assessment, the capabilities of the individual and clarify expectations for the session.
- » Ask the participant with a disability if it would be helpful for her or him to sit at the front of the training space.

During the session:

- » Welcome all participants to the session and emphasize inclusion, that all participants are part of the group. Involve all participants in all class activities.
- » Remind participants that there is diversity in the United States, and that all people, no matter their abilities, have equal rights and responsibilities.
- » Provide encouragement.
- » Build confidence by assigning the participant with a disability to be a group leader when possible.
- » Incorporate visuals or descriptive images to address the needs of all participants. Keep in mind that larger or more prominent visuals might be needed for a participant with visual impairments, or that the visual may require a descriptive modification usual for a participant with severe visual impairments.
- » Ensure all information is clearly interpreted, including side conversations.
- » Describe information loudly and clearly, and encourage participants to do the same. As appropriate, have other participants describe discussions or activities to the participant with a disability. (This also acts as a check of the understanding of the participant relaying the information.) Repeat and highlight important messages, delivering them in different ways.
- » Incorporate more tactile exercises when applicable.
- » Check in frequently. After engaging all participants in activities or small group work, check in with the participant on the side to get their feedback, their comfort level, or to see how they are feeling about the session. Find a quiet space just outside a small group or in the hall to offer some privacy, but be careful not to single out the participant.

When desirable and possible, trainers or other staff might consider offering one-on-one or case-by-case training sessions to some participants with disabilities.

Stress to participants (both the participant with a disability as well as family members and friends) that the United States protects and helps people with disabilities, including refugees and immigrants, as shown by the many programs that provide support and resources. Early in a session, clearly explain Americans' belief that people with disabilities can have a full life—working, going to school, traveling, and having friends.



List two strategies that you can apply in the planning stage and two strategies to use during the training when working with participants who have disabilities.

You are providing orientation to a new group that is composed of several different ages, ethnicities, and languages. Most participants have never met one another and everyone is quietly keeping to themselves. As the trainer, what can you do to help encourage participants to feel more comfortable with each other? Why is it important to establish an open and friendly environment for orientation?

## Parents With Young Children

### Challenges

Participants who have young children often have difficulties attending orientation sessions due to the need for child care.

### Strategies



Agencies and programs that can provide child care are usually able to increase attendance of parents with young children. Other programs sometimes allow participants to bring their children with them to orientation, but provide toys for quiet play or videos to entertain the children and reduce distractions to the parents and other participants. Another option is to offer orientation at participants' homes where children can be more easily occupied. Lastly, offering separate orientation sessions for families or parents with young children can allow trainers to run simultaneous activities for adults and children.

 A participant brings a young child to orientation. The child stays occupied for a few hours playing with toys, coloring, and watching a cartoon in the corner of the training space, but then begins to cry. The child clings to the participant and continues to cry and eventually has a tantrum. What should the trainer do in this situation?

When working with families with young or older children, trainers often find that sessions on family role changes and appropriate parenting practices are very helpful and well received. Family training can also provide parents with an immediate support group of others facing similar challenges.

### Participants With Little or No Formal Education, Limited Literacy, and Low English Skills

Participants with little or no formal education frequently have limited literacy in any language and low skills in English. For this reason, the challenges and strategies discussed below for each group may be very similar. The good news for trainers working with this population is that many learners with limited formal education and print literacy in their first language may have oral skills in English that exceed their English literacy skills (Geva & Zadeh, 2006). Furthermore, they might be accustomed to receiving needed information orally, and thus find it comfortable to engage in oral activities.

### Challenges

Participants with little or no formal education may face challenges adjusting to a classroom setting. Many will be unfamiliar with classroom conventions and will need to learn how to learn. To begin to achieve print literacy, participants may require instruction on distinguishing between different shapes, directionality, and so on. They may also need instruction in learning strategies such as organizing notes and resources and reviewing them (Vinogradov & Bigelow, 2010). Some may lack confidence in their ability to learn, and will need special encouragement. Trainers may find there is a lack of resources or materials specifically designed or well suited for this group, and that they need more class instruction time. Finally, when working with mixed groups of English and literacy levels, those with lower skill levels often feel intimidated by others with higher English or literacy skills.

### Strategies



Some research has been conducted on the best strategies for working with learners who have limited formal education or language skills. A study by Condelli, Wrigley, and Yoon (2009) revealed the importance of using authentic materials and asking learners to complete authentic tasks. All learners need to make connections between the language and content they are learning in class and their

own realities in the world (Coatney, 2006, p. 60). Not surprisingly, the study by Coatney (2006) found that adults learning English as a second language learned more in classes where the teacher made connections between life outside the classroom and what was learned in the classroom than they did in classes where teachers did not make such connections. This study also points to the value of using native languages judiciously. Learners made positive gains in reading and oral English communication skills when teachers limited the use of native languages to clarifying concepts, introducing new ideas, or providing explanations.

In another study, Marshall and De Capua (2009) argue that learners from oral cultures learn best when they share responsibility for completing a task. In other words, participants with low literacy levels or limited formal education benefit from learning together and interacting in groups with one another.



Based on these principles, the following strategies and approaches are recommended for this population:

- » Draw on oral skills whenever possible.
- » Use authentic tasks and materials.
- » Connect instruction to participants' lives and to what they know.
- » Use the native language judiciously.
- » Promote interaction and group work.
- » Use visuals, oral instructions, discussions, role play activities, and games to convey key messages.
- » Ask participants to describe what they see in an image to an interpreter.
- » Let participants share responsibility for learning by having them work in groups to solve real-life tasks or perform real-life activities while the trainer records the process on paper.
- » Use video as an effective tool.
- » Repeat main messages several times throughout the orientation session and check in with participants by asking them questions about the material to increase retention.
- » Move from the known to the unknown, returning to previously taught concepts and linking new information to these topics. This helps participants relate information to experience and increases their understanding and retention.

Do not give up on low-literacy participants as “non-learners”—they are capable of retaining information as much as other students, sometimes more so. Also, take the time to make tiered activities so that they are engaged and have activities suited to their literacy level. If participants are literate in their own language—develop resources that will help them reinforce learning in their own language.

Cultural Orientation Coordinator, International Rescue Committee (Baltimore)

Trainers also have the role of motivating, encouraging and building participants' confidence to participate in orientation sessions. To do this, trainers can pair less educated participants with more educated participants. They can include activities where participants must practice and use simple English words or phrases. Additionally, trainers can encourage low-educated participants to take leadership roles in the class and to present to the class on a topic that they are knowledgeable about.

How do I motivate participants with low confidence levels?



To create a comfortable environment, trainers often allow participants to sit where and how they like for small-group work. Some groups may feel more comfortable sitting on the floor instead of in chairs.

We use visual aids and body language to overcome challenges of low literacy.

Case Manager, Catholic Charities of Los Angeles

## Highly Educated Participants

### Challenges

Highly educated participants have needs and interests that may differ greatly from those of participants with little or no previous education. Some more-educated participants may feel that attending training sessions is not necessary, or that they already know the information needed. Additionally, well-educated participants may not respond well to or want to participate in activities or games. They might feel the information is too basic or that the activity is unsuitable for an educated audience.

### Strategies



Trainers should not make assumptions about participants' prior knowledge based on levels of education but should determine participants' needs and interests through a needs assessment (discussed further on page 63). To help participants feel that they are a part of their own learning and become more invested in the sessions, trainers can help participants understand that the sessions are worth their time. Trainers can show the importance of sessions by demonstrating that the sessions have been designed around participants' needs as identified in the assessment.

Providing separate orientation sessions for highly educated participants can help to address their specific needs. If this is not possible, the trainer might consider a peer mentoring technique, pairing those who are more educated with those who are less educated. This allows the more educated participant to demonstrate and make use of their knowledge. However, trainers need to balance the needs of all learners, being careful not to place less educated participants in situations in which they feel intimidated or uncomfortable. Trainers can also provide homework after sessions or written materials to read outside of orientation to learners who want more information or who wish to learn at a faster pace. Keep in mind that the material should be provided in the language they read best.

Should I be using a different set of activities with highly educated participants?

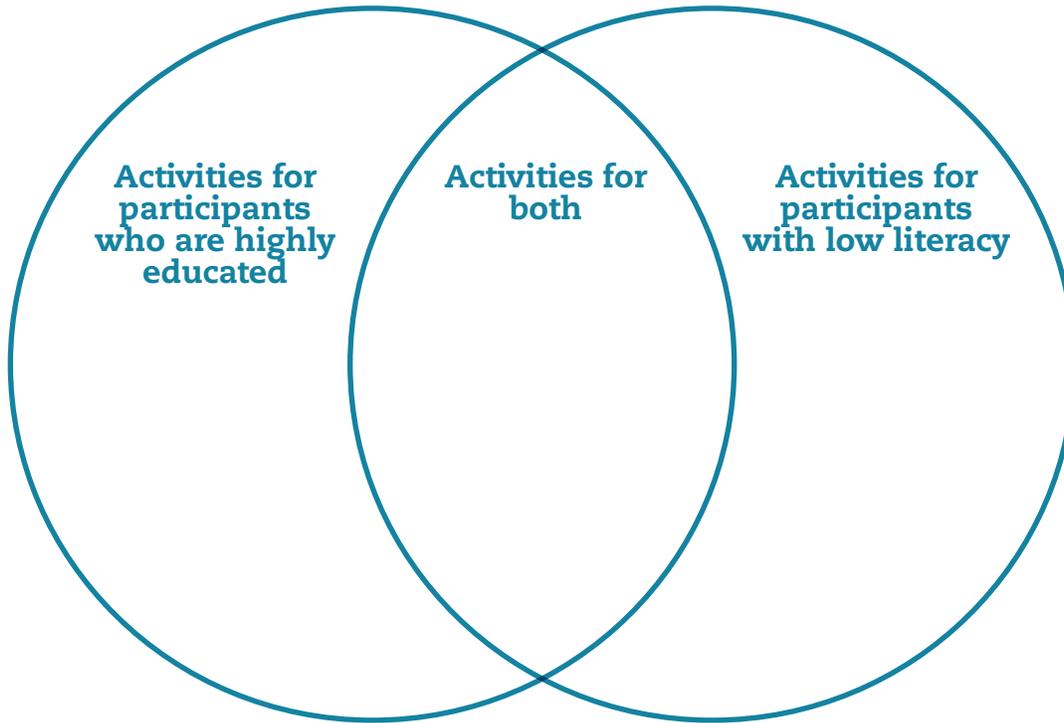


Finally, adult learning principles apply to all adults, regardless of education levels. Even very educated participants usually learn more through learner-centered methods, so they should be encouraged to participate and reminded of the value of orientation. Trainers can adjust activities to make use of participants' greater literacy skills and familiarity with modern urban life. Many, if not most, jobs in the United States require employees to work in teams to complete tasks and solve problems. This means workers need to understand, speak, read, and write in English to complete these tasks, and they need to know how to do this in groups. The activities and games participants engage in during orientation can prepare them for the U.S. workforce. These activities can also help equip all participants with the skills they need to access multiple print and online resources to complete workplace, community life,

and education tasks. Remind participants that through the orientation activities, they will also learn more about appropriate cultural interactions in the United States.



Complete the chart below with activities that you could use for highly educated participants, low literacy participants, and for both.



### Working With Diverse Groups

Trainers regularly find themselves delivering orientation to groups of participants of different ages, ethnicities, religious beliefs, levels of formal education, familiarity with modern urban life, and English language proficiency. A major benefit of these diverse groups is that they can be representative of a cross-section of U.S. society. A major challenge in working with diverse groups is finding ways to accommodate the needs of every participant, such as a preliterate farmer and a highly educated urban professional, at the same time. Diverse groups require trainers to be skilled at using various training methods and classroom management techniques, and to have knowledge of group dynamics. This section discusses the challenges encountered working with diverse groups, along with some useful and effective strategies.

Working with a diverse group of individuals is...challenging, but also rewarding.

Cultural Orientation team, Resettlement Support Center Africa (CWS)

Do you want to learn more about adapting and modifying sessions to meet the needs of diverse participants and groups? Visit page 49.

## Challenges

Meeting the different needs of participants is one of the greatest challenges when delivering orientation to diverse groups. Differences in backgrounds can make it difficult for participants to relate to one another at the beginning of a session or to be understanding and respectful of others' needs. The differences in literacy levels and formal education are often most significant and create some of the biggest challenges for trainers. One group may feel disengaged while waiting for the other groups to catch up. The best strategy is to try to keep all participants engaged by varying instructional methods and activities.

The most difficulty has been the range of education backgrounds that the participants come with because when you are teaching a lesson you want to engage your students but it's difficult when you have half the class who feel that the curriculum is under them and half the class that believes it's above them.

Survey respondent, medium-sized agency in Texas

Working with participants who speak different languages is another challenge for trainers. Diversity in languages makes it difficult to involve everyone in discussions. It can also be hard to find materials that accommodate the language needs of participants, including their literacy and educational backgrounds. Language diversity in a session often requires multiple interpreters to be in the training space. As noted in the section on working with multiple interpreters on page 174, it can be challenging to arrange interpreters near the language groups that they will be interpreting for so participants can easily hear the information. Providing multiple interpreters may also require more training time and can cause confusion for participants.

With different backgrounds, it is also natural that participants will hold varying views and opinions. Widely divergent views may present a challenge to trainers if participants do not respect the differing opinions of their peers, or the trainer. Trainers can have difficulty getting the attention of participants if differing opinions or attitudes, spoken or unspoken, stand in the way of focusing on a topic, learning, and communicating openly. For example, a husband may insist that he, and not his wife, should be the only one to receive training.

Diversity in the group presents certain difficulty as well as opportunity for the trainer. In fact, all groups are diverse.

Cultural Orientation Coordinator, Resettlement Support Center Eurasia  
(International Organization for Migration)

## Strategies



Participants placed in a group are not only focusing on their personal experiences, they are finding their places and roles within the group. As trainers make decisions about training activities and facilitation strategies, they should be aware of group dynamics, or the process and behaviors that are present in a social or work group. When working with any group, but diverse groups in particular, trainers may find it useful to consider Bruce Tuckman's Stages of Group Development (Neill, 2004).

## Stages of Group Development



In addition to learning more about the group (discussed further on page 136), working with a diverse group may require the assistance of multiple interpreters in one session (discussed further on page 174).

Do you want to learn more about working with interpreters? Visit page 171.

Diverse classes can also be very enriching. ... Being able to think on your feet and make adjustments both to what you're presenting and how you're presenting it are key.

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

The following are strategies and actions to maximize the benefits of working with diverse groups during orientation delivery:

- » Create a welcoming and positive environment.
- » Establish rules for respect.
- » User peer teaching techniques.
- » Be flexible with instructional pace.
- » Use varied materials, especially visuals.
- » Incorporate small-group work.

### Create a Welcoming and Positive Environment

A friendly environment where every participant feels included in orientation sessions is essential to participants' success. The trainer's investment in creating this environment, no matter how time consuming or inconvenient, impacts the overall success of a training program. An important part of maintaining a positive learning environment is addressing the needs of different types of learners of all ages.

Trainers can use the following strategies to create and maintain an environment of inclusion:

- » Treat participants with respect, acknowledging their past experiences and drawing on their talents and expertise when possible. Encourage participants to share things about themselves and their country, if and when they feel comfortable doing so.
- » Listen to and learn from participants. Check often for understanding and explain challenging points, rephrasing if participants seem not to understand.
- » Ensure that participants listen to each other's contributions. Encourage participation and in pair and small-group work, and follow up with a large-group debriefing to allow all opinions to be included.
- » Be flexible with the agenda and adapt sessions to address participants' needs, interests, concerns, and understanding.
- » Be an active, enthusiastic, and engaged trainer. Active trainers are more likely to get their participants engaged as well.
- » Promote active learning by including icebreakers, energizers, and participant-centered sessions to make learning interactive and relevant. Activities such as icebreakers allow participants to get to know each other, establish trust, and identify commonalities.
- » Promote collaboration among participants and staff. Emphasize that learning from people who come from different life experiences and backgrounds in a safe space like orientation is valuable. Helping participants connect with others can help them build trust and confidence—two important skills to have during the resettlement process.

Helping participants learn, gain confidence, and build support networks in a safe environment helps them become more resilient when they are in unfamiliar environments. Helping them build trust in others, establish connections, and expand their community network is important, yet very challenging. Orientation allows participants to connect their previous experiences to those they will have in the United States, while also establishing connections with other participants experiencing similar things. Trainers should focus on maintaining a positive learning environment throughout a program.

The more involved a trainer is, the more involved participants are, and the more likely participants will be to retain more of the information and skills learned. As participants start to learn new skills and knowledge, their attitudes are more likely to adjust as well.



What are two ways you will work harder to establish a welcoming environment? What is an activity you can do to encourage people to share something about themselves and their country? What materials would you need for this activity? How would you set it up? What are the questions you would ask?

List three ways you will work to maintain a positive learning environment in your trainings.

### Establish Rules for Respect

It is not only important for participants to treat each other and the trainer with respect, but the trainer must respect the views, concerns, and questions of participants as well.

Including *respect* in the rules created at the beginning of the session can be useful in addressing a number of potential behaviors which might be disrespectful, such as listening, violating personal space, and so on. (If a trainer's input is questioned, s/he should remind participants that the trainer is also a part of the training.) Use positive sentences (e.g., "Listen when others are speaking") rather than negative sentences (e.g., "Don't talk out of turn") whenever possible. Here are some strategies and suggested rules:

- » Remain neutral and encourage everyone's opinion to be heard. Trainers can do this by establishing rules at the beginning of the program and incorporating respect as a foundation for the group. Hold participants accountable to the expectations set forth in the rules.
- » Demonstrate respect. Set an example for participants to follow. Encourage respect of others and their cultures by allowing participants to share their own perspectives, acknowledging the experiences of everyone in the group.
- » Be a good listener. Be sensitive to participants' reactions, and refrain from giving participants the answers; rather, encourage participants to speak, listen, and develop their own perspectives.
- » Be prepared to suggest rules in case participants seem hesitant or are unfamiliar with the practice of establishing group rules, such as cell phone use, arriving on time, demonstrating respect, and so on.
- » Once the rules have been created, post them on the wall for all to see, and keep them posted in the training space throughout the training. This also allows trainers the opportunity to refer back to them if participants are not following the rules.

Do you want to learn more about establishing rules? Visit page 100.



What classroom rules do you usually use? Which new rules would you like to add? Create a list of classroom rules based on the examples here and your own experiences. Why is it important to include participant input when establishing rules for a session?



What do we do with the rules once we've written them down?



### Use Peer Teaching Techniques

It is often helpful to pair participants who have stronger knowledge of skills with those who have less knowledge or fewer skills in the same area. Peer teaching benefits both participants by providing extra support in learning and leadership opportunities. In general, refugees and immigrants tend to be very supportive of each other and willing to help one another.

- » Ask advanced participants to help lower-level participants. For example, the trainer might pair a literate participant with someone less literate. The person who is literate becomes a mentor and provides extra support and practice for the less literate participant.
- » Divide family members so participants can talk to people outside of their comfort zone. For example, a woman may feel more comfortable expressing her concerns if she is not sitting next to her husband. This may also help participants open up regarding a topic they may feel uncomfortable about.
- » Ask family members to support participants with disabilities.

If there are a couple advanced participants, taking them aside and addressing these issues head-on usually engages them in helping other lower-level students and in the material.

Cultural Orientation Coordinator, International Rescue Committee (Baltimore)

Do you want to learn more about peer teaching? Visit page 131.



Below is a group of people in your training session. How would you group them, and why?

 <b>Highly educated woman</b>	 <b>Woman with three young children</b>	 <b>Man with low literacy</b>	 <b>Sister who is highly educated and brother with limited physical ability</b>
 <b>Highly educated father and low literacy mother</b>	 <b>Highly educated daughter</b>	 <b>Woman with low literacy</b>	 <b>Man with two teenage children</b>

### Be Flexible With Instructional Pace

Because participants in diverse groups learn at different speeds, trainers should be prepared to adjust the pace at which they are providing orientation. This requires flexibility, patience, and checking in with participants about their progress.

- » Slow down, be patient, and frequently provide hands-on learning activities.
- » Allow time to answer and explain questions that arise, or make time after class, for example, by using a parking lot. (More information on this method is on page 117.) Also, tell case workers/managers about questions their participants have raised.
- » Provide participants with time to process the information they receive and to reflect on it. This could be through processing, debriefing, or a reflective activity or discussion. (To learn more about debriefing, see page 116.)
- » Plan methods and materials for both faster and slower learners, and have extension activities prepared. By doing so, the material will be relevant for all groups.
- » Include lesson variations that extend and/or modify an activity. For example, prepare multiple versions of handouts or prepare games that can reinforce learning if time allows.
- » Check for understanding often, and revisit information as needed.



From past experience you know that it takes about 25 minutes for a group to get through a simulation on interacting with people in positions of authority. During one training cycle, the group finishes in 18 minutes. How would you expand the session? How could you modify the session for a group that is asking more questions and spending longer on the session?

### Use Varied Materials, Especially Visuals

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.

Do you want to learn more about materials in orientation? Visit page 110.

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



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

What are the different ways that I can create small groups?



### Incorporate Small-Group Work

Some participants learn better in smaller groups. Small-group work can be very effective as it offers opportunities for reflection and involvement to participants who are shy or quiet.

Trainers may find using small-group work is most effective when creating groups for a specific topic. For example, a session on financial management may be most effective when participants are divided by educational level, while a session on cultural adjustment may be most beneficial when participants from the same ethnic groups are working together. Here are some considerations when strategically dividing participants into small groups.

- » Divide participants into smaller groups by education levels and adjust the curricula for the abilities of the group. Aim for small- to medium-sized groups in an orientation, if possible. If larger sessions are needed, create smaller groups within it. Incorporate think-pair-share activities in small groups with varied English language levels.
- » Divide participants by language. Interpreters can work with the appropriate groups so sessions can be delivered simultaneously in a variety of languages. This can be helpful when showing videos. When trainers have access to multiple training spaces, videos might be shown in different languages. Trainers can also show videos on multiple laptops around a larger training space.

**Keep emphasizing that people are coming from different life experiences, backgrounds, and explain how that can actually be a helpful learning experience.**

Cultural Orientation Coordinator, Interfaith Refugee and Immigration Service

Do you want to learn more about grouping? Visit page 82.

Your orientation class has participants who are not literate in their own language, those who are highly educated, and all levels in between. You have access to many different resource materials, like workbooks, videos, and images, among others. What are some ways you can adapt resource materials for a class of different education levels so that everyone feels included?



Match the types of learners to the session modifications that might help the participant more effectively. There may be multiple answers.

A trainer has used a few of the strategies of working with diverse groups: small-group work, being flexible with the schedule, and incorporating peer teaching. What are some additional things the trainer could do to further enhance the session and reach more participants?

Example	Type of instructional practice
Participants with limited visual abilities	Provide supplemental handouts.
Less literate participants	Divide participants strategically into small groups.
Groups with speakers of many languages	Vary the instructional pace.
Participants who dominate conversation	Use a variety of visual aids.
Diverse groups of participants	Create large visual aids with many visuals.
Well-educated participants	Encourage small-group work.

Do you want to learn more about adapting and modifying sessions to meet the unique needs of diverse participants and groups? Visit page 49.

## Managing Challenges

It is common for trainers to encounter challenges with participants. Trainers can maintain a positive learning environment if they deal with these situations in a professional manner that does not distract other participants. Trainers should be familiar with both sides of controversial and contradictory issues so they can address challenges and concerns with ease (The Thiagi Group, 2014). Trainers should also remember that, in dealing with people who can be unpredictable, there is not one right way to manage situations.

### Managing Expectations, Myths, and Rumors



Addressing unrealistic expectations is a key part of orientation and training provided to refugees and immigrants, both overseas and domestically. Trainers encounter myths, rumors, and unrealistic expectations most often during the initial reception and placement period, before participants have had much experience in their new culture.



What are three myths or rumors your participants have heard?

1.	
2.	
3.	

What strategies have you tried that have been effective in dispelling these rumors?

As time goes on, rumors and false assumptions fade as participants gain more local knowledge and experience about the realities of resettlement. It is important for trainers and others to remember that participants are gathering information about the United States, resettlement, and their new community from a wide variety of resources and that these messages may conflict or be wildly inaccurate. Many trainers find that an important objective of orientation is to dispel myths or rumors and ensure that participants get the right information.



Here are some strategies a trainer might use to establish realistic expectations of living in the United States:

- » Address unrealistic expectations immediately, and continue to clarify as needed throughout the training session.
- » Incorporate the common American childhood game “telephone” to demonstrate how rumors are spread and introduce the concepts “grapevine” and “rumor mill.”
- » Incorporate a proverb that is common in the language or culture of participants. For example, a common Iranian proverb says, “One crow, forty crows,” to demonstrate the changes transformed through many rumors (Zadeh, 2014).
- » Give an example of something that would be a myth in the participants’ home country to show that not everything one person tells another is true. For example, “What I heard when I was in \_\_\_\_\_ (country) is that the government provides free transportation to all tourists upon request.”
- » Give participants opportunities to practice dispelling rumors or stereotypes about the diverse people of their home country or country of asylum.

Participants in your training have many questions related to housing. After answering a few, you decide that you do not have time to spend on this topic and must move on. The participants feel ignored. How can you balance the need to get through the material with participants’ need for more information on housing? Why is it important to provide participants with the information they express an interest learning more about?

You notice that many participants in your training sessions have unrealistic expectations about the financial resources that the agency will provide. You find out that participants are learning this from previously resettled relatives and friends. You do not want to upset anyone by telling them that their relatives and friends are wrong, even though they are. How can you correct this information without offending anyone?

A participant says that she heard that the agency will provide refugees with cell phones. As the trainer, how would you address this myth? What could you have done prior to the session?



List two new strategies that you will try the next time a participant presents a myth about resettlement or life in the United States.

A participant tells the trainer that her brother, who was resettled a few months ago in a different state, told her that the resettlement agency will cover rent and utilities until she finds a job. The trainer knows that this information is inaccurate. How would you respond to the participants if you were the trainer?

1.	
2.	

Do you want to learn more about consistent messaging within the community? Visit page 203.

### Addressing Sensitive Topics

Very personal and sensitive topics may arise during orientation sessions. For example, just mentioning reproductive health, disciplining children, or domestic violence may make participants and trainers feel uncomfortable, but it is important to provide participants with accurate information about the topics. If the topic is specific to one person or a small group of people, and if the trainer feels confident addressing the issues, s/he may be able to address them quickly or efficiently after the session or during a break. The trainer may also feel the need to do some research prior to giving information to participants. Alternatively, a trainer can encourage participants to discuss the concern with their case worker/manager (after resettlement). Above all, it is very important that the trainer provide accurate information. If the trainer does not know, s/he should openly say so and offer to get the information or refer the participant to someone else (such as a case worker/manager) for accurate information.

To help participants feel comfortable discussing sensitive issues within the group when they arise, the trainer should start orientation sessions with low-risk topics and discussions to increase comfort and trust. When discussing a potentially sensitive topic, such as financial management, health care, or parental roles, a trainer can provide a general overview of the topic to help participants feel more comfortable, and then later add more specific information. Trainers should observe participants frequently when sensitive topics come up, both during training sessions and privately during breaks to assess participants' comfort levels. Trainers should also ensure that participants understand the key information, but allow some flexibility in how the topics are discussed to help establish a safe and trusting space. In some instances, when a sensitive topic arises that is especially important, the trainer may decide to move on to another topic and revisit the sensitive topic after participants have had time to think more about it. When delaying or reprioritizing discussions, a trainer may want to place the topics on a parking lot flipchart to show participants that their questions will be addressed in the future.

Do you want to learn more about the use of a "parking lot"? Visit page 117.

Are there topics that are too sensitive to bring up? Should I just ignore those?





Consider the following topics, which are potentially sensitive. Match each topic with an example of how it could be approached.

Topic	Way to address the topic
<b>Reproductive health</b>	Discuss broadly as a group and ask individuals to discuss specifics with case workers/managers or volunteers.
<b>Financial management</b>	Ask participants to demonstrate or think about how they managed finances in the past, use case studies on how other immigrants manage finances, then have participants discuss and think about different options for handling finances.
<b>Diversity in the community</b>	Divide participants into groups based on gender.
<b>Domestic violence</b>	Discuss how Americans view the topic.
<b>Gender relations</b>	Invite a guest speaker who has expertise on the topic area to address participants.
<b>Disciplining your child versus child abuse/neglect</b>	Conduct an activity with the entire group and discuss together.
<b>Mental health</b>	Discuss U.S. laws related to the topic.

What are some sensitive topics that come up during your training sessions? How have you handled them?



When addressing the sensitive topic, make sure that the participant knows s/he is heard and that her or his question is important. Keeping in mind that others may be made uncomfortable by the question, consider utilizing the following strategies:

- » Reflect on what is heard.
- » Affirm their concerns.
- » Ask open-ended questions, such as, “How do you feel about this?” or “What do you think about this matter?”
- » Listen and occasionally summarize. Highlight both negative and positive concerns.
- » Provide responses when possible, but defer to someone else if unable to provide accurate information.
- » Divide participants into small groups and distribute paper and writing implements. Leave the room and allow small groups (or individuals) to write questions. Return, collect the questions, and address them anonymously.
- » Separate the group to continue higher risk discussions. This might be by gender, age, etc.
- » Pretend to be someone else (e.g., by wearing a scarf) to help participants feel like the conversation is more hypothetical rather than personal.



A trainer is talking about ways that Americans discipline their children, for example, by giving kids time outs and taking away their privileges. A participant says that he finds these ideas silly and ineffective. How should the trainer respond to the participant?

Participants have expressed to you that they would like to be separated by gender, but you do not have the resources for interpreters in every room for the session. How would you negotiate this situation as the trainer?

- » Identify any immediate risks (e.g., suicidal thoughts or violence) and consider taking a break to discuss the situation further in private.
- » Tell participants that in the United States they have the right to ask questions and have conversations with people like their doctor, case worker/manager, school authorities, etc.
- » Identify less urgent situations and suggest continuing the discussion during a break, after the session, or with the participant's case worker/manager.



List two strategies that you will try the next time a sensitive topic comes up in a training session.

### Managing Differing Beliefs About Adult Education

Participants will come with a variety of educational experiences and beliefs about learning that influence their interests and abilities to learn. Some cultures may feel that learning is for children, which can be limiting when entering a new culture and needing to learn the cultural norms, navigate systems, and learn the language. Some participants might even be stubborn about learning in new and different ways, even if they might learn better through a different method. Over time, a trainer will be able to point out biases and potential barriers to learning, and then guide participants in recognizing that learning is possible at all ages and that it is essential for all resettled refugees or immigrants. Trainers need to help refugee adults understand that they are expected to learn about culture and community expectations in the United States because they are starting over in resettlement. Trainers can also emphasize that most Americans view learning as a lifelong opportunity in the United States.

What if people think they're too old to learn?



Imagine you have an adult participant who feels that learning is for children and it is not necessary for her/him to learn. Complete the cartoon below to demonstrate how you would try to convince this participant to be involved in training sessions.

An older participant refuses to take part in activities and says that learning is for children. How would you respond to her if you were the trainer?

<p>I am too old to learn all this information. It's my son's job to take care of me</p>		
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### Managing Participants Who Are Challenging



Most training sessions will include one or more challenging participants. This could be as a result of cultural differences, background, personality, or interest level. There are different ways to manage these challenges, and different tactics work depending on the trainer, the challenging participant(s), and the other participants (Abrams & Mahar-Piersma, 2010; see also Lucas 2005; Mestre, n.d.; Tewksbury & Macdonald, 2005).

Several factors can cause tension in a training. These include disagreements among group members or with the trainer, clashing personality types, cultural conflict, and age differences. Disinterest in learning or attending trainings or a lack of knowledge about the importance of the topic can cause inattentive participants.

The strategies listed below are especially useful when working with challenging participants.



A trainer's best strategy is to plan engaging and varied sessions and to set clear expectations that will hopefully keep difficult potentially difficult participants involved and mindful of the negatives impacts of disruptions. A trainer should also have contingency plans, strategies, and tools for dealing with difficult participants during a session as issues arrive (Abrams & Mahar-Piersma, 2010).

Of course, preventive measures cannot always prevent disruptive participant behavior. Below are some strategies for some common challenges trainers encounter when working with participants.

Here are some strategies to deal with participants who are inattentive, uncooperative, disruptive, or disinterested.

- » Help participants maintain interest, stay attentive and involved, and listen better. While disinterested participants may not be disruptive or stand out, it can be particularly challenging to engage them or to be sure these participants are gaining information from the orientation session.
- » Slow down speech if participants are having a hard time understanding what is being said.
- » Vary speaking style, be concise, and organize or categorize information.
- » Use auditory cues to catch the attention of participants. This might include louder key words used infrequently, clapping, calling on participants by name, getting very quiet, or slipping something silly into what is being said. Another approach is to distribute *speaking* and *pause* cards (or colored chips). Those with *speaking* cards can add to the discussion. If there is something pressing, those with *pause* cards can write a note.
- » Elicit questions and feedback to draw out more information by encouraging participation. If participants are not responding, try saying, "Please ask three questions about this topic before we move on."
- » Control side conversations by asking that just one person speak at a time.
- » Start talking quietly. Ideally, other participants will ask those who are being disruptive to be quiet so everyone can hear.
- » Review information frequently.
- » Assign disinterested participants with a task. For example, leading a small-group discussion, starting and stopping the music for an activity, or distributing resources.
- » Encourage willing participants to work with others who have less interest in the session.
- » Move around the room to help hold the attention of participants. Frequently visit those who are being disruptive or who are not as attentive.
- » Attract participants' attention by using their names. Ask questions about the topic to remind them why they are there.
- » Establish repercussions for not participating, such as missing out on key information or withholding incentives.

Here is a situation where varying speaking style can be important.

A trainer is explaining the importance of being on time in the United States: "Americans believe in punctuality and respect those who are also punctual. You will often see Americans asking what time it is, or looking at the time throughout the day."

The trainer feels like he is losing the attention of participants. He stops and proclaims: "It is very important to be on time to appointments in the United States."



- » Tell participants that they are important. Let them know that their opinion matters and emphasize that individuals should express their own opinions in the United States. Encourage participants to start in class! Establish a baseline, letting participants know that this is an interactive session and everyone is expected to contribute.

Here are some strategies to involve quiet or shy participants.

Many of the solutions listed above for working with disinterested participants also relate to shy or quiet participants.

- » Change the room setup or divide participants. Sometimes changing who participants sit next to can make them open up, such as separating family members or placing people of the same gender together. In addition, using a small group formation may feel more comfortable for participants to open up rather than a classroom setup for a large group.
- » Ask easier questions of a shy participant to help her/him gain confidence in being involved in the session. Praise a shy person's contributions to the session.
- » Ask shy participants to write or draw something in response to a question asked.
- » Ask participants to speak about what they hear from others. This makes it less personal and might help someone who is shy open up more.
- » Use key words in the language of quieter participants, or include culturally specific references.
- » Choose participants for a role play, giving shy participants roles.

 You notice that the quieter participants in your session are the ones who have less formal education. You also notice that they often ask the more educated participants to speak on their behalf. What strategies can you use to encourage the quiet participants to speak for themselves and to participate more actively?

How do I deal with side conversations?



Here are some strategies to help with quieting the conversationalists.

- » When participants continually engage in side conversations, first use nonverbal communication (e.g., closing the distance between the trainer and the talkers, raising voice volume, making eye contact) to discourage the conversation.
- » Call on one of the talkers by name and ask a specific question or for a synopsis of what was recently discussed. Use a loud noise (such as clapping) to capture the attention of distracted participants.
- » Delegate a disruptive participant as a mentor to others, or ask that person to make sure others are participating.
- » If the talkers continue, separate disruptive participants by moving them to different parts of the room. This can be accomplished by counting participants off to mix everyone up or to form small groups. If the participants continue to disrupt the session, take the talkers aside and discuss the issue. Ideally, this discussion would be during a planned break; create one if necessary.

How do I deal with participants who are talking a lot?



Here are some strategies to limit dominating participants.

- » If a participant dominates conversations, consider setting a time limit for comments (30 seconds, a minute) or diplomatically break in ("You raise an interesting issue. Let me stop you and get input from some others") and gather input from two or three other participants.
- » Remain polite, summarize what the participant said, acknowledge that the point is valid and important, but then state, "We need to keep the group on task, so can we discuss this further during a break?"

- » Use a yes-or-no question with the dominating talker (“Do you experience this a lot?”) and then ask others open-ended questions to gather their input or suggestions on the topic.
- » If working with a co-facilitator, one trainer can continue to work with the group while the other takes the disruptive participant aside to discuss the situation.

Here are some strategies to help encourage other participants to resolve issues.

- » Be aware of the interactions between the difficult participant and others in the group. Do the others appear to support the participant? More often than not, other participants are also frustrated by the difficult participant and will take actions to quiet him or her.
- » Use small-group activities with “randomly” selected leaders to quiet the louder participants.
- » Pair a problematic participant with someone who can help him or her behave more appropriately.
- » Utilize a parking lot for unrelated issues to discussions that are going on too long. (To learn more about using a “parking lot,” see page 117.)

Here are some strategies to defuse an agitator.

- » If a participant is bothering the group by loudly exhibiting his or her knowledge, ask others for their opinions on the subject.
- » Divide the group for pair work. The trainer can pair with the difficult participant to exchange points of view, while keeping the rest of the group productive.
- » Break the group up into small groups for discussion or announce a break then take the individual aside. Calmly describe the challenges his or her behavior creates and ask the person to leave.

Here are some strategies to not allow negativity to derail discussion.

- » When participants are particularly negative or resistant to ideas, listen to their rationale and try to understand their point of view.
- » Ask others in the group to give their viewpoints after a participant has been especially critical or negative.
- » Maintain an optimistic perspective and shed positive light on the situation.



You have a very enthusiastic participant in your session who answers all the questions you ask, and even answers questions that other participants have for you. You appreciate his involvement, but his behavior is not allowing others to participate. What can you do to manage this situation?



There is a participant in class who publically puts down and criticizes other participants when they share their point of view or express an opinion about the positives of resettlement. As the trainer, how can you deal with this situation?

Type of challenging participants	Example of how to prepare for this challenge prior to the session	Example of how to address this challenge prior if it were to occur during a session
Poor listeners		
Conversationalists		
Dominating participants		
Agitators		
Negativity		
Disinterested participants		
Quiet or shy participants		

### Managing Breaks



It can be challenging to bring participants back from breaks. Trainers should provide an exact number of minutes for the break and the exact time participants should return. Even with these instructions, many trainers still find that they need to gather participants before starting again. In his book on creating training techniques, Robert W. Pike offers some creative ways to bring participants back in a timely manner (Pike, 2002, p. 123).

- » Use odd times to return, such as 3:04pm.
- » Use music during the break and change the volume to demonstrate the end of the break.
- » Offer a reward for people who return to the session on time (such as points, which can also be incorporated into other aspects of the session, such as responding to questions accurately or offering feedback).

- » Appoint an announcer who is in charge of announcing the end of the break and gathering participants.
- » Turn the lights on and off to signal the end of the break, in the same way theaters do this during intermission.
- » Offer an activity at the end of the break (such as a trivia question) that gets participants seated and involved again.
- » Offer a tip or small piece of information as the break ends. Those who are late will have missed the tip.

Different things will work for different people. Trainers should find one that works well with their own training style, but be prepared to try something else if participants stop responding in a timely manner.



List two ways that you will try in upcoming trainings to bring participants back from breaks.



“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

## Co-Training and Working With Interpreters

### 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)

What do we need to do together before the session?



 Co-Facilitation Meeting Checklist, p. 227

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



Time	Agenda item	Brief description	Roles
11:00–11:15am	Brief activity	Telephone	Facilitator: Julio
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



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).

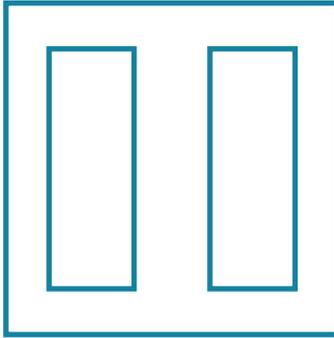
- » Demonstrate respect for each other. Participants should know that co-trainers think highly of each other. Discuss how co-trainer disagreements should be handled. For some topics, co-trainers may find it appropriate to disagree, as a way of pointing out alternative views on a topic (such as ways to 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.

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?

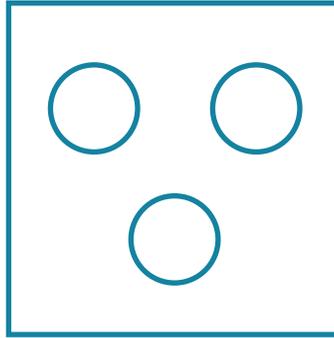
- » Consider the strategies you might use when having an interpreter act as co-facilitator, although this is not the role they typically play. (To learn more about working with interpreters, visit page 171.)



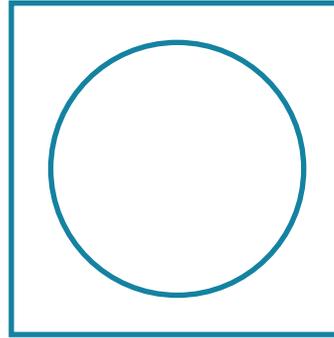
Here are three separate classrooms with participants. Mark where you and your co-trainer might stand. Below each box, note why you have chosen to place co-trainers in these spots.



**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?

### **Working With Interpreters in Orientation**



Trainers providing orientation work with interpreters regularly, and may have done so for many years. However, all trainers, experienced and inexperienced alike, can benefit from reviewing the information addressed here to ensure that they are working with interpreters as effectively as possible. Learning how to teach with an interpreter can be challenging. Trainers also have to make decisions about who is an appropriate interpreter (particularly because children should not be interpreting for their parents at all). Trainers should try new methods so as to identify potential ways to serve participants better.



## Trainer and Interpreter Roles

Trainers should remember that working with an interpreter in an orientation session is a team effort between the trainer and the interpreter. Trainers and interpreters should have regular and open communication. They should meet to discuss the material that will be covered and any sensitive issues for certain participants. This discussion can take place directly before the orientation if needed. If this is the case, the two parties should plan enough time to meet before participants start arriving and the session begins. The following points are important to address during this meeting:



- » To ensure that participants hear all information accurately, the trainer should remind the interpreter that s/he is expected to interpret everything the trainer says, without leaving anything out or adding to what is said. This also includes interpreting participants' comments and questions so that the trainer is able to address any concerns or misconceptions that may arise.
- » The interpreter should be familiar with the content that will be discussed prior to the session. If an interpreter sees that participants need further explanation or simplified terms in order to fully understand, s/he should inform the trainer. Interpreters should not simplify or alter information while interpreting as this can lead to misunderstandings. It is the trainer's responsibility to simplify and adjust language accordingly to ensure that the most accurate information is being conveyed.
- » If the interpreter has a discussion with a participant (or multiple participants) to describe something in more detail that the participant(s) did not understand, the interpreter should inform the trainer of what is happening, and what was not understood. As mentioned previously, if this occurs, it is a cue for the trainer to simplify language and descriptions in further discussions to ensure that the most accurate information is conveyed.
- » The trainer and interpreter should demonstrate respect towards one another as this will convey to participants that they should show the same respect for both the trainer and the interpreter.
- » The interpreter should keep the trainer aware of any disrespectful or confrontational comments from participants.
- » The interpreter should tell the trainer if the trainer's actions may be perceived by participants as culturally insensitive, especially in the case where the interpreter is a member of the participants' cultural group.
- » The trainer should briefly explain the role of the interpreter to participants—that the interpreter will interpret everything the trainer says, along with participants' comments, questions, and side conversations. The trainer should also let participants know that they should feel comfortable asking questions to the trainer through the interpreter. Consider reminding participants that any comments they make to the interpreter, including those that may seem disrespectful to the trainer or other participants, will be interpreted because it is the interpreter's job to facilitate clear communication between the trainer and participants.

 You are working with a volunteer interpreter for the first time and notice that the length of her interpretation is longer than the few sentences you speak. You think that she may be summarizing the information instead of interpreting it directly. How can you find out? What should you do to avoid a situation like this next time?

An interpreter can make or break a CO training experience. It is important that the interpreter has been trained and well-vetted whenever possible. It is also equally important that the CO trainer have a strong understanding of how to work with interpreters.

Cultural Orientation team, Resettlement Support Center Africa (CWS)



Circle the points listed on the previous page that you already discuss with interpreters. Place stars next to those that you will start discussing.

Regular check-ins at breaks can be very helpful. Trainers and interpreters should meet again after an orientation to discuss how the session went, share any thoughts that may have arisen between the trainer and interpreter that need clarification, and discuss any ideas on how the session could have been run more smoothly.

### Strategies for Working With Interpreters



Working with interpreters in an orientation session can be challenging and take additional time. Here are some strategies to consider (Hennepin County Health & Human Services Department, 2012; Searls-Ridge & Cotlove, 2007):

- » Schedule interpreters ahead of time.
- » Position the interpreter close by, preferably to the side of the trainer.
- » Ensure that everything is interpreted, including side conversations. The trainer should avoid saying anything that s/he does not want interpreted.
- » Speak clearly and in a normal tone of voice. Exercise patience.
- » Speak to and look directly at participants, not the interpreter. For example, say, “I am glad to see you,” instead of, “Tell them that I am glad to see them.”
- » Greet the participants as one normally would when meeting native English speakers for the first time. The trainer should introduce her-/himself and make a personal connection with participants, and should also introduce the interpreter.
- » Speak in short simple sentences or phrases that present a complete thought. Allow for frequent pauses to ensure that the details of the message are accurately interpreted to participants. Avoid talking over the interpreter.
- » Prepare a glossary of key terms to ease the interpretation process and improve the quality of interpretation. Some terms can be complex and do not translate with ease.
- » Avoid slang or proverbs which may not translate well. Explain acronyms and technical terms when used.
- » Check with the interpreter if it feels like the messages are not fully understood by the interpreter; for example, by asking, “Tell me what you understand.”
- » Allow the interpreter to stop the trainer and ask for clarification when needed.
- » Manage the discussion by informing participants to ask one question at a time and to speak one at a time so that the interpreter can convey each message.
- » Incorporate pictures to describe things when possible. Show the visuals as the interpreter is interpreting the information.



The interpreter who you are working with comes to you during the break and says that one of the participants is asking her personal questions that she does not feel comfortable asking. You realize that you forgot to tell participants about the role of the interpreter. As the trainer, what do you tell the interpreter in this case? What can you do in the future to better prepare for issues like these with the interpreter?



Trainers often have the interpreters sit among or near the individuals they are interpreting for and will monitor interpreters during class to ensure they have adequate time to interpret and that they are following along with the training. One way they do this is by directly asking the interpreter if they were able to relay the information to the participants.

Cultural Orientation team, Resettlement Support Center Africa (CWS)

 You are working with a new interpreter in orientation and start to feel that he is not interpreting everything you say, but instead is summarizing the information to participants. He knows English and the participants' languages very well and you would like to continue working with him. What are some things you can discuss with the interpreter to make sure you both work better together?

To learn more about working with interpreters, consider taking the Highline (WA) Public Schools free online, self-study training on working with interpreters. Some of the strategies mentioned above came from this resource. The training takes about 30 minutes and includes additional strategies and things to remember. The training can be accessed here: <http://www.speakyourlanguages.com/training/>.

### Working With Multiple Interpreters

It is not uncommon for programs to use more than one interpreter to deliver orientation when participants require interpretation in more than one language. Often times this lengthens the session and can potentially add more complications for the trainer to manage, such as overseeing several interpreters at once. Though different trainers deal with this in different ways, open and regular communication among trainers and interpreters continues to be extremely important. While working with multiple interpreters may be challenging initially, sessions will get easier and run smoother over time.

Break [participants] into small groups by language as much as possible to facilitate safety for participants to ask questions and to avoid distraction of multiple interpreters speaking at once in larger group[s].

Survey respondent, small agency in Kansas



Do you work with multiple interpreters regularly? What are some strategies that have been useful in this setting?

Division of class by language, to the extent possible, also helps working with interpreters by limiting the number of interpreters in class.

Cultural Orientation team, Resettlement Support Center Africa (CWS)



During the initial meeting with interpreters prior to the orientation session, the team of trainers and interpreters should determine where interpreters will stand to allow for the greatest understanding by participants. It may be effective to arrange participants by language group during large-group discussions or activities, and have interpreters stand or sit near or with these groups to allow for maximum understanding of the discussions. While this often allows for maximum understanding of the topic, it limits participants' practice of English language skills and their interaction with diverse populations, a necessity in the United States. Trainers should keep these considerations in mind when determining how to manage language differences among participants.

We contract interpreters to be present for each monthly training. We divide the room into languages and deliver the orientation to all groups simultaneously. This seems to work well for our site.

Survey respondent, large agency in Texas



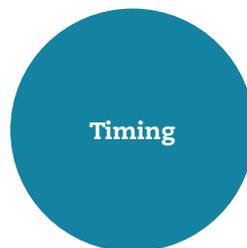
When do you think trainers and interpreters at your agency should meet with each other? What would be ideal? Circle all that apply.



What actually happens during the meeting?

What can you do if you cannot find a time to meet?

What are some things that should be discussed at each of these meetings? Circle all that apply.



## Alternative Orientation Delivery Methods



Training can be delivered in a variety of relevant settings. When considering what sessions can best be delivered in these alternative settings, trainers should prepare a checklist of session topics that are offered, training objectives, and the materials needed, including an outline of logistical procedures when applicable. Some of these settings are discussed here, including strategies and considerations for delivery.

### In the Car

Service providers and those assisting refugees and immigrants may spend a significant amount of time transporting participants to and from appointments, especially during their first few weeks in the United States. Transit and waiting time offers valuable opportunities to deliver orientation and reinforce orientation messages. A simple car ride can result in several teachable moments for participants when case workers/managers point out different resources during the ride, for example by showing where the health clinic is located and what it looks like. In addition, case workers/managers might use easily transportable and appropriate orientation materials, such as picture flashcards or realia like sample application forms while en route to places.

While transporting a few participants back to their homes after the training session, the trainer conducts a quick informal needs assessment in the car by asking some questions. Which of the following questions should the trainer ask to get the most useful information from participants:

- » Did you like the session?
- » What did you learn?
- » What activities did you like?
- » What do you still have questions about?



## 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.

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.

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.



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

## In the Waiting Room

Participants, case workers/managers, and volunteers may spend a great deal of time in lobbies and waiting rooms, especially during initial appointments. Waiting areas provide opportunities and time to deliver portions of orientation or reinforce orientation messages. Case workers/managers can show participants how to sign in for appointments, for example, when waiting to see the doctor. Case workers/managers can also bring along easily transportable materials that participants can discuss, review or work on during waiting times. By working on tasks while waiting, service providers can convey to participants that waiting in lines and for appointments is common in the United States and that this time can be used productively as well.

A volunteer asks the trainer if there are activities she can do with participants while she takes them to medical appointments and waits with them in the waiting area. If you were the trainer, what specific suggestions would you provide the volunteer with?

## In the Community

Delivering orientation is also about introducing participants to the community. This might include trips to the grocery store, enrolling children at school, or getting acquainted with the doctor's office and expectations there. Case workers/managers, trainers, and other service providers should remember that excursions in the community are a valuable part of orientation to a new community. Once staff and trainers realize that they are delivering orientation no matter where they are, they can creatively take advantage of every opportunity and build these elements into their training programs.



What are three topics you will be addressing in your orientation? Think of one place in the community that matches up with that topic.

## Online

Online learning is a rapidly growing field with many books, manuals, and online sessions available on the subject. Though this format is rarely used to deliver orientation, there are some circumstances where it has been useful. Blended learning approaches of online-plus-classroom-based training, for example, can be particularly useful in some situations. Although online training is becoming a common and default delivery method for many types of training, face-to-face orientation is strongly preferred for work with refugees and immigrants. Hence, online training is addressed only briefly in this guide.

Online training may work best for participants who thrive in self-guided study, are well-organized, and have good time management skills (University of Washington, 2013). The primary mode of instruction of online training is lecture-based and rarely interactive. Online training does offer some opportunities for peer learning and discussion groups, but as they are usually offered through social media platforms, participants with limited English proficiency or adult learners with limited exposure or access to technology may not be able to take full advantage of them. Participants who are more familiar with online social media find these outside sources distracting if used during training for purposes that fall outside of the training session. Also, with online trainings, instructors are often unable to see if participants are actively engaged in the session. It is for these reasons, that face-to-face training for refugees and immigrants is strongly encouraged.

**Online CO is dependent on the reliability of internet connectivity. Because this cannot be guaranteed, it is important to provide training/reading materials to CO participants before the session on Skype or phone session. A phone call can then be made following the session to interact more personally with participants.**

Cultural Orientation team, Resettlement Support Center Africa (CWS)

The use of online video call programs such as Skype may be a helpful and inexpensive way to deliver orientation in certain circumstances. It can be particularly useful when participants cannot reach the orientation program's site, either due to distance from the site where orientation classes are offered, or due to security concerns in the area. However, the use of these programs should be kept to the minimum and only for rare cases as it is strongly preferred to conduct orientation face-to-face.

Your supervisor asks the main librarian at the nearby library if he would be interested in partnering with your agency to provide library tours for refugees twice a month. He loves the idea and begins planning. Think about the places in your local community where participants often visit. What are these places and how can they help you provide orientation to participants?

Interactive face-to-face training not only allows for a more personal exchange between the trainer and participant, but it also allows more flexibility and time to engage participants (through activities, discussions, etc.), assess their needs, and respond to their questions and comments. Face-to-face training allows trainers to gauge participants' learning by soliciting and receiving immediate feedback from participants through discussions and questions (University of Washington, 2013). This allows the trainer to modify her/his teaching depending on each individual group's needs. Also, face-to-face training provides an opportunity for participants to meet and interact with others who are going through similar experiences, and make stronger connections to their community. Face-to-face training creates a social atmosphere that provides much-needed support and encouragement for participants.



List three pros and three cons of online training.

Pros	Cons
1.	
2.	
3.	

Would you use online training for your program? Why or why not?

Though face-to-face orientation is the preferred format to deliver orientation, there are certain times, as mentioned above, when that may not be possible. When instruction does have to be provided online, trainers should consider ways to make Skype or webinar sessions interactive (Su, Bonk, Magjuka, Liu & Lee, 2005). Trainers can show slide presentations on Skype or just speak face-to-face with participants and show pictures or objects that the participants can discuss or critique. Webinar tools allow trainers to get feedback and test for understanding through polls, written Q&A, chat boxes, and verbal exchanges. If there are several webinar participants, the trainer can ask participants to role-play and dialogue with one another. It is usually best to break up content in segments of approximately 10 minutes or less to maintain the participants' attention. Also, ask participants to stand up, to stretch, or even to send in digital photos that you can instantaneously add to the presentation to make it fun and to keep their interest. More information on making webinars interactive can be found at: <http://www.facilitate.com/support/facilitator-toolkit/docs/designing-interactive-webinars.pdf>.



## Blended Learning

Blended learning uses technology, such as computers, to supplement face-to-face classroom instruction (Moore, 2009, p. 2). With blended learning, trainers can incorporate technology into broader orientation and training programs. Interactive learning software, such as Rosetta Stone, online communication platforms that allow participants to interact online with each other, and web-based learning tools are all examples of technology that can support or complement classroom training. One of the benefits of blended learning is that it allows flexibility for participants to access materials online and learn at their own time and pace. Additionally, it may also help participants who have a limited understanding of computers to develop some basic technology skills (Moore, 2009, p. 2).

When incorporating online learning into a program, trainers should consider participant access to the technology, whether at libraries, community services, or at home. Some agencies have computer labs that are open to participants to use at specific times. It is also important to make sure that technology-based learning does not replace face-to-face instruction, but instead complements it (Moore, 2009, p. 3). In-person interaction is essential to providing orientation to refugees because it allows them to become familiar with fellow refugees, service providers, neighbors, and community members who can help provide them materials and/or social support as they learn about and adapt to life in the United States.



What is one reason an online learning environment could be useful in training? Describe how a training topic could be delivered using a blended approach.

Using the chart below, write examples of training topics or sessions that could take place in these settings.

Setting	Example of training topic or session
In the car	
Resource centers	
In the waiting room	
In the community	
Online	
Blended learning	



## Joint Orientation

How do we partner with other agencies to run a joint orientation?



In a location where there is more than one resettlement agency or organization providing services to participants, agencies can consider coordinating their orientation sessions. For example, agencies might each offer a recurring orientation session that clients of all participating agencies are invited to attend, or agencies might coordinate a schedule to offer a variety of topics to the clients of all partnering agencies. Alternatively, partnering agencies could design and co-conduct joint orientation sessions. These types of collaboration allow programs to pool resources, share guest speakers and interpreters, and draw a larger number of participants. Regular meetings between agency representatives to discuss matters such as what topics to address, coordination of interpretation, and whether scheduling changes are needed to better accommodate participants' needs strengthen such collaborations, allowing all agencies to benefit in numerous ways, including consistency of orientation messaging and cost-effectiveness.

## After the Training: Assessment and Reflection

Now that the training is over, I'm done, right?



At the end of a training session or program trainers should evaluate what participants learned, identify what items require follow-up, and see what can be improved for the next session. This section discusses what trainers should do at the end of and following a training program.

Trainers should:

- » Conduct learner assessments
- » Distribute participant certificates
- » Assess the training
- » Address parking lot items
- » Make use of learner assessments by understanding and using the data gathered
- » Conduct a trainer self-reflection and self-evaluation

## Conduct Learner Assessments

Trainers should use the learning assessment plan that was created prior to conducting the session. The assessment should capture the knowledge, skills, and attitudes that participants have gained as a result of training. The learner assessment might take place at the end of the training day or session, or on a day after the training session. (Make sure the assessment is conducted later if it does not occur immediately following the session.) Assessments can be made through quizzes or tests, by using a rating scale, by observing new skills, through a reflection or debriefing session, or by asking participants to restate information or demonstrate what has been learned through a story, pictures, or role play.<sup>1</sup>

You figure out at the end of the training that no participant understood what constitutes an emergency and when to dial 9-1-1. Do you repeat the same activity that you did before on this topic, or try something new? Should you move on to another topic? Should you talk with volunteers or case managers to see how they can help reinforce this topic?

<sup>1</sup> Providers should refer to agency guidance on assessment requirements.

## Participant Recognition and Certificates

For many participants, particularly those who may be least ready for resettlement, certificates and graduation ceremonies are a source of pride and accomplishment. Knowing a little about how these things are perceived and approached by the relevant culture(s) can be helpful.

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

Most participants appreciate receiving certificates upon completing the orientation session. Trainers or program staff can simply print and hand out certificates or, depending on resources and time, they can hold a graduation celebration or party. Programs might consider including their most important training messages on the backs of certificates to serve as reminders to participants when they have finished orientation.

The graduation ceremonies and certificates delivery get very emotional every time. A couple of times we had the opportunity to share this sweet moment with [local officials], so the participants feel that accomplishing CO is a real important step in their new life. If there are no “personalities” available, the CO trainer delivers the certificate and the rest of the staff takes pictures during the ceremony. They feel the certificate empowers them to move on to a life full of success.

During some assistance at the airport I’ve noticed that some of them take their certificate as part of their personal IDs and important belongings, which demonstrates the special meaning these sessions have for them.

Case Worker, Resettlement Support Center Latin America  
(International Organization for Migration)

## Training Assessment and Evaluation

At the end of a session, trainers and other stakeholders want to consider what went smoothly and what needs more work. Trainers should think about what they excelled at and what could be strengthened for the next training. Trainers might also ask participants to give their feedback about the training. This can be done by asking participants to write on flipcharts that have happy or sad faces or + and - symbols to show what activities were favorites and worked well and what didn’t. Trainers can also ask participants in a debriefing to verbally share what the most significant part of the training was to them personally. Trainers should make note of these items for when it is time to prepare for the next session or program.



After a session, the trainer notices that there are several parking lot issues remaining that have not been addressed. The trainer does not have time to research and answer these all by himself. Should he skip some of the questions? Should he enlist the help of others? If so, who can he reach out to? What would you do in this situation?

## Address Follow-Up Items

If there were follow-up items on the parking lot flipchart sheet or gathered during the training session, these items should be addressed. Trainers and staff should work together to do further research or to ask the appropriate colleague to address specific items with a participant or a group of participants. To fully cover follow-up items, a program may need to plan and conduct a follow-up training session.

To accommodate requests for more in-depth information on topics that may not be a part of the basic orientation services, it may be helpful to offer special supplemental sessions that address the specific interests of participants. Trainers can also enhance or expand complex sessions that cover multiple topics and address a variety of participant interests by adding a new session that covers a new topic, such as applying for a bank loan or parenting.

Whatever the parking lot items may be, it is important for trainers and program staff to address them.

## Make Use of Learner Assessments

Trainers and programs find learner assessments useful in understanding what an individual or group of participants learned from a training and what gaps still exist in their knowledge, so that further training can be provided as needed. This information can also be used to help identify the needs of future participants, and can help a program consider the effectiveness of methods used to deliver the training.

### Understanding Data Gathered

Data gained from training assessments indicate whether instruction was effective in the short-term, meaning that participants are able to demonstrate that they understood and remember the concepts learned (Center for Applied Linguistics, 2014).

Given the type of information taught in orientation for refugees and immigrants, it is possible that people who score low on an assessment may be quite successful in using the knowledge and skills gained from the training in real-life situations. As most people have experienced, sometimes abstract knowledge learned in school does not make sense until there is the opportunity to apply it in real life. Low assessment outcomes might not be sufficient evidence to determine that orientation was ineffective for some participants. (To learn more about adult learning and retention, visit page 42.)

That being said, there are many great uses for data gained from learner assessments. A trainer or program can compare outcomes of different groups, such as older versus younger participants, men versus women, participants from different ethnic or linguistic backgrounds, participants with varying education levels, participants with family in the United States versus those without, and so on. Programs may also find it useful to compare outcomes of participants who had different types of training, such as one-on-one versus in-class instruction, or previous cohorts versus a more recent cohort that used a new curriculum.



After completing a learner assessment, you find that participants did not understand which cleaning supplies are most cost-effective. What does this mean?

What do I do with all this information?



## Using Data Gathered

An assessment provides information about what participants learned to the trainer and the agency and, if reviewed with the learner, to participants themselves. It also provides information on the effectiveness of the session or program. Based on the assessment data that shows what was misunderstood or missed, trainers can provide additional orientation to the individual or a group or inform case workers/managers or volunteers about information that may need to be reviewed with an individual participant, case, or a group of participants at future meetings, sessions, or home visits (Center for Applied Linguistics, 2014).

Trainers can use the information gained from a learner assessment to identify what worked well and what messages were not understood in a training session. The data help programs identify what changes should be made to the instruction, be it the messaging or the method, for future training programs. For example, based on an assessment, a trainer may determine that parents did not understand how to become involved in their child's education. The trainer could use this information to consider changes to both content and methods that will help participants better understand or even practice ways to get involved at their children's schools.

Data gathered from an assessment can be also be used to make decisions about staff training. It can be shared with local partners and community organizations to help them refine their services or instructional delivery.



List three ways you or your program can use the results from a learner assessment.

## Program Sustainability

Assessment data and information gathered from program evaluations can be useful in strengthening a program overall and can even potentially assist with future funding opportunities. Outcomes from learner assessments provide valuable data to demonstrate effectiveness, justify activities, and determine participant needs. Ongoing assessment, both formative and summative, informs the program and provides the opportunity for regular changes to orientation programs, delivering the services most needed by participants.

Stakeholders and potential funders want to know if the programs they run or fund are effective. Programs should be prepared to help stakeholders understand data by tracking information on the population and program. This could strengthen and expand partnerships, thus providing additional resources or supports to strengthen the program.

## Using Learner Assessments for the Next Needs Assessment

A needs assessment and a learning assessment may utilize the same tool in different ways: A needs assessment tells us what participants want and need to learn, while a learning assessment tells us what they have learned. But there is a close relationship between the two.



After reviewing learner assessments, the trainer notices that many participants had questions about how they could access ethnic grocery items. With this in mind, the trainer meets with caseworkers and ethnic community representatives to compile a list of ethnic food stores in the area. The trainer turns the list into a handout and provides copies to agency staff and volunteers so it can be shared with participants. What are some other things the trainer could have done in this example?



After conducting a needs assessment, you find out that participants are having a hard time understanding tenant rights and responsibilities. You remember that this group of participants found the role play activity very effective in learning about another topic. You decide to use this method again for the next session since it worked so well the first time. Do you agree with the trainer's plan? Why or why not?

A learning assessment can provide feedback that can be used when gathering information for a needs assessment. For example, if participants from one orientation session or program did not understand when they should call their landlord, this gap in knowledge can inform a future session, either with the same group of participants or with a new group of participants. A trainer may decide to convey the information in a different way (e.g., by using pictures, playing a game, or conducting small-group discussions) or plan to spend more time on that topic with a future group (using the same method of delivery, or adding new methods to convey the information). Trainers should remember that a learning assessment can provide information about a group of participants who may or may not resemble or have similar needs as future participants. Additionally, a single question on an assessment may not sufficiently represent a participant's understanding of a concept. For this reason, trainers should conduct several types of needs assessment with new participants when developing or revising a training session or program.

Used together, a needs assessment and a learning assessment can help measure the knowledge and skills that participants have gained through orientation. Needs assessments capture some of what participants already knew before the orientation, and learning assessments illustrate some of what they know after the training. By comparing the pre-session, interim, and postsession assessments, a trainer can track a participant's individual and relative progress toward meeting certain learning objectives. For example, a participant who is very familiar with modern appliances may have already met an established learning objective prior to starting the session. However, when a participant who has had limited previous exposure to modern appliances learns how to safely use an oven through the course of orientation, s/he will be able to record having achieved the learning objective as a result of the training. The two participants will also perceive the achievement differently. For the first participant, it was not an achievement, but for the latter, it may have been an immense achievement gaining this new and critical skill. Trainers can measure the effectiveness of training and participant learning based on an individual's starting point, their progress toward the established objectives, and the gaps in learning that still exist.

## Trainer Self-Reflection and Assessment

In addition to participant learning assessments and training program assessments, trainers should also take time to reflect and assess their own performance. Self-assessment and peer-assessment can be especially useful when analyzing participant learning and training program assessments. Trainer communication and performance is just as important as content, session design, methods, and materials in delivering effective training.

Do you want to learn more about trainer development, giving and receiving feedback, and on-going trainer self-evaluation? Visit page 190.



## Chapter Reflection

- » Your training session includes participants with conservative views on gender identity and sexuality, as well as two people who identify as transgender. How would you help foster a safe, inclusive, and positive learning environment?
- » You and a co-trainer are developing a lesson plan on home safety issues. Your co-trainer wants to use written handouts with pictures to discuss home safety issues. What are five other real-world materials (or realia) that you could include in your training? How would you bring these ideas up with your co-trainer?
- » A highly educated, male military employee is dominating the conversation and contradicting a lot of what you as the trainer are trying to present. Some other participants, especially the women, are being quiet and you think they might feel overwhelmed and confused by the conflicting messages. What are some things you can do?
- » An interpreter will be joining you for a field trip. What will you take into consideration when planning the trip?



# Chapter 4

# Developing Trainers and Partnerships

The purpose of this chapter is to assist trainers, staff members, and supervisors with ongoing professional development of those involved in training, resource development, and development of the agency's program as a whole. Community involvement is also discussed as an effective way of strengthening training and building partnerships.

## Chapter Critical Questions

Some frequently asked questions that this section answers are as follows:

From trainers:

- » How do I know if I'm doing a good job as a trainer?
- » What kind of trainer am I? What are my strengths? What are my challenges?
- » How can I become a better trainer?
- » How do I recruit, screen, train, and work with volunteers and interns?
- » Which community partners and leaders can I work with and in what capacity?

From program supervisors or lead trainers:

- » Whom should I assign to be responsible for training?
- » How do I ensure staff are providing effective and efficient training?
- » How do I evaluate my training program? What are our strengths and weaknesses?
- » How do I assess and help improve trainers' skills? Where do I start?
- » How do I integrate training-of-trainers into my program's plans and goals?

## Developing Trainers

### Trainer Backgrounds

Different programs choose a variety of trainers and staff to organize and deliver orientation based on the needs of the program. These decisions may be based on time, resources, and interests. Ideally, a person (or people) should be dedicated and assigned to deliver orientation. The person(s) responsible for training should be fully invested in training and have the time and interest to develop the program further. When choosing the person(s) responsible for delivering the orientation sessions to participants, there are two important considerations: First, trainers should have adequate training and background in both the content and training methods. Second, when possible, programs should consider extending professional development opportunities related to training to all staff members or other service providers

Who is a trainer?



who interact with participants. Every service provider or staff member delivers some sort of training or orientation, even if it is only informal modeling of behaviors, such as nonverbally demonstrating appropriate behavior when shaking hands.

Case workers/managers often have the responsibility of delivering orientation to refugees domestically. Their critical role in the resettlement process, their case management work, and, in some instances, their language capacity can make them effective orientation providers. Other orientation providers may be former refugees themselves who are hired because they bring valuable language skills, knowledge of cultures, and first-hand experience with the resettlement process. Regardless of their backgrounds and experience working with refugees, all orientation providers and trainers should assume the role of a professional trainer and take orientation and training seriously as a field with its own standards of excellence. Toward this end, they should familiarize themselves with requirements and objectives, prepare carefully for sessions, provide orientation in an interactive and engaging manner, adjust orientation to their participants' needs, and know the services available in their community.

Some trainers have teaching backgrounds or have received teacher training. Their classroom experience provides them with valuable teaching tools and techniques. However, they need to understand the differences between delivering orientation and formal classroom instruction and teaching in schools. Teaching is often considered to be the transmission of information or knowledge. The orientation and training of refugees and immigrants, however, is designed to do more than impart knowledge or skills. Orientation is designed to help participants develop the real-life knowledge, skills, and attitudes needed to negotiate the world outside the classroom. Trainers must convey information, through learner-centered activities. Many trainers need to adjust the methods they have used in other settings to appropriately meet the needs of orientation participants.

	Teaching	Training
Learner-centered?	Maybe	Yes
Address knowledge?	Yes	Yes
Address skills?	Yes	Yes
Address attitudes?	No	Yes

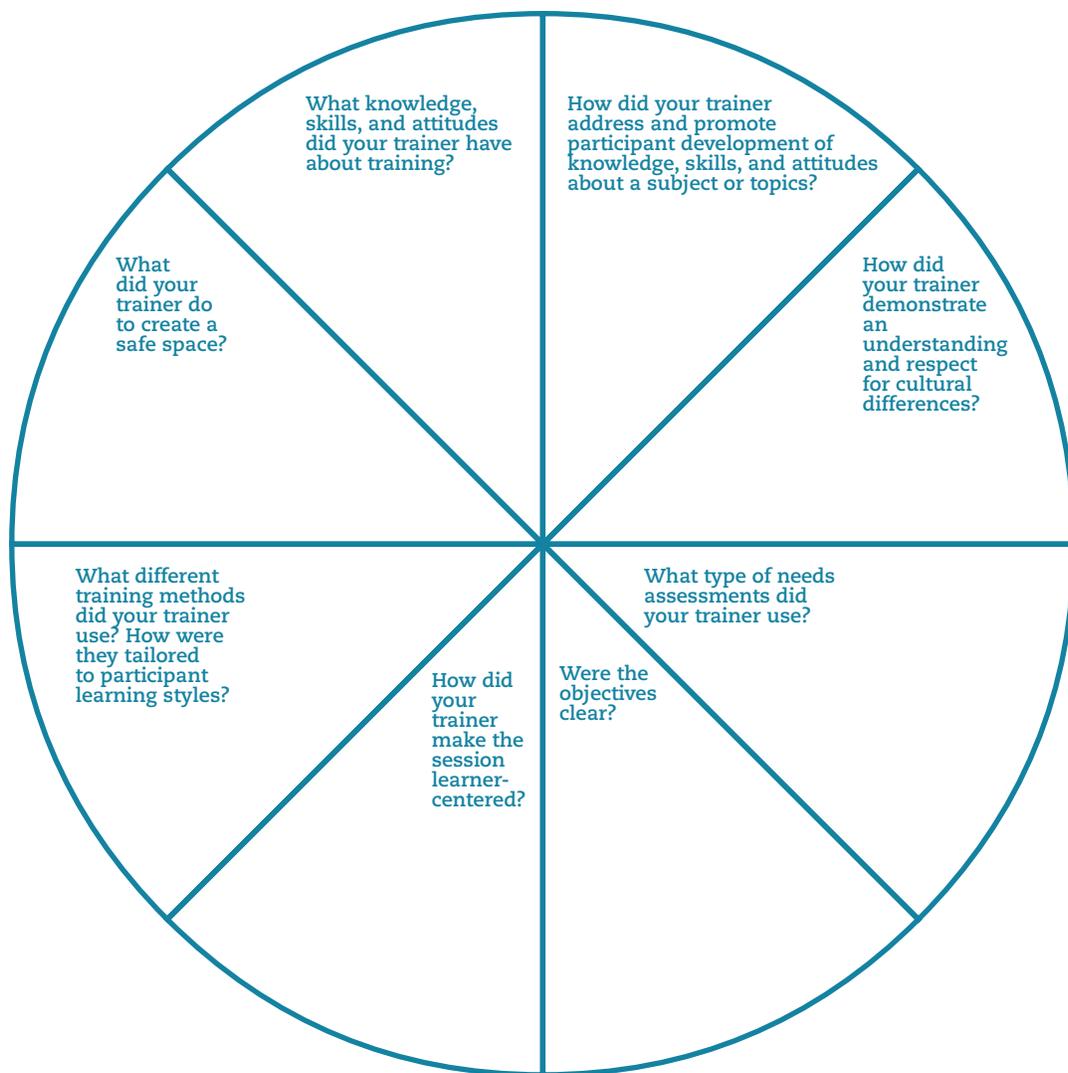
## Qualities and Characteristics of an Effective Trainer

There are many attributes of an effective trainer. Some, such as empathy, are harder to teach, but other, such as basic skills, areas of knowledge, and attitudes, *can* be taught and learned.



Think about one or two trainers or teachers you had who were very effective. What factors made their sessions engaging? How did the materials they covered, their presentation style, the activities they ran, or other things contribute to your opinion of their training? How do these factors relate to what makes a good trainer? Complete the pie chart below by writing examples of these attributes in the appropriate pie piece.

Even experienced trainers need to invest in identifying the needs of the participants. Case workers/managers and former refugees may consider themselves aware of the needs of their participants, based on their professional and personal experiences, and in many cases they are. However, trainers should remember that each person comes with a unique background, set of experiences, and needs and interests. This is why conducting an ongoing needs assessment is important and will contribute to an effective orientation program.



## Trainer Self-Awareness

Trainers who understand their strengths, weaknesses, and preferred training styles are usually better able to modify sessions to suit their strengths. Trainers with this genuine self-awareness are also more likely to appreciate feedback and continue learning and practices so they can strengthen areas in which they are not as strong.

To learn more about their personal training styles, trainers should consider the following questions:

- » Do you facilitate best when standing in front of a group or sitting on the floor with participants?
- » Do you teach to the front of the room or the back of the room?
- » How do different groups of participants react or respond to you? Do you notice participants' reactions, and how do you react or adjust your style?
- » How confident are you with your content knowledge?
- » Are you humorous or more serious?
- » What kinds of experiences have you had when working with others?
- » Do you think about ways to modify your methods/activities after a session?

What kind of trainer am I? What are my preferences, strengths, and challenges? How can I become a better trainer?



 What Kind of Trainer Am I? Worksheet, p. 229

The more a trainer understands her/his content knowledge, training skills, facilitation abilities, and attitude and approach to training, the more effective training s/he can make sessions. Therefore, supervisors and lead trainers should help trainers in pursuing this understanding.

## Trainer Self-Reflection After a Training

When an activity, day, or session is completed, trainers should take some time to reflect on what happened. They should consider what went well, what could have gone better, and what factors affected this. They may wish compile feedback on each segment or session, or they may choose to categorize their feedback by their areas of responsibility: content, trainer facilitation, logistics management, communication with participants, interaction with interpreter, and so on.

Think about a training or session you led (or one that you attended). Practice this reflection by answering the following questions:

What should I be thinking about right after an activity, day or session?



Training Reflection Worksheet for Trainers, p. 231

What went well?	What could have been better?	What will I do next time?

Trainers who make notes throughout their sessions can refer to them when planning future sessions. When possible, trainers should also talk with fellow trainers or supervisors to gather ideas and feedback about the training, reminding their colleagues that constructive feedback is most useful in improving training skills and future sessions.

A trainer who is invested in her/his own learning and in the continuous improvement of the orientation will ideally develop an action plan to improve her/his training skills based on the session and previous sessions. After gathering feedback, a trainer can choose two or three things to improve in upcoming sessions. Trainers should establish a timeline and date to check in on their progress again based on how often they will get to practice their new or improved approaches. For their check-in, they can review the feedback they have gathered from others and their own personal reflections and then identify what has gone well. When a trainer feels they have made adequate progress improving the initial two or three skills, they can choose two or three more to continue their cycle of learning and improvement.

Trainer self-reflection and assessment processes work best when trainers are open to feedback and objective in their analysis of themselves and others. Trainers who are very honest with themselves and others have more opportunity to improve as trainers.

Trainers should consider the following questions:

- » Why is this reflection important?
- » Why is honest feedback important?
- » What are some strengths in your training style or program?
- » What are some things you would like to improve on, or would like to see your program improve on?

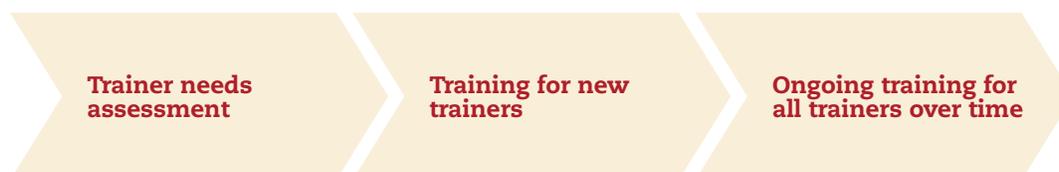
As trainers continue delivering trainings and improving their skills, they should be encouraged to update their responses to these questions.

Do you want to learn about trainer self-assessment? Visit page 201.

## Providing Training for Trainers

Training for trainers is an important investment in improving training programs as a whole. By developing trainers' capacity and training skills, staff ensure they are providing effective and efficient training to participants. Trainers can improve their own training skills and contribute to the development of other trainers when working together. However, supervisors need to support this professional development and have the responsibility to set aside time, to prepare and deliver staff training (or delegate that task to someone), and to provide access to other resources for staff to improve themselves as trainers.

Training of trainers can be provided in different ways according to the needs, capacity, and resources of programs. The following shows the progression in developing and providing training for trainers.



## Developing Trainers' Skills

Before initiating training for trainers, supervisors should think about their team's best practices and common challenges, as well as the unique strengths and weaknesses of individual trainers. Supervisors can reflect on which best practices they feel most confident about, their teams' strengths, common challenges, and the areas they would like to work on.

 The agency supervisor wants to train her staff on how to reinforce orientation messages when they are working with participants. If you were the supervisor, what are some different methods that you would share with staff and what examples would you provide them with?

 What can I do as a supervisor to develop my teams training skills?

 Developing Yourself as a Trainer Worksheet, p. 232



Here are some common challenges in providing training to trainers and some strategies for addressing gaps in knowledge, skills, attitudes, and logistics.

Planning, preparing, and facilitating training are shared efforts. They are not the sole responsibility of a few trainers. Orientation providers and other agency staff members can reinforce main messages in their interaction with participants during and outside formal training sessions. This cross-training can be extended beyond case workers/managers to other agency staff members, as well, so that they too can stress main messages in their interactions with participants, other partnering agencies, and other partners within the community. By broadly involving all stakeholders in the development and delivery of core content and objectives, trainers can promote shared responsibility in training and supporting participant learning. More information on joint training and co-training can be found on pages 180 and 168.

Before training trainers, programs should have solid training content and approaches. Through programmatic needs assessments, programs can identify the strengths and gaps in a program, and then fill these gaps before training trainers on conducting the training program. Many programs involve experienced trainers in program design or revision processes, as they bring valuable expertise or experience. Trainers who are new to the field can offer fresh perspectives, but their involvement in making decisions about program content might be limited, as they lack the broader expertise.

	Common challenges	Suggested strategies
Knowledge and skills	<ul style="list-style-type: none"> <li>» Trainers have widely varied capabilities and knowledge, thus different needs for professional development.</li> <li>» Staff are eager and interested in training, but do not have the knowledge, skills, or training experience required.</li> </ul>	<ul style="list-style-type: none"> <li>» Provide comprehensive initial training and consistent ongoing training.</li> <li>» Take advantage of experienced trainers as resources for newer staff.</li> <li>» Observe trainers in action as often as is feasible and provide targeted feedback and additional training.</li> <li>» Match content of training to the reality of what trainers encounter in their work.</li> <li>» Ensure accuracy and consistency in trainings.</li> <li>» Incorporate aspects of cultural adjustment and working with diverse groups throughout the program to reinforce staff roles as trainers in a cross-cultural context.</li> </ul>
Attitudes	<ul style="list-style-type: none"> <li>» Trainers resist changing their training approaches or have difficulty receiving feedback.</li> <li>» Trainers may feel their skills and knowledge are sufficient and don't need further development.</li> </ul>	<ul style="list-style-type: none"> <li>» Help trainers identify their strengths.</li> <li>» Help trainers identify challenges and ways to approach challenges.</li> <li>» Motivate and encourage staff to improve their skills.</li> <li>» Provide flexibility for experienced trainers to modify materials. This may 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 her/his own thoughts and feelings.</li> <li>» Provide incentives to trainers by providing gifts, prizes, certificates, awards, etc.</li> </ul>
Logistics	<ul style="list-style-type: none"> <li>» Assembling all trainers at one time for group sessions because of challenges such as travel schedules, time constraints, and limited resources.</li> <li>» Staff fill multiple roles, which place demands on their time and priorities.</li> </ul>	<ul style="list-style-type: none"> <li>» Schedule regular trainings well in advance and plan orientation schedules accordingly.</li> <li>» Set up remote access for absent staff, when feasible.</li> <li>» Utilize more experienced trainers for peer trainings.</li> <li>» Communicate openly about training-of-trainer objectives, the value of professional development, and program expectations for ongoing training of trainers.</li> </ul>

## Where to Begin: A Needs Assessment

Lead trainers (or supervisors) can start preparing for a training-of-trainers (ToT) session with a needs assessment to identify the attendees and their strengths and weaknesses. If preparing a ToT session for current trainers, the lead trainer might observe trainings led by the trainers and also survey the trainers to help determine focus areas for improvement. The needs assessment should be based on your program's expectations of trainers related to their characteristics and knowledge, skills, and attitudes.



When observing a trainer, consider how they demonstrate their competence in the following aspects of training and label each on a scale of one to five, one being least capable and five being most capable.

Knowledge of:

- Programmatic information
- The backgrounds of refugees and immigrants
- The unique needs of refugees and immigrants
- What participants need to know about resettlement and integration
- The community and what is available to participants
- The stated objectives of the particular program

Skills:

- The ability to conduct a needs assessment of participants
- The ability to plan and prepare for sessions
- The ability to engage in interactive and experiential training
- The ability to create a positive learning environment
- The ability to manage challenges in the classroom
- Effective approaches to engaging with special populations

Attitudes:

- Demonstration of cultural awareness
- Demonstration of cultural respect
- Willingness to try new activities
- Open to constructive criticism
- Interest in working with participants
- Interest in becoming a better trainer

Trainers can also use this assessment tool for self-reflection by rating their own level of competence and comfort.

What skills are the most important for trainers to develop?



 Needs Assessment Worksheet for Training-of-Trainers Sessions, p. 234



Trainers must attain extensive knowledge, skills, and attitudes to effectively design and deliver orientation. They must also build on and expand their knowledge, skills, and attitudes. Lead trainers can encourage trainers to learn, review, practice, and improve over time. Lead trainers can do the following as mentors and coaches:

- » Work with trainers to identify and prioritize a few areas for improvement. Review the progress on those areas periodically and add more focus areas over time.
- » Observe trainers and discuss their training sessions with them on an ongoing basis. Conduct ongoing needs assessments to identify additional ways trainers can be supported.
- » Strive to learn the most effective ways of providing feedback to trainers. Each person has unique needs and different things that motivate her/him.



Consider the suggestions provided for developing trainers and ToT programs and answer the following questions:

- » Do you agree or disagree? Why?
- » How often do you provide feedback to trainers? (e.g., after each session, monthly, quarterly, once a year)
- » 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 steps can I take to train a new trainer?



### 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.)



### **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.)

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?



To provide some insight during a training-of-trainers session, lead trainers may conduct the beginning of the session in a language that is unfamiliar to participants. This may be an experience that trainers are unfamiliar with themselves and helps them better understand what others are going through when learning in a language that is not their first language or that they do not know well.

If the trainer is willing to try something new, role plays are an excellent tool for participants to explore their feelings and attitudes, as well as develop new skills. Role plays can provide participants with a realistic simulation of a situation they would likely face in the U.S. and assist them with exploring how they could best respond. When followed by an appropriate debriefing session, participants learn from others, explore why they feel the way they do, and [learn the] possible consequences of a particular decision/action or even inaction. ... A vital part of making a role play fun as well as effective is to create an atmosphere that participants feel comfortable to become involved in the role play. ... The trainer should model confidence and ease for the participants. This will make them feel less pressure to “perform.” It may be a participant has never shared their opinion on a topic before, let alone been asked to act it out in front others (who are potential strangers).

Cultural Orientation team, Resettlement Support Center South Asia  
(International Organization for Migration)



Which of the ongoing training options listed above did you receive or do you deliver? Circle those that would be useful to you or your trainers.

The ToT techniques listed above serve as models that might be more realistic in some settings than in others. Supervisors and lead trainers should conduct ongoing trainer needs assessments and find ongoing professional development and training options they can work into their programs, given their capacity and resources.



Choose one ToT recommendation to work toward implementing. What are the challenges or obstacles that you anticipate? What resources do you need to overcome those obstacles?

Deo was a part-time case worker/manager and has now been hired full-time to also provide orientation. He is very knowledgeable about the resettlement process and orientation content, but does not have any teaching or training experience. What are the first three steps you would take to train Deo?

<b>Training goal</b>	
----------------------	--



<b>Challenge or obstacle</b>	
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<b>Resources</b>	
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## Individual Training Plans

Trainers should strive to increase their own skills and seek out support as needed. To accomplish this, trainers and supervisors can work together to develop individual training plans based on the trainer's strengths and needs. After completing a trainer competency checklist or needs assessment worksheet (which could include items such as training style, knowledge of learning theories, training skills, planning, and classroom management), the trainer and supervisor can work together to create a plan that outlines knowledge, skills, and attitudes for development and possible strategies for achieving those objectives. The training plans encourage trainers to develop further at their own pace and to reflect on their learning. Training plans, however, should not serve as a stand-alone training tool and instead be a part of a multi-tiered training process.

How do I develop an individual training plan for a trainer?



Learning contracts were a tool predominantly for new trainers to identify their learning needs and goals to engage in self-directed learning and exploration.

Cultural Orientation team, Resettlement Support Center South Asia  
(International Organization for Migration)

Some programs and supervisors refer to individual training plans as *professional development agreements* or *contracts*, much like a participant learning agreement or contract. Just as trainers assess participants at the end of a program, supervisors should evaluate trainers upon completion of the training plan.

## Regularly Assessing Trainers

Trainers benefit from regular training reviews and updates, as well as brief, periodic conversations with supervisors, colleagues, and other trainers. Just as assessing the knowledge and needs of participants is key to effective orientation, so too is conducting regular assessments of a trainer's needs, abilities, and levels of competence in areas that are critical to effective training.

## Evaluating Trainers: Observations, Feedback, and Self-Assessment

Supervisors and trainers can use performance standards for the program, individual training plans, and the framework of *knowledge, skills, and attitudes* (KSAs) as the basis for trainer assessments and evaluations. Most trainer monitoring and evaluation is done through observation, the exchange of feedback and self-reflection on that is based on trainer job descriptions and the agency's performance evaluation for staff in general. Specific criteria related to training content, knowledge, skills, and attitudes should be captured in trainer feedback, assessment and evaluation tools. The focus on feedback for trainers should be two-fold:

- » Is the content delivered accurately?
- » Is an engaging learning experience provided?

Do you want to learn more about the KSAs? Visit page 20.

## Trainer Observations



Supervisors, peers, or other observers preparing for a trainer observation should ensure trainers are given ample opportunity to review any observation forms to be used. The purpose of trainer observations is to ensure that trainers are consistent, effective, and accurate in their messaging, content, and facilitation. The following lists outline elements of a trainer observation.

What should I be looking for when I observe a trainer?



During observations:

- » Trainers should use consistent and accurate messaging, content, and facilitation.
- » Observers should use consistent criteria for assessment and feedback. This should include what the program has deemed important, and might include messaging, content, and facilitation.

Observers should:

- » Focus on the goal of the feedback process: To improve the trainer's performance.
- » Provide feedback in a respectful manner that reaches the goals of the observation.
- » Recognize that all trainers have "on" and "off" days; thus, frequent observations will give the team an optimal view of how the trainer is performing. Also, remember that having another person in the room changes the group dynamic.
- » Encourage the trainer to think about and comment on their own performance before providing feedback. This helps an observer see how the trainer reacts to a session and helps identify whether the two agree on trainer strengths and weaknesses. This also permits the trainer to share their perspectives.
- » Remember that the use of constructive criticism and feedback is very effective in developing training skills. Feedback should be provided orally and in a written format.

 Training Session Observation Worksheet, p. 236



 You are a lead trainer who will be observing a new trainer deliver orientation. Should you provide any information to the trainer ahead of time? Why or why not?



When resources allow, videotaping a training can allow trainers to observe themselves or others.

Videotaping a session can be used in a number of ways:

- » The trainer can review the videotape and complete a self-observation worksheet.
- » An observer can sit in on the session being videotaped. The trainer can review the tape before or after receiving feedback from the observer on the session. This allows the trainer to have a more accurate picture of what the observer saw.
- » A trainer can review the videotape, and then watch the tape a second time with an observer. This provides trainers the opportunity to review and consider their own experiences, and then discuss a second review with an observer.



As noted previously, peer-trainer observations are very effective, especially when a program follows a standard curriculum with variations used to convey the same main messages.



In what ways would reflection by video be challenging? How would it be useful?



## Feedback to Trainers



Lead trainers are generally responsible for giving feedback to trainers and for ensuring consistency and fairness in trainer assessments. They see that feedback is constructive and provided in similar formats and timeframes for all trainers. Standardizing a program’s feedback and observation forms to include the core training knowledge, skills, and abilities, as well as important elements like logistics, preparation, administrative tasks, teamwork, and communication, can help maintain consistency in giving feedback.

Strong communication between staff (both peers and supervisors) is extremely important when providing feedback.



Consider the following feedback phrases that you might give to a trainer. How would you rephrase them to make them more positive and constructive?

You are a lead trainer observing two case workers/managers who co-facilitate training sessions when needed. You see that both have very different personalities: one is outgoing and energetic, while the other is reserved and quiet. Both do an effective job of relaying information to participants in an engaging way, but with different teaching styles. How do you provide meaningful feedback to the trainers while taking into account these different styles?

Feedback phrase:	Rephrased in a more positive and constructive way:
That didn't go very well.	
Your participants weren't engaged.	
Why didn't you debrief that session?	
You didn't have very good transitions between activities.	



Supervisors who observe and provide feedback to trainers on an ongoing basis should help trainers identify one or two things to work on and outline a step-by-step process for improving them. As progress is made, the supervisor can revise or add to the list of areas for improvement. This incremental approach allows trainers to make adjustments and develop new habits before moving on to other areas for improvement.



Who on staff will be tasked with ensuring proper communication and feedback is occurring?

## Ongoing Trainer Self-Assessment



Reflection and self-assessment are important processes for trainers if they wish to improve their training skills. When given proper guidance and reflection tools, a trainer with a genuine interest in improving can use self-evaluations to greatly advance their learning and improve their skills. Self-reflection is most effective with trainers who are willing to identify weaknesses—and they are often the strongest trainers.

How can I track my progress as a trainer?



Self-evaluation can be accomplished in a number of ways. Trainers might complete a self-assessment form, similar to (or the same as) an observation assessment form, after completing a session. Trainers might also try to assume the role and perspectives of one of their participants then complete a training observation form about their performance.

Training Reflection Worksheet for Trainers, p. 231

Trainers can be encouraged to record notes and thoughts in a journal. Journals might include notes about their progress as a trainer, their thoughts about trying new things, or design considerations when developing new variations or materials. These notes can be particularly helpful for training programs that permit trainers to adapt curricula to match their strengths.



Think about the last training you delivered.

Spend a few minutes writing a journal entry about that session by completing the following sentences:

- » The part that went well was...
- » The part that needed improvement was...
- » Next time I would...
- » I felt good about...

Another way trainers can further develop skills is through developing new resources or variations on existing materials. By applying her/his interest in, research on, and experience with a particular topic, the trainer can develop a training or activity plan and try it out with guidance from a supervisor or fellow trainer. Another trainer can then attempt to follow the directions and facilitate the new or revised session. Afterwards, both trainers can exchange feedback and reflections for further revisions and improvements. This tactic allows trainers the opportunity to be a part of program development, and the chance to be creative and develop something with others by assisting in the revision process.

Self-reflection is challenging for trainers, but it is very important if they wish to apply their experiences to solve problems and improve future training.

## Developing Partnerships and Community Involvement

Strong partnerships are important to orienting participants to the community. Partnerships are formed between organizations and individuals who share similar interests in the successful orientation of participants.

### Partnering With Community Members for Orientation

Community members can bring a wealth of knowledge to orientation sessions. Programs may want to consider partnering with community members to provide orientation. Examples of partnering include inviting community members as guest speakers to discuss specific orientation topics, having retired professionals regularly conduct certain orientation sessions, and enlisting volunteers as family mentors to reinforce orientation messages outside of formal orientation settings. Community members may include teachers and school officials, social services staff, health professionals, faith leaders, law enforcement officials, ethnic community leaders, former refugees or immigrants, political leaders, business owners, landlords, and volunteers.

Who in the community would be helpful to partner with?



We try to bring in a volunteer that is from [participants'] community that may be able to assist them in more of a long-term role so they have support system in place as they continue to learn.

Refugee Resettlement Director, Catholic Charities—Diocese of Winona



Which members of the community are currently involved in your trainings? Who else would you like to involve?

## Benefits of Including Community Members in Orientation

By including a community member or a representative from a community organization in orientation sessions, participants get the opportunity to meet and interact with community members whom they may not have met before, or whom they may be cautious of, such as police officers. It also allows participants to get more detailed information about a topic directly from the source, to learn about that organization, and to familiarize themselves with a person they might meet when going to their office. Additionally, involving community members in the process of orienting participants to their new communities allows them to learn more about resettlement and integration, to prepare for refugee and immigrant arrivals, to have a vested interest in the successful adjustment of refugees and immigrants, and to create a more welcoming environment within the community for newcomers.

## Types of Partnerships to Build

There are many different partnerships that agencies can develop. The use of guest speakers, volunteers, interns, and community leaders are discussed here.

### 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.



Match the following speakers with the orientation topics that you might invite them to address.

Speaker	Topic
Police officer	Medical system and personal health
Nurse	Taxes
Immigration attorney	Community services and opportunities
Retired tax professional	Safety and laws
Representative from an ethnic community-based organization	Rights and responsibilities according to legal immigration status and status change

Inviting a former refugee or immigrant to present on their own process of cultural adjustment could also be beneficial to participants. This could include inviting current or former participants as speakers who are working in various fields related to the orientation topics, such as finance professionals. Former participants can be a source of inspiration for current participants by showing the range of job options they can aspire to, along with what refugees and immigrants are able to achieve in the United States.

Refugee and Immigration Services of Catholic Charities Maine noted that their clients see a former refugee who now works at the agency and they think, “If he can do it, I can do it, too!”

A case worker/manager tells the trainer that when she took two participants to the bank, they met the personal banker who frequently comes to trainer sessions as a guest speaker to talk about U.S. banking. The case worker/manager mentions how excited participants were to see a familiar face and how the banker took some time to revise key banking terms with the participants. What are some benefits to having guest speakers attend training sessions?

## 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 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?

### 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.

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



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.
- » 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?

## Volunteers

Volunteers can help agencies reinforce the knowledge and skills that participants learn during orientation sessions. They can also assist staff with delivering different aspects of orientation. Consider reaching out to community members to volunteer their time to assist with the delivery of orientation or to provide support to the trainer or to participants. Volunteers can help with the logistics of orientation by providing transportation to participants. They can also mentor participants by helping them to navigate their community or assisting them in finding jobs, among other things.



What roles do volunteers currently fulfill within your agency? What are three things you wish you had more time for? If you had 1 extra hour a day, what would you do with it? How might a volunteer be able to help you? How might volunteers be able to get more involved in the delivery of orientation or training?

Volunteers' experience with refugees or immigrants may vary, and so it is important to equip them with appropriate knowledge and training. Depending on the role of volunteers in an orientation program, trainers may find the handout on tips for guest speakers sufficient. If volunteers are more than occasional guest speakers, programs may want to provide more extensive training.

### Volunteers Supporting Training Programs

Volunteers can offer valuable support orienting participants to their new community. They can work directly with participants and their families to show them how to ride the bus, how to pay bills, and where to buy groceries, among other things. Enlisting volunteers to help reinforce main orientation messages and skills is an effective way for participants to gain a hands-on experience of the topics they learn about in orientation and is also a way for them to connect with community members. Consider providing volunteers with a list of possible activities, along with a few teaching points, that they can do and share with participants. For example, instead of driving a participant to the library, suggest volunteers take the bus in order to show participants how to purchase a bus ticket and ride the bus.

Consider having volunteers facilitate peer or support groups. Peer or support groups can be very effective for refugees that could benefit from additional support, such as older clients, those who are preliterate, or single female heads of household with limited formal work experience. Support groups bring clients together in a casual setting to develop friendships and discuss issues that are important to them, with the purpose of providing mental, physical, and social support to each other. A volunteer could help start a support group by working with interested clients to set up meeting times and topics of discussion based on the needs and requests of group members (Edmund & Bland, 2011; see also American Brain Tumor Association, 2003; Department of Women's Ministries General Conference of Seventh-day Adventists, n.d.).

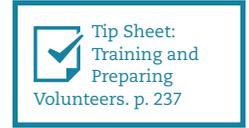
 A volunteer tells the trainer that a participant she is working with asked for her phone number. The volunteer said that she felt uncomfortable providing her personal number, but did so anyway so as not to offend the participant. What advice would you give the volunteer if you were the trainer? How can you address this possibility in training of volunteers in the future?



### Training and Preparing Volunteers for Orientation



When designing a volunteer training program or session, ensure that volunteers are provided the essential content knowledge they need to effectively provide services to the participants they are working with. This can include topics such as cultural awareness and the refugee program. As with staff training, sessions should be interactive and include a variety of materials and methods to accommodate the different learning styles of volunteers. (See page 51 for information on adult learning styles.) Keep in mind that the volunteer training program or session models some of the different teaching styles and methods that volunteers can use when working with participants. Furthermore, encourage volunteers to use these and other styles in creative ways when working with participants to discover what works best.



For agencies that have limited staff time available for volunteer training, there are other ways to orient volunteers. One way is to create position descriptions for the volunteer roles needed, such as transportation aides or family mentors. Clearly defined duties can reduce staff time needed for volunteer orientation and can also provide volunteers with a sense of ownership for their contributions. Another way to deliver volunteer training is to have an appointed volunteer leader who provides the training. Staff members will only need to fully train one volunteer (or an intern) who can then train others. An additional benefit of having a lead volunteer is that s/he can act as a liaison between other volunteers and the agency and help each understand the other's viewpoints and experiences. Another efficient way to provide training is to use a short training video or documentary featuring thoughts from other volunteers and staff about working with refugees. This could give volunteers a sense of what the work entails and what is expected of them.

When recruiting volunteers, programs should consider reaching out to resettled refugees and immigrants as well. It is important that former refugees and immigrants are prepared as adequately as other volunteers and are familiarized with the needs of different participants. As mentioned in the section on trainer backgrounds on page 187, occasionally someone who came to the United States as a refugee or immigrant may consider her-/himself to be fully aware of the previous experiences and needs of other refugees or immigrants. It is important for the individual to remember that each person comes with her/his own unique background, set of experiences, needs, and interests.

Some of the resources mentioned in Chapters 2 and 3 may be relevant and useful when preparing volunteers to work with refugees and immigrants.



What kind of training do volunteers currently receive? Underline the practices above that would also be useful training for your volunteers.

Volunteers should be supplied with the tools and information they need to complete their duties. For example, if volunteers are providing supplemental training on the U.S. work place, consider giving them a checklist of main messages to relay to participants. This could be very helpful, both for the volunteer to know requirements as well as for agency staff to know what is being covered. Also, trainers can equip volunteers with the participant or group details that they will need to effectively help participants, such as any special requirements participants have, for example, when assisting them with transportation to and from the training site. Providing this type of assistance to volunteers will help them make a positive impact and will help motivate them to return as a volunteer again.

Retention of volunteers can be essential to the services provided to participants. For this reason, coordinators should maintain regular contact with volunteers so they can identify and best accommodate their needs and interests. Consider providing volunteers with options for what they might like to be involved with and match them with the staff or families who need assistance on those particular topics. Coordinators should ensure that volunteers are comfortable with their duties. One way to stay in contact with volunteers is to conduct monthly volunteer meetings and trainings in which the agency presents on a topic that volunteers have expressed an interest in. Another approach is to send out a newsletter with updates. To make sure that volunteers have someone to reach out to if they need help, agencies can provide volunteers with contact information for a staff member. Additionally, because working and volunteering in a human services field can be emotionally taxing for some people, agencies should stress the idea of self-care with volunteers.

Volunteers are motivated when relationships are formed and when they know the client's refugee story. Breakthroughs with tutoring or particular tasks also keep volunteers motivated. When volunteers have a positive experience initially, they continue more often than not.

Volunteer Outreach Coordinator, Catholic Charities of Indianapolis

### Interns

Like volunteers, interns may deliver significant portions of orientation or provide support to trainers. Usually interns bring specific skills with them depending on their field of study or background, such as knowledge about public health issues. Consider utilizing these skills by assigning interns to develop specialized orientation sessions. Like volunteers, interns require training and preparation.

Do you want to learn more about preparing volunteers for orientation? Visit page 207.

### Community Leaders

Involvement from community leaders can be very effective since their opinions are often valued by other community members, including refugees and immigrants. Community leaders may include faith-based leaders, respected educators, local media personalities, city council members, or ethnic community leaders.

An ethnic community leader attends a training session as a guest speaker to help emphasize the importance of working in the United States. He says that it is most important for men with young children to find jobs first so that they can support their families. As a trainer, is this the main message you would like to convey to participants? If not, how would you discuss this with the leader? How might you have prepared the leader before his presentation?



Certain community leaders, who are known and trusted by participants, can help endorse or highlight the importance of orientation programs to potential participants by encouraging them to attend. Often these leaders include previously resettled refugees and immigrants. To involve these leaders, invite them to be a part of events or discussions about the needs and interests of participants. Ask for their advice and consider their opinions when developing orientation programs. Remember to make leaders aware of changes to programming based on their advice, and ask them to spread the word about the importance of orientation programs to potential participants. By doing this, programs have the opportunity to not only develop trusting relationships with community leaders, but also to learn about participant needs through the voice of community leaders who they may confide in.

It is also important for trainers and other staff to follow up with community leaders and their constituents to ensure that they continue to convey the messages you want communicated.

### Community Partnership Models



There are a number of partnership models that strengthen the orientation continuum and community involvement. Here are examples of two partnerships models that allow trainers to involve local businesses and other community members: field trips and collecting donations to use as incentives during training.

#### Field Trips Into the Community

Field trips create networking opportunities for participants as well as the chance for participants to learn hands-on about the community and recognize familiar faces during consecutive visits. Below are some common training topics with places that trainers might take participants for field trips.

What places can I take participants?



Topics	Field-trip location
Medical system and personal health	Pharmacy or clinic
Community services	Community center, park, recreation center, church
Safety and laws	Police station, fire station
Transportation	Bus station, subway station
Budgeting/Finance	Bank, thrift store, grocery store
Employment	A local store
Education	Library, community college, counseling center

Before setting up a field trip, trainers should consider the following:

- » **Objectives.** What is the goal or objective of the field trip? Are there tasks you want your participants to accomplish? Are there things you want them to look for or find? Are there people you want them to talk to? Can any of those tasks be modified for different people in the group?



- » **Logistics.** How will participants get there? If there are children in the group, do you have the right number of chaperones? What challenges might participants encounter with transportation? How long will it take for the group to get there? Are there worksheets you want to create, photocopy, and distribute to enhance the learning experience?
- » **Be prepared.** Do you anticipate any challenges? (e.g., people getting lost.) How will you address those challenges? Do participants know what to expect? How can you prepare participants for the field trip?
- » **Contacts.** When possible, contact the field trip location before you go. See if there is someone there that participants can talk to. Review the tips on working with guest speakers for guidelines.



Think about some of the potential guest speakers mentioned on page 203 (the police officer, the nurse, the representative from an ethnic community based organization, etc.). Would any of these guest speakers be willing to show participants their workplace? Are any of them potential employers? If so, how could you prepare your participants to engage with them and ask appropriate questions?

### Participation Incentives

What kind of incentives might be useful?



Incentives could include funds, supplies, or direct materials. Some incentives are relatively inexpensive, while others may require more funds. When provided, incentives can occur at every orientation session, randomly, or at the end of an orientation program, depending on what is available, and participant interest and attendance rates.

Here are some incentives that programs could offer participants by partnering with small or big businesses:

- » Small prizes for responding to a question correctly. Prizes might include candy, a small toy, pens or pencils, or other small items donated by a business or organization that uses them as promotional items.
- » Hygiene kits. Develop hygiene kits by assembling items donated by service providers or businesses, or others. Consider reaching out to local dentists to donate toothbrushes and trial-sized toothpaste or floss, local banks to donate pens and notepads, and local health clinics or hospitals to donate bandages, diapers, sanitary napkins, and other items.
- » Bus passes. Providing bus passes to travel to and from orientation sessions can increase participants' interest in attending. Consider having a bus ticket drive where people can donate a bus pass, or ask the bus company if they offer discounts if passes are purchased in bulk. As an added incentive, programs may also consider including extra credit on the pass for rides outside of orientation.
- » Develop a store that houses extra donated materials that participants could use in their daily lives. Offer vouchers to participants who attend training sessions. Items such as clothing, shoes, linens, housing goods, books, toys, cleaning supplies, personal hygiene supplies, and so on. Items can be in very good (or new) condition, or gently used. Participants can shop at the store using their earned vouchers to purchase items from their family.
- » Discounts for other community programs targeting participants. Programs could develop relationships with community service providers or businesses to offer discounts to participants who have completed orientation. Consider reaching out to refugee- or immigrant-owned businesses in the area to see if they are able and willing to provide discounts.

In some states, in order for participants to access state-wide benefits, such as financial assistance, attending orientation or job readiness training helps meet eligibility requirements. While this is a requirement, programs may use it as an incentive to remind participants of the importance of attending orientation.





Does your program offer any incentives? Does your program need to? Which of the incentives listed above sound like they might be helpful to your program? Circle those which sound plausible.

## Chapter Reflection

- » A trainer in your program would like some feedback on her training to help her become a better trainer. How would you assess the trainer? What factors would you take into account? How would you provide her with feedback? What professional development advice could you give her?
- » You set up an optional professional development workshop for both new and experienced trainers in your program and no one shows up. What are some possible reasons people didn't come? What are some strategies you could use to address these possible reasons?
- » A bilingual librarian, several public health students, and a local faith-based community center approach you about wanting to support your organization. How do you decide who, if anyone, to work with? What will you take into consideration when planning a partnership or collaboration?



# A Final Note

Orientation programs provide refugees and immigrants with the foundations they need to begin their adjustment process and their journeys toward self-sufficiency. Around the world, many dedicated trainers devote their energy and creativity to help orientation participants build the confidence and skills they need to be successful in their new lives.

Many ideas are presented in this guide that we hope will inspire program staff and trainers to think about the goals of their training and to consider ways they might improve orientation programs. By giving fresh thought to the foundations of training, assessment, planning, methods, and trainer development, programs and trainers may be able to work together to identify elements of training to improve on over time. Together they can set goals, realistic timelines, and achievable steps to help address gaps in training content and delivery.

Ongoing learning is an important goal for program participants and trainers alike. Programs dedicated to continuously strengthening orientation and expanding the talents of trainers truly benefit all.





# Appendix A

# Training Strategies

This guide provides many different strategies regarding training and orientation. Here is a list of the strategies provided and where to find them.

## 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
- » Working with children and youth: page 144
- » Working with participants with disabilities: page 146
- » Working with parents with young children: page 148
- » Working with participants with little or no formal education, limited literacy, and low English skills: page 149
- » Working with highly educated participants: page 150
- » Working with diverse groups: page 152

### **Addressing common training challenges**

- » Managing expectations, myths, and rumors: page 159
- » Addressing sensitive topics: page 161
- » Managing participants who are challenging: page 163
- » Managing breaks: page 166

### **Working with co-trainers and interpreters**

- » Co-training and co-facilitation: page 170
- » Meeting with an interpreter: page 172
- » Working with interpreters: page 173
- » Working with multiple interpreters: page 174

### **Using alternative methods of orientation delivery**

- » Alternative methods of orientation delivery: page 175

### **Developing and training trainers**

- » Addressing common challenges in training of trainers: page 192
- » Helping trainers to develop knowledge, skills, and attitudes: page 194
- » Training for new trainers: page 195
- » Ongoing training for trainers: page 197
- » Observing trainings: page 200
- » Providing feedback to trainers: page 201
- » Trainer self-assessment: page 201

### **Developing partnerships and community involvement**

- » Considerations when working with guest speakers: page 204
- » Tips for guest speakers: page 205
- » Training and preparing volunteers for orientation: page 207
- » Models of community partnerships: page 209

# Appendix B

## Handouts and Worksheets\*

Worksheet/ handout number	Title	Page number	Related content in guide
1	Understanding Your Learning Styles Through the Multiple Intelligences (for Trainers)	220	52
2	Planning a Training Session Worksheet	221	59, 72
3	Objectives, the KSAs, and Identifying Gaps to Address in a Training	223	63
4	Objectives, the KSAs, and Identifying Gaps to Address in a Training Worksheet	224	63
5	Timing a Training Session Worksheet	225	75
6	Tip Sheet: Working With Individuals	226	136
7	Co-Facilitation Meeting Checklist	227	168
8	Interpreter Meeting Checklist	228	171
9	What Kind of Trainer Am I? Worksheet	229	189
10	Training Reflection Worksheet for Trainers	231	190, 201
11	Developing Yourself as a Trainer Worksheet: Understanding and Building on Your Training Strengths	232	191
12	Needs Assessment Worksheet for Training-of- Trainers Sessions	234	193
13	Training Session Observation Worksheet	236	200
14	Tip Sheet: Training and Preparing Volunteers	237	207

\* Each worksheet and handout included in this appendix is part of a Training-of-Trainers (ToT) Workbook, whose table of contents can be found on the following page. The numbered order of the worksheets in this appendix corresponds to their order in the workbook. Additional handouts and worksheets (not included in this appendix, but listed in the table of contents that follows) can be found in the Refugee Training and Orientation Guide.

## Training-of-Trainers Workbook Table of Contents

The worksheets and handouts listed below are included throughout this guide and in Appendix B.

Trainers may wish to print and combine these resources to create a training-of-trainers (ToT) workbook.

Each worksheet and handout to be included in the ToT workbook has a number which appears in the top right corner of the page. Use the following table of contents to locate resources and to build a ToT workbook.

Worksheet/ handout number	Handout/worksheet	Page number(s)
<b>Chapter 1: Getting Oriented and the Foundations of Training</b>		
	The Basis of Training: Knowledge, Skills, and Attitudes	20-22
	Knowledge, Skills, and Attitudes for Trainers	23-24
	Cultural Awareness of Self (a reflection)	30-31
	The Identity Wheel (a reflective activity)	32
1	Understanding Your Learning Styles Through the Multiple Intelligences (for Trainers)	220
<b>Chapter 2: Planning a Training Program</b>		
2	Planning a Training Session Worksheet	221-222
3	Objectives, the KSAs, and Identifying Gaps in a Training	223
4	Objectives, the KSAs, and Identifying Gaps in Training Worksheet	224
	Identify Participants (considerations for needs assessments)	62-63
	Define Goals and Objectives	70
5	Timing a Training Session Worksheet	225
	Incorporating English Into Orientation	84-86
	Setting Up a Training Space (chart)	93-95

Worksheet/ handout number	Handout/worksheet	Page number(s)
<b>Chapter 3: Training Delivery and Assessment</b>		
6	Tip Sheet: Working With Individuals	226
	Use Varied Materials, Especially Visuals	157
	Co-Training and Co-Facilitation	168-171
7	Co-Facilitation Meeting Checklist	227
8	Interpreter Meeting Checklist	228
	Resource Centers (and their creation)	176
<b>Chapter 4: Developing Trainers and Partnerships</b>		
9	What Kind of Trainer Am I? Worksheet	229-230
10	Training Reflection Worksheet for Trainers	231
11	Developing Yourself as a Trainer Worksheet: Understanding and Building on Your Training Strengths	232-233
12	Needs Assessment Worksheet for Training-of-Trainers Sessions	234-235
	Training for New Trainers (a professional development plan)	195-196
13	Training Session Observation Worksheet	236
	Considerations When Working With Guest Speakers	204-205
14	Tip Sheet: Training and Preparing Volunteers	237

# 1 Understanding Your Learning Styles Through the Multiple Intelligences (for Trainers)

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 <a href="http://surfaquarium.com/MI/inventory.htm">http://surfaquarium.com/MI/inventory.htm</a></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. 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

# 2

## Planning a Training Session Worksheet

Complete the following charts to show how you would use the information available to you to plan a session. These planning templates can be useful when preparing all types of sessions.

My participants		Content and priorities			Methods			Room setup
Who are my participants?	Content	Number of participants interested	Priority item	What methods will I use to address the content?	What room setup will I use to discuss the content?			
Adults	Role of the local resettlement agency							
Children	Community services and public assistance							
Youth	Housing							
Elderly	Transportation							
	Employment							
What are participants' needs and expectations?	Learning English							
	Education							
Abilities and disabilities	Health and hygiene							
Parents with children	Budgeting and personal finance							
Low literacy	Cultural adjustment							
Highly educated	U.S. laws and refugee status							
Religious beliefs								
Role of women								
Language needs and abilities	Number of participants who will attend:			Place it will be held:				





Time		Topics to address		Goals	Objectives	Basic content	Learner Assessment
How much time will be dedicated to this topic?	Which topics will I address in the training session/program?	What are the goals for this topic?	What are the objectives for this topic?	What are the main messages and the basic content?	How will I assess what participants have learned?		
Other things to consider: Rule setting, breaks, icebreakers, potential sensitive topics that will be addressed, materials needed, grouping participants, and attitudes.						Make sure to address knowledge, skills, and attitudes!	

### 3 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
<b>Knowledge</b>	Many doctors do not speak languages other than English.	Participants have the right to an interpreter.	Culturally appropriate ways to request an interpreter.
<b>Skills</b>	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.
<b>Attitudes</b>	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
<b>Knowledge</b>	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.
<b>Skills</b>	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.
<b>Attitude</b>	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
<b>Knowledge</b>	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.
<b>Skills</b>	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.
<b>Attitude</b>	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.

## 4 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			

# 5 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
<b>Before the training</b>	
Pretraining preparation <i>Needs assessment, goals and objectives, develop agenda, prepare materials</i>	Time:
Pretraining logistics <i>Location, transportation, etc.</i>	Time:
<b>During the training</b>	
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: Content activity/method 2: Content activity/method 3: Content activity/method 4:	Time: Set Up: Time: Set Up: Time: Set Up: Time: Set Up:
Scheduled breaks <i>Items to address during these times How to bring people back Snacks, beverages needed</i>	Times:
Reflection and debriefing <i>Address parking lot items that can be addressed at this time</i>	Questions to consider: <i>What content skills and feelings are important to explore? How will this happen?</i>
<b>After the training</b>	
Assessment of participants	Questions to consider: <i>What did participants learn? What topics were of the most interest?</i>
Distribute participant certificates	
Assessment of the trainer and the training <i>Feedback from others Self-reflection</i>	Questions to consider: <i>What went well? What could be done differently?</i>
Follow-up <i>Address follow-up or parking lot items Use data gathered Prepare notes for the next training</i>	

## 6 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 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.

# 7 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?

# 8 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:**

# 9 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	
» Ideas » Concepts » Knowledge about the content	» Relationships » People » Knowledge about others		
Group C		Group D	
» Outcomes » Participants having the correct answer » Rules or agreements	» 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 content (Group A)	AC: Leading	Concerned with the right answers, as well as logic, consequences, or end results. The right answers are based on objectives.	BC: Asking	Concerned with helping people find their right answer. Right answers depend on the individual.	Focus on the people (Group B)
	AD: Telling	Concerned with teaching using the right methods. Certain methods result in certain results.	BD: Guiding	Concerned with process of discovery. Students shape content and process with limited facilitator suggestions. Facilitating exploratory discussions.	
		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
<p>Rank the following common training methods in order of how comfortable you are using them. (1= most comfortable, 15 = least comfortable)</p>	<p>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.</p>
<ul style="list-style-type: none"> <li>___ Icebreakers</li> <li>___ Discussions</li> <li>___ Think-pair-share discussions</li> <li>___ Case studies and critical incidents</li> <li>___ Simulations</li> <li>___ Field trips</li> <li>___ Debates</li> <li>___ Reflection or debriefing</li> <li>___ Brainstorming</li> <li>___ Lecture</li> <li>___ Role plays</li> <li>___ Demonstrations</li> <li>___ Games</li> <li>___ Peer teaching or peer learning</li> <li>___ Video</li> </ul>	<ul style="list-style-type: none"> <li>___ Gender balance or awareness</li> <li>___ Safety or inclusion</li> <li>___ Race or ethnicity</li> <li>___ Energy or enthusiasm</li> <li>___ Equal participation</li> <li>___ Sexual orientation</li> <li>___ Confidentiality</li> <li>___ Literacy or education backgrounds</li> <li>___ Physical ability</li> <li>___ Religious diversity or sensitivity</li> </ul>
<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>
<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?</p>	

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?

# 10 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?

# 11 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?

# 12 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.

**Knowledge of:**

- Programmatic information
- The backgrounds of refugees and immigrants
- The unique needs of refugees and immigrants
- What participants need to know about resettlement and integration
- The community and what is available to participants
- The stated objectives of the particular program

**Skills:**

- The ability to conduct a needs assessment of participants
- The ability to plan and prepare for sessions
- The ability to engage in interactive and experiential training
- The ability to create a positive learning environment
- The ability to manage challenges in the classroom
- Effective approaches to engaging with special populations

**Attitudes:**

- Demonstration of cultural awareness
- Demonstration of cultural respect
- Willingness to try new activities
- Open to constructive criticism
- Interest in working with participants
- Interest in becoming a better trainer

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?

# 13 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

**Learning environment/group dynamics**

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

**Understanding of audience**

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

**Presentation and communication styles**

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

**Knowledge of content**

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

**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

**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

**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:

# 14

## 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.



# Appendix C

## Selected Resources

### Related to Chapter 1: Getting Oriented

#### Learning About Refugees

##### CAL/COR Center Website

<http://www.culturalorientation.net/learning>

Includes resources about refugee groups that are relevant to staff training. See also:

- » **About Refugees:** <http://goo.gl/sFqGvT>
- » **Orientation FAQs:** <http://goo.gl/t8VFrD>
- » **Refugee Backgrounders:** <http://goo.gl/LXK3Qe>
- » **Staff Training:** <http://goo.gl/A5JVRv>

Training plans, case studies, and critical incidents for independent and group training that allow trainers to consider resettlement from the perspective of a refugee.

##### Bureau of Population, Refugees, and Migration, U.S. Department of State

<http://www.state.gov/j/prm>

Includes current information about refugee issues in the United States and globally. See also:

- » **The Reception and Placement Program:** <http://tinyurl.com/lwon6ws>
- » **Refugee Admissions:** <http://tinyurl.com/n7nk126>

##### Office of Refugee Resettlement, U.S. Department of Health and Human Services

<http://www.acf.hhs.gov/programs/orr>

See also:

- » **Refugee Arrival Data** (by fiscal year): <http://tinyurl.com/ls65knv>
- » **State Programs Annual Overview:** <http://tinyurl.com/kw88617>  
Provides state-by-state details about refugee resettlement programs.

##### Refugee Processing Center Admissions and Arrivals Reports

<http://tinyurl.com/mzojc3q>

Provides up-to-date information about incoming refugees to the United States.

##### The UN Refugee Agency (UNHCR)

<http://tinyurl.com/6tcuvbd>

Includes links to a list of prominent individuals who were once refugees. See also:

- » **Protecting Refugees and the Role of UNHCR:** <http://tinyurl.com/k9j7fdj>  
Provides basic information on refugees worldwide, UNHCR's role, and frequently asked question about refugees.



## Addressing Cultural Adjustment

### CAL/COR Center Website

- » **U-Curve of Cultural Adjustment:** <http://tinyurl.com/pm2sepz>  
This is a version of the U-curve training activity discussed on page 40.
- » **Cultural Adjustment session plans:** <http://tinyurl.com/mr9smyp>  
Ready-to-use lesson plans for any cultural orientation class.

### The Art of Crossing Cultures (2nd ed.)

- » **C. Storti** (Intercultural Press, Inc., 2007)  
Addresses cultural adjustment and culture shock.

### Building Bridges: A Peace Corps Classroom Guide To Cross-Cultural Understanding

- » **The Peace Corps and National Geographic Education Foundation, 2003:**  
<http://tinyurl.com/laf98qd>  
Includes 13 lesson plans related to culture, American culture, and cross-cultural communication.

### Cultural Adjustment, Mental Health, and ESL: The Refugee Experience, the Role of the Teacher, and ESL Activities

- » **M.A. Adkins, D. Birman, & B. Sample** (Spring Institute for International Studies, 1999):  
<http://tinyurl.com/mo8vhlb>  
Covers the stresses associated with resettlement and the stages of cultural adaptation, and also provides resources, ESL activities, and session plans to address mental health issues.

### Survival Kit for Overseas Living (4th ed.)

- » **L.R. Kohls** (Intercultural Press, 2001)  
An excellent, yet brief overview of cultural dimensions, cultural transitions, cross-cultural communication, culture shock, and stereotypes about American culture.

## Related to Chapter 2: Planning a Training Program

### Learning English

#### CAL/COR Center Website

- » **Phrasebooks** in a variety of languages: <http://tinyurl.com/k5gcq8f>
- » **Making Your Way: A Reception and Placement Orientation Curriculum:** <http://goo.gl/azV0tz>  
Learning English unit includes lesson plans and the benefits of learning English.

## 101 American English Idioms: Understanding and Speaking English Like an American

- » **H. Collis** (Passport Books, 1993)  
Provides common idioms and examples of their appropriate use in sentences accompanied by humorous illustrations of the literal translations or incorrect interpretations of the idioms.

## Adult Education ESL Teachers Guide

- » **C. Graham & M. Walsh** (Texas A&I University Adult Education Center, 1996):  
<http://tinyurl.com/lz5yd93>  
A thorough beginner's guide for newly assigned teachers who have little to no experience or training in teaching English as a second language.

## American English (AE) Website

- » **Bureau of Educational and Cultural Affairs, U.S. Department of State:**  
<http://tinyurl.com/lta3osh>  
Searchable database of downloadable resources for teachers and learners of English. Books, poster sets, and other hard copy materials can be ordered for delivery outside the USA.

## The Ashley Picture Dictionary

- » **K.L. Cordner, P. O'Brien-Hitching, R. LaBel, & P. Rényi** (Éditions Rényi, Inc., 1990)  
One of many picture dictionaries that trainers can use to generate ideas for visual aids.

## Colorín Colorado

- » **WETA**, 2011: <http://www.colorincolorado.org/educators/>  
Lesson plans and resources aimed at children that can be useful for teachers in family literacy programs.

## Easy Pace Learning

- <http://www.easypacelearning.com>  
Free on-line English language lessons and a wide variety of visual aids for instructors.

## REEP Adult ESL Curriculum for Adults

- » **Arlington Education and Employment Program (REEP)** (Arlington, VA, 2003):  
<http://tinyurl.com/l6vhlrb>  
Includes lesson plans, teacher guides, student activities, learner assessments, and other resources that can be downloaded from the website. This program has been serving adult refugees since 1975.

## Tutor Curriculum Guide for Teaching Adult ESL Preliterate Learners

- » **C. Brekke** (Community Colleges of Spokane, 2009): <http://tinyurl.com/kvu96u8>  
Includes information on working with preliterate populations and replicable worksheets.

## Learner Assessment

### CAL/COR Center Website

- » **Orientation Assessment Toolkit:** <http://tinyurl.com/k3pqmt9>  
Assists refugee orientation providers in assessing and enhancing programming
  - **Frequently Asked Questions About Assessment and Evaluation:** <http://tinyurl.com/ln8w4jr>  
Information on developing learner assessments, their use in the monitoring and evaluation of orientation programs, and additional methods to assess the quality of a training program.
- » **Needs Assessments for Adult English Learners (CAL Digest):** <http://tinyurl.com/ostour4>  
Short publication provides basic needs assessment information and tools. Though focused on ESL learners, much of the information can be adapted for other uses.

### Evaluating Training Programs: The Four Levels (3rd ed.)

- » **D.L. Kirkpatrick & J. Kirkpatrick** (Berrett Koehler, 2006): <http://tinyurl.com/q9quv66>  
Business training resource with general training concepts useful for orientation and training.

### Methods of Assessment, Center for Teaching and Learning

- » **The University of Texas at Austin:** <http://tinyurl.com/mkxevye>  
Brief overview of different types of formative and summative assessments.

### Training Guide and Training Techniques

- » **Asia-Pacific Programme of Education for All** (UNESCO Bangkok, 2004):  
<http://tinyurl.com/la89jy2>  
Chapter Five of this publication covers learning assessment techniques.

## Related to Chapter 3: Training Delivery and Assessment

### Methods

#### The Thin Book of Appreciative Inquiry (2nd ed.)

- » **S.A. Hammond** (Thin Book Publishing Company, 1998)  
Short handbook describing Appreciate Inquiry (AI) method and questions to ask teams.

#### Training Methods That Work: A Handbook for Trainers

- » **L. Hart** (Crisp Publication, Inc., 1991)  
Provides simplified overview of adult education principles and brief summaries and examples of commonly used training methods.

#### The Winning Trainer: Winning Ways to Involve People in Learning (4th ed.)

- » **J. Etington** (Routledge, 2001)  
Comprehensive 700+-page book of hundreds of training activities and methods.

## Icebreakers

### CAL/COR Center Website

#### » Icebreakers

[www.culturalorientation.net/providing-orientation/tools/icebreakers](http://www.culturalorientation.net/providing-orientation/tools/icebreakers)

Numerous icebreakers that can easily be adapted according to needs. See also:

- **Grouping Icebreakers:** <http://goo.gl/xwU9xu>  
Used to divide participants into groups.
- **Teambuilding and Commonalities Icebreakers:** <http://goo.gl/7ZqsQZ>  
Used to build trust and rapport among group members.
- **Getting to Know Each Other Icebreakers:** <http://http://goo.gl/WnCaaG>  
Can be adapted to incorporate orientation topics.
- **Energizing Through Movement Icebreakers:** <http://goo.gl/U7Ad8q>  
Used when an energizer or break is needed.

### Games and Icebreakers for the ESL Classroom

- » **D. Dunlap** (U.S. Department of State, Mauritania, 2013): <http://tinyurl.com/krxxyg6>

### Ice Breakers and Bonding Activities

- » **Issuu Digital Library:** <http://tinyurl.com/m5fppqg>  
Activities contributed by teachers that are ideal for youth and could be adapted for adults.

## On Working With Older Participants

### CAL/COR Center Website

- » **Refugee Seniors:** <http://tinyurl.com/l2mgohx>  
Includes links for a video, webinar, images, case study, and descriptions of orientation programs in the United States for refugee seniors. See also:
  - **Lesson Plans for Seniors:** <http://tinyurl.com/mrnllvl>
  - **Refugee Seniors in the United States:** <http://tinyurl.com/mn73o5z>  
Video and accompanying lessons with transcripts in multiple languages.

### The Bright Ideas Curriculum

- » **Coalition of Limited English Speaking Elderly:** <http://tinyurl.com/n4mzv6u>  
Curriculum for elderly learners participating in community-based ESL programs. See also:
  - **Tips for Teaching ESL to the Elderly:** <http://tinyurl.com/mlmnjxr>

### Communicating With Older Adults: An Evidence-Based Review of What Really Works

- » **S. Wall, Y. Santalucia, M. Salem, D. Giacomini, R. McDonald, & F. Bosnyak** (Older Refugee Working Committee, 2011): <http://tinyurl.com/d86sz4w>  
Outlines communication strategies for those working with or providing care for older adults.



## Enhancing the Lives of Older Refugees: A Self Improvement Resource for Community Service Providers

- » **Older Refugee Working Committee**, 2011: <http://tinyurl.com/q6sxd8y>  
Provides information on working and caring for older refugees.

### Look Closer See Me

- » **Center for Aging with Dignity and the University of Cincinnati College of Nursing:**  
<http://tinyurl.com/llaxzu2>  
Generational diversity and sensitivity training offered free of charge. The five training modules can be accessed after providing contact information through the website.

## On Working With Children and Youth

### CAL/COR Center Website

- » **On Their Way: An Orientation Curriculum for Unaccompanied Refugee Minors:**  
<http://tinyurl.com/qho7cd3>  
Developed for use with unaccompanied refugee minors, but is directly applicable to refugee youth in general.
- » **Refugee Families and Youth Video:** <http://tinyurl.com/m4yub5t>

### Bridging Refugee Youth and Children's Services (BRYCS)

<http://www.brycs.org>

Provides extensive information and resources on working with refugee youth, including webinars and publications. See also:

- » **Growing Up in a New Country: A Positive Youth Development Toolkit for Working With Refugees and Immigrants** (Revised 2009): <http://tinyurl.com/lu77k4d>

### Refugee Service Toolkit

- » **The National Child Traumatic Stress Network:** <http://tinyurl.com/klvj7co>  
A web-based tool to help service providers understand the experiences of refugee children and families.

## On Working With Participants With Disabilities

### CAL/COR Center Website

- » **Orientation for, and About, Refugees With Disabilities**  
webinar: <http://tinyurl.com/kgjgv6o>

## U.S. Committee for Refugees and Immigrants

- » **Living With a Disability in the United States for Refugees:** <http://goo.gl/j5dPFU>  
Pictorial informational booklet for refugees with disabilities and their families.
- » **Resource Guide for Serving Refugees With Disabilities:** <http://tinyurl.com/lncp5qm>  
Information for case workers/managers who serve refugees with disabilities.

## Communicating With and About People With Disabilities

- » **U.S. Department of Labor, Office of Disability Employment Policy:**  
<http://tinyurl.com/3kypzu2>

## Strategies for Working With People Who Have Disabilities

- » **University of Washington:** <http://tinyurl.com/q3ulako>

## Training and Working With Interpreters

### Resettlement Interpreting Skills and Protocols (online training)

- » **International Rescue Committee’s Resettlement Support Center in East Asia:**  
<http://tinyurl.com/kldxfu3>  
Online training for the basic skills needed for interpreting. Part of the three-module “IRC Online Interpreter and Staff Training Modules Skills Training,” which is included in the RSC Interpreters Resource Library: <http://learning.theirc.org/home/rscinterpreters/index.html>.

### Teaming With an Interpreter (online training)

- » **Highline (WA) Public Schools, 2010:** <http://tinyurl.com/nry5qkw>  
This free online training takes about 30 minutes and includes many strategies to remember.

### Working With Interpreters Video

- » **Legal Services of New Jersey:** <http://tinyurl.com/l17jawo>  
This short video provides a quick tutorial on the basic do’s and don’ts of interpreting.

## Managing Expectations, Myths, and Rumors

### CAL/COR Center Website

- » **The Telephone Game:** <http://tinyurl.com/me5fqz2>  
Highlights the importance of listening to primary source information.
- » **Cultural Adjustment: Addressing Unrealistic Expectations** (session plan):  
<http://tinyurl.com/mhn6am2>  
Participants are given a realistic picture of their first year in the United States.
- » **Cultural Adjustment: “Know, Want, Expect” Small Group Activity:**  
<http://tinyurl.com/lm7xh2w>  
Participants share their knowledge about the United States and their expectations of resettlement assistance.



## Top 10 Myths About Immigration

- » **L. Anchondo** (Immigration Policy Center, 2010): <http://tinyurl.com/mrd8r4y>  
Outlines myths and rumors about immigrants and refugees.

## Resources on Working With Participants Who are Challenging

### The Conflict and Communication Activity Book: 30 High-Impact Training Exercises for Adult Learners

- » **B. Withers, & K. Lewis** (AMACOM American Management Association, 2003)

### Dealing With Difficult Participants: 127 Practical Strategies for Minimizing Resistance and Maximizing Results in Your Presentations

- » **B. Pike & A. Dave** (Jossey-Bass, Pfeiffer and Creative Training Techniques Press, 1997)

### Training Briefs: Dealing With Difficult Training Situations

- » **D. Balón** (MOSAICA, April 1999): <http://tinyurl.com/k438w2y>

## Guidance for Developing a Participant or Staff Resource Center

### CAL/COR Center Website

- » **Realia Kit**: <http://tinyurl.com/mk2t5vp>  
Includes visual aids and other resources to support cultural orientation topics.

### The Peace Corps Information Collection and Exchange

- » **Libraries for All! How to Start and Run a Basic Library**, 2004: <http://tinyurl.com/lczwprv>
- » **Setting Up and Running a School Library**, 2012: <http://tinyurl.com/klo26tw>
- » **Sustainable Library Development Training Package, 2013**: <http://tinyurl.com/nx3jpgg>



# Related to Chapter 4: Developing Trainers and Partnerships

## Trainer Assessment and Observations

### ASTD Handbook of Measuring and Evaluating Training

- » **P.P. Phillips** (ASTD Press, 2010)  
Learning evaluation best practices compiled by the American Society for Trainer Development.

### Evaluating Trainer Effectiveness: Measurement and Evaluation

- » **M. Conway & M.F. Cassidy** (ASTD Press, 2010)  
Outlines trainer competencies and essential components of training and development. Includes a model for evaluating trainer effectiveness and strategies for mentoring trainers.

### Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults

- » **J. Vella** (Jossey-Bass, 2002)  
Adult education theorist and practitioner, Jane Vella, encourages learner-centered, dialogue-based education approaches and shares experiences from around the world in each of her books.

### On Teaching and Learning: Putting the Principles and Practices of Dialogue Education Into Action

- » **J. Vella** (Jossey-Bass, 2008)

### Taking Learning to Task: Strategies for Teaching Adults

- » **J. Vella** (Jossey-Bass, 2001)

### The Trainer's Handbook: The AMA Guide to Effective Training

- » **J. Vella** (Jossey-Bass, 1998)

### Videotaping Trainer Observations

#### The U.S. Department of Education | Blue Ribbon School District

- » **Observation Techniques and Forms:** <http://tinyurl.com/kqpklca>
- » **Observation Checklist Form:** <http://tinyurl.com/mnaagky>
- » **Use of Time Observation Form** (time management): <http://tinyurl.com/ogxztye>
- » **Video Self Observation Form:** <http://tinyurl.com/nz378sf>

### Peer Observations

#### Peer Observation Guidelines and Recommendations

- » **University of Minnesota's Center for Teaching and Learning:** <http://tinyurl.com/ns24z3o>  
Brief overview of the strengths, weaknesses, and uses of peer observation methods.

### Peer Observation of Teaching

- » **The University College London (UCL) Teaching and Learning Portal:**  
<http://tinyurl.com/mx4mwly>

### Professional Development for Language Teachers, Chapter 6: Peer Observation

- » **J. Richards & T. Farrell** (Cambridge University Press, 2005): <http://tinyurl.com/o3o647c>  
An overview of peer observation supported by vignettes and reflection questions.

### Providing Feedback to Trainers

#### Food Quality and Safety Systems Training Manual, Section 1 – Principles and Methods of Training

- » **United Nations Food and Agriculture Organization:** <http://tinyurl.com/pout4bb>  
Ten-module section on training principles and methods that includes two modules on effective communication.

## Trainer Self-Assessment

### CAL/COR Center Website

- » **Trainer Self-Assessment for Iowa Adult ESL Regional Training Specialists:**  
<http://tinyurl.com/ojyyxb>  
Easily adaptable resource that can be used as a trainer self-assessment tool.

### Nonformal Education (NFE) Manual

- » **Peace Corps Information Collection and Exchange**, 2004: <http://tinyurl.com/ojqmves>  
Includes useful trainer self-assessment tools at the beginning of each chapter to review trainer competencies within the framework of knowledge, skills, and attitudes.

### Trainer Self-Assessment Forms

- » **The National AfterSchool Association Trainer Self-Assessment Form:**  
<http://tinyurl.com/mtbn5wc>
- » **The National AfterSchool Association Trainer Observation Form:** <http://tinyurl.com/l3s9usf>
- » **The University of Minnesota Classroom Observation Instruments:** <http://tinyurl.com/o3wq5pj>  
Ten observation forms that include questions, scales, worksheets, and reporting tools.

### The Use of Self-Evaluation in Teacher Training

- » **K. Smith, in The Teacher Trainer** (vol. 5, no. 3, 1991): <http://tinyurl.com/o5xcv6o>  
Short article about self-evaluation that includes ideas applicable to training and orientation.

# Appendix D

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