

## **Training of Trainers: Resources and Strategies [Webinar]**

Sanja Bebic and Dani M. Abrams

Cultural Orientation Resource Center  
Center for Applied Linguistics

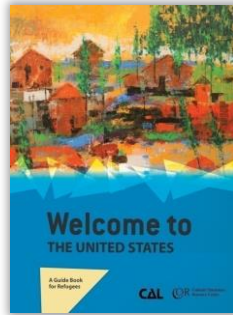
February 24, 2015

Access the tools discussed in this webinar here:  
<http://www.culturalorientation.net/providing-orientation/tools>

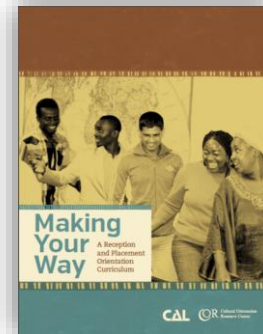
# CO Design and Delivery Building Blocs

- ▶ Overseas and R&P Objectives and Indicators

- ▶ Welcome set



- ▶ R&P curriculum



- ▶ Assessment toolkit

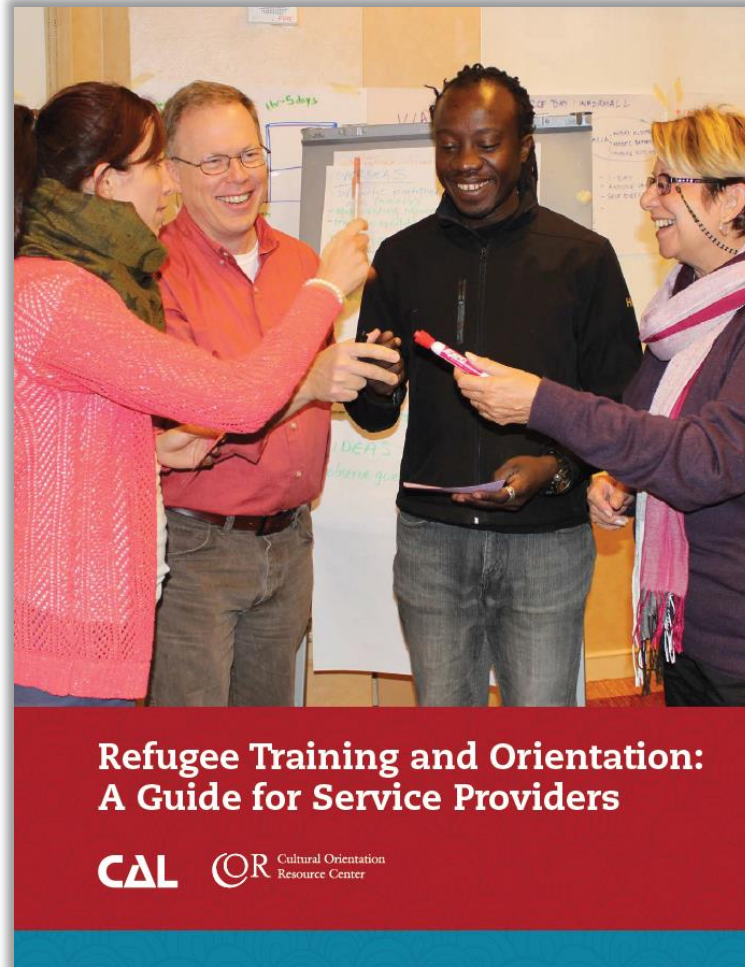
- ▶ ToT guide and video



# CAL CO Training of Trainers Resources

- ▶ ToT Guide: Refugee Training and Orientation: A Guide for Service Providers
  
- ▶ ToT Video: Cultural Orientation Training: An Introduction for Trainers

# Refugee Training and Orientation Guide



# Who This Is For

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



# The Getting Started Guide

## Getting Started Guide

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

This training-of-trainers (ToT) guide was developed for service providers who work with refugees overseas or domestically. Its purpose is to enhance service providers' understanding, design, and delivery of orientation and training. It is designed for:

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

Service providers can use this guide to:

- Train trainers
- Conduct needs assessments
- Provide training to diverse groups of people and those with special needs
- Incorporate various training methods into orientation sessions

This guide includes strategies and tools that supervisors and trainers can tailor to their own programs. Here are some examples of how you can use the guide when:

*A program has an increased number of refugees with low literacy skills.*

- Review strategies for working with low-literacy participants (page 148).
- Consider a variety of methods and materials (page 111) and ways 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.*

- Become familiar with new methods and activities (page 111).
- Learn more about working with volunteers and guest speakers (page 203).

*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).
- Consider trainer assessments and skills development activities to support the revised program (page 187).

More information about how to use this guide can be found on page 12.

To use this guide effectively:

1. Review the contents of this guide to become familiar with it.
2. Identify and review the sections that are most applicable to your programs.
3. Implement some of the techniques in your own practices.
4. Read through the rest of the guide, revisit the reflective and interactive components, and continue to reflect on training practices.

The guide contains four chapters. Each chapter introduces and addresses critical questions for trainers. Here is a sampling of the contents of the guide.

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

- What is the goal of orientation and training?
- What knowledge, skills, and attitudes are associated with orientation?
- What characteristics describe a good trainer?

#### Chapter 2: Planning a Training Program

- What should a trainer do before, during, and after a training session?
- What are the basic components of an effective training?
- How can a trainer prepare for challenges?

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

- How does a trainer choose training methods and activities appropriate for the participants?
- How does one create a positive learning environment?
- How does one assess a training?

#### Chapter 4: Developing Trainers and Partnerships

- *For trainers:* What kind of trainer am I? What are my strengths and challenges?
- *For program supervisors:* How do I evaluate my training program? What are our strengths and weaknesses?
- Which community partners and leaders can I work with and in what capacity?

More information about chapter contents can be found on page 14 of the guide.

Icons throughout the guide help trainers quickly identify and locate additional resources, such as reflection exercises, worksheets, and in-depth information on various topics.

Icon	Title	Description
	Reflection	Indicates the location of thought-provoking reflection questions and activities that help trainers relate topics to their work.
	Training strategies	Highlights a useful strategy, tip, tool, method, or approach. All strategies discussed in the guide are outlined in Appendix A (page 215).
	Simple handouts and worksheets	Indicates that simple handouts and worksheets related to the topic are provided in Appendix B (page 217).
	Additional resources	Indicates that additional resources on the topic are provided in Appendix C (page 239).

# Getting Started



1. Review the contents of this guide to become familiar with it.

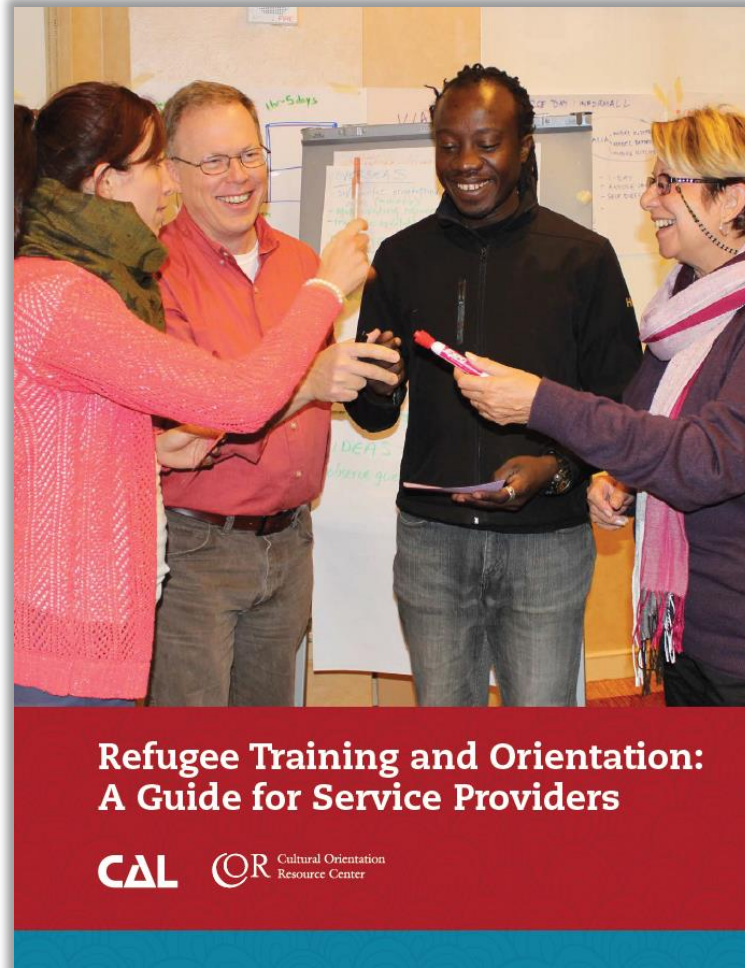
2. Identify and review the sections that are most applicable to your programs.

3. Implement some of the techniques in your own practices.

4. Read through the rest of the guide, revisit the reflective and interactive components, and continue to reflect on training practices.



# Refugee Training and Orientation Guide



<http://tinyurl.com/kn8bxpv>

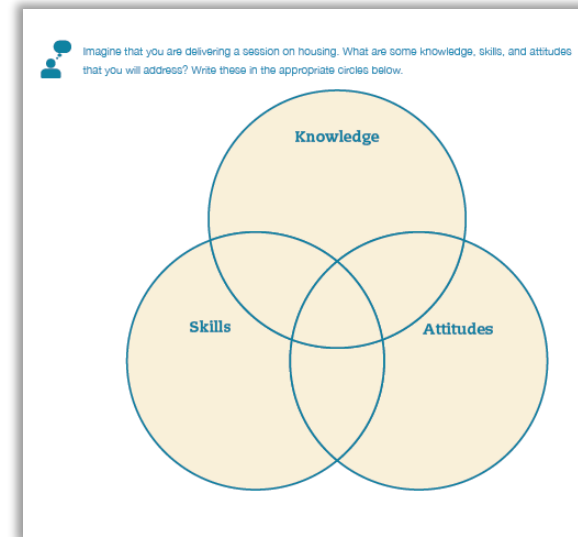


# ToT Guide: Layout

- ▶ Introduction
- ▶ Chapter 1: Getting Oriented: Foundations of Refugee Orientation and Training
- ▶ Chapter 2: Planning a Training Program
- ▶ Chapter 3: Training Delivery and Assessment: Methods, Materials, Tips, and Tools
- ▶ Chapter 4: Developing Trainers and Partnerships
- ▶ Appendix A: Training strategies
- ▶ Appendix B: Handouts and Worksheets
- ▶ Appendix C: Selected Resources

# ToT Guide: Each Chapter

- ▶ Chapter critical questions
- ▶ Reflective components
- ▶ Speech bubbles
- ▶ Icons
- ▶ Quotes from the field



## 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 preiterate 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.

## 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

## Getting Oriented: Foundations of Refugee Orientation and Training

- ▶ Key concepts and terms
- ▶ Knowledge, skills, and attitudes
- ▶ Cultural awareness and cross-cultural communication
- ▶ Principles of learning and training



## Planning a Training Program

- ▶ The planning process
- ▶ Needs assessment
- ▶ Planning content and methods
- ▶ Developing a learner assessment plan
- ▶ Logistics, training space, materials, and equipment



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

- ▶ Positive learning environments
- ▶ Training resources, materials, and methods
- ▶ Training and facilitation for individuals, groups, and diverse participant needs, including co-training and working with interpreters
- ▶ Alternative orientation delivery methods
- ▶ Assessment and reflection

## Developing Trainers and Partnerships

### ▶ Developing trainers

- An effective trainer
- Self-awareness
- Self-reflection
- Training for trainers
- Evaluating trainers



### ▶ Developing partnerships and community involvement

- Partnerships with community members
- Including community members in orientation
- Types of partnerships



# Using the ToT Guide



1. Review the contents of this guide to become familiar with it.

2. Identify and review the sections that are most applicable to your programs.

3. Implement some of the techniques in your own practices.

4. Read through the rest of the guide, revisit the reflective and interactive components, and continue to reflect on training practices.

# Using the ToT Guide

- ▶ A case manager who also serves as a trainer feels overwhelmed by the idea of delivering interactive orientation.
- ▶ A program includes participants of varying ages from two cultural groups.
- ▶ Ethnic tensions have come up in several sessions.



# Using the ToT Guide

A case manager who also serves as a trainer feels overwhelmed by the idea of delivering interactive orientation.

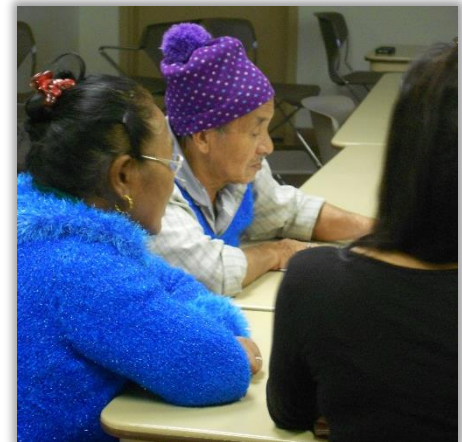
- ▶ Consider new methods and activities.
- ▶ Prioritize topics by delivering an effective and efficient needs assessment.
- ▶ Review information about classroom management.
- ▶ Consider effective use of time in relation to the duration and frequency of sessions.
- ▶ Learn more about working with volunteers and guest speakers.



# Using the ToT Guide

A program includes participants of varying ages from two cultural groups.

- ▶ Review the section on working with diverse groups.
- ▶ Select and incorporate icebreakers to help participants get to know each other.
- ▶ Create a safe space for learning.
- ▶ Review strategies on grouping and considerations on working with an interpreter.

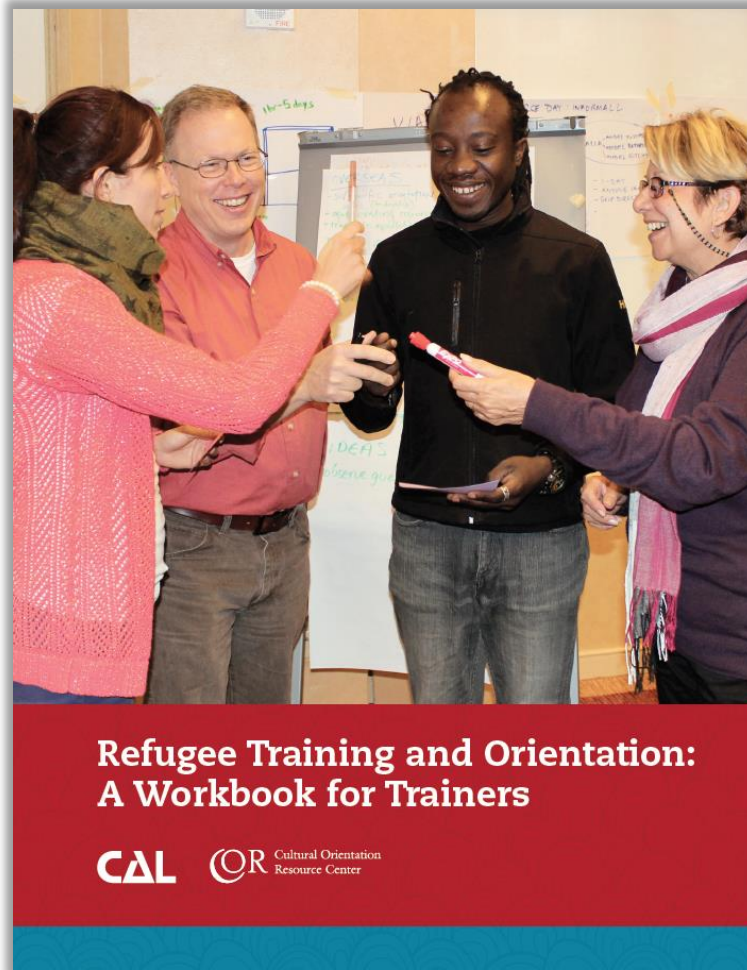


Ethnic tensions have come up in several sessions.

- ▶ Consider the cultural awareness scenarios during a staff meeting.
- ▶ Review best practices in working with diverse groups and difficult participants.



# Training-of-Trainers Workbook



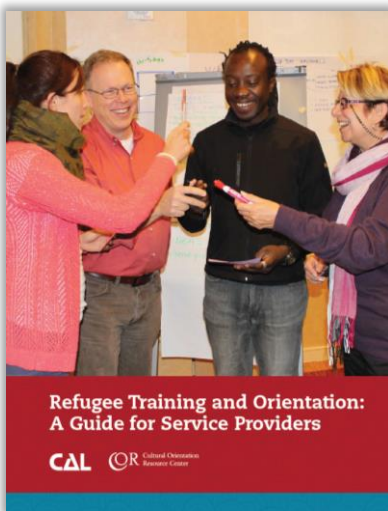
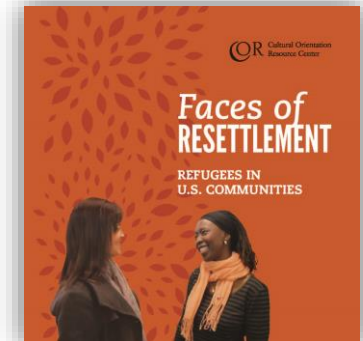
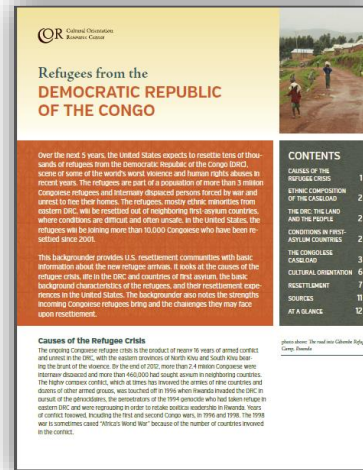
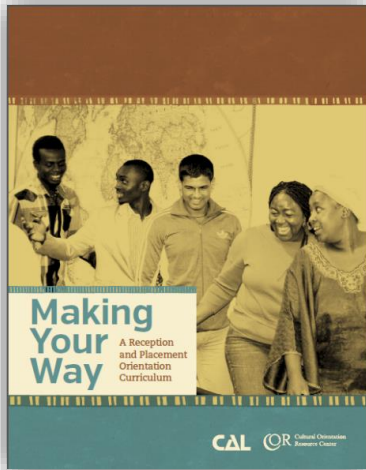


# Training of Trainers video

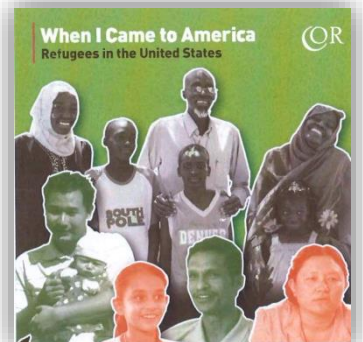
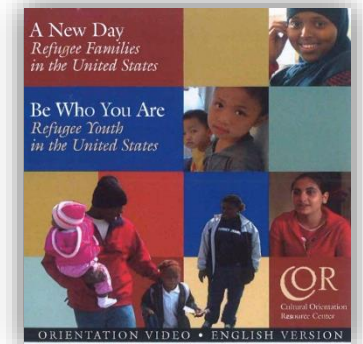
- ▶ *Audience:* Trainers, others who provide orientation, community members
- ▶ *Use:* an introduction to CO for trainers and others who deliver orientation directly; a brief overview of the overseas through domestic CO continuum for service providers and community members
- ▶ *Topics:* Needs assessment, planning, training space set-up, methods, basic ESL in CO, materials, linking overseas and domestic CO, one-on-one orientation, interns and volunteers, challenges and strategies, assessment.



# CAL Resources



[www.culturalorientation.net](http://www.culturalorientation.net)



# Questions?

- ▶ Please write any questions you may have into the question box.



Access the tools discussed in this webinar here:  
<http://www.culturalorientation.net/providing-orientation/tools>