

# 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:**



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).
	Sample handouts and worksheets	Indicates that sample 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).