



GUIDE FOR TRAINING MIGRANT VOLUNTEERS

How to design and deliver effective training



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The **VAI - Volunteering among immigrants** project points out that immigrant volunteering can be both an instrument for and an indicator of integration. Many states of the European Union have already recognized the potential of volunteering as instrument for integration and as a consequence, have endeavored to introduce measures to promote immigrant volunteering. Migration, integration and volunteering are subject to considerable public and political debate in the European Union. VAI project aims at combining those factors and promoting new arrangements of volunteering among immigrants, negotiated by removing obstacles and by building on facilitators of societal integration. It also aims at strengthening networks and exchange of knowledge in the field of migrant volunteering, especially on a transnational European level.

This document was originally produced as Deliverable no. 2.3 of the second work package **Capacity Building in the host community**. The most important outcome of this activity is to enhance participation of migrants in voluntary groups. During this part of the project an *Orientation Manual for Volunteers*, a *Guide for Immigrant Volunteers* and a *Guide for Training immigrants in voluntary work* are created.

Partner Organizations:



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Introduction

This guide will assist trainers of volunteers to design and deliver effective training. Its contents were finalized following the valuable feedback and recommendations received during the implementation of Focus Groups in Austria, Germany, Greece and Italy, organized by Verein Multikulturell, Leibniz University of Hannover, Four Elements (with the help of the Hellenic Red Cross) and Cidis Onlus respectively.

It will review training environment issues that shape how immigrants-volunteers are trained and will provide an introduction to competency-based training.

In particular, it will offer information which will assist trainers to: analyse the volunteering environment in Part 1, design effective and appropriate training strategies

in Part 2, achieve training/learning outcomes to support volunteer-involving organizations' goals and help volunteers derive satisfaction and personal growth from their volunteering in Part 3.

The Toolkit for Training Immigrants Volunteers will build upon the issues discussed in this guide. They should be read in parallel.

This Guide (part A) reviews issues of the training environment that shape how volunteers are trained and provides introduction to diversity training.

In this guide a trainer can range from a person who acts like a trainer but may not have the relevant qualifications, to a person in the formal role of trainer and with the adequate qualifications.

THIS GUIDE IS AIMED AT FOUR PRINCIPLE AUDIENCES:

- **DESIGNATED TRAINERS OF VOLUNTEERS:** training is a significant part of your role
- **OCCASIONAL TRAINERS OF VOLUNTEERS:** training is one your duties. You do facilitate training which is probably designed by others
- **TRAINING SUPPORTERS:** you assist trainees to learn by being a buddy, a coach or cultural mediator
- **MANAGERS, TEAM LEADERS OF VOLUNTEERS, VOLUNTEER COORDINATORS:** they contribute to the identification of training needs, the design of training programs and support the delivery of training.

” This guide can be useful for an expert in training as well as for a newcomer to the role of trainer. It can become a refresher of best practices with which you are already familiar or as a tool to help you design and deliver training. “

We also try to cover different levels of experience. This guide can be useful for an expert in training as well as for a newcomer to the role of trainer. It can become a refresher of best practices with which you are already familiar or as a tool to

help you design and deliver training. The job description of the principle categories of trainers should specifically articulate knowledge and skills related to cultural diversity and competence as a core requirement.

Part 1: Volunteering Environment

In this part of the Guide, the volunteering environment is analysed and best practices on volunteering management are identified.

Before training

There are a number of things you should consider before recruiting immigrants or refugees as volunteers in your organization (IOM: 26):

1. ensure that organizational culture embraces and is inclusive of diversity and that this is reflected in organizational policies and procedures

2. where necessary and possible organizations should provide cross-cultural awareness training to staff, both paid and volunteer

3. no assumptions should be made that all cultures are the same, especially concerning gender differences

4. well-established communities will differ from new and emerging communities in the issues they face, their level of local language proficiency and their experiences with the wider society

5. be flexible in the management and support of migrant volunteers. This may include the need to provide extra support to these volunteers such as establishing a mentor or buddy system.

6. ensure that all volunteers are matched to a suitable volunteer role and are given a clear position, terms of reference with agreed upon duties and levels of responsibility.

Networking, particularly consulting with the local community (both mainstream and ethnic-specific organizations) is important as they may have already developed internal organizational policies and strategies to assist in their support and management of Immigrant Volunteers. These organizations may be willing to share such resources, and permit them to be

used as a guide for your organization's own policies and processes. They can also provide input and assist with engaging volunteers from culturally and linguistically diverse groups. You can work collaboratively and maintain meaningful partnerships with cultural groups and immigrant serving agencies to encourage and support the training program.

Understanding & valuing cultural diversity

Migrants can assist in the formulation of culturally inclusive policies and procedures. The organization's statement should value diversity and clarify the commitment to provide resources needed to support diversity. The Board of Directors should communicate their commitment to enhancing diversity and cultural competence to individuals within the organization and also to the community.

It is important to forge partnerships with migrant organizations and ethnic minority led organizations who may be called

upon to deliver cross-cultural training. Volunteers feel immediately valued and appreciated when the organization introduces general diversity statements into organizational documents to help it become normal practice. The policies should relate to diversity in general rather than being necessarily culturally specific: policies and procedures need to be generic and adaptable. Culturally inclusive policies and procedures should be evolving documents that can be reviewed and updated on a regular basis. (ibid: 38-40)

Best practices in volunteer management

Best practice #1

” It is important and also a good practice to offer all volunteers the same training opportunities as paid staff especially where both operate in the same environment or carry out similar roles.“ (ibid: 33-34).

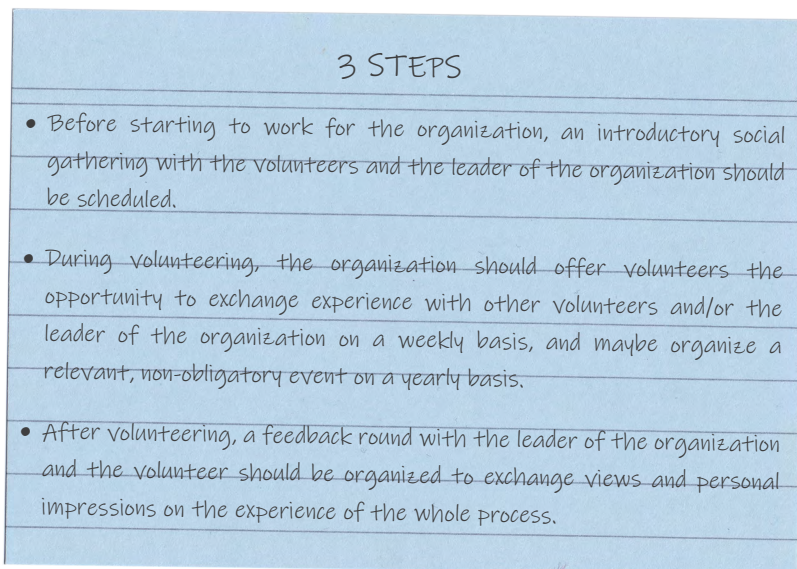
Best practice #2

Ensure that there is a designated person (could be a volunteer coordinator although not all organizations will have such a position) who ensures that volunteers

are supported. Make sure that migrant volunteers have a contact person if they wish to raise any issues relating to their volunteering experiences. A successful

example of an accompanying programme comes from Germany, and more specifically from Balu und Du, a German mentoring project with the goal to support disadvantaged students in primary school

by providing a one-year long buddy programme with university students. The following steps that are being used in this project can be adjusted to fit the needs of migrant volunteers in organizations:



"It is essential that these issues are taken seriously by the organization and that the volunteer receives appropriate feedback around their issues. If possible, have a volunteer succession plan in pla-

ce which allows potential new volunteers time to think about the commitment and, ideally, to shadow the person who is currently in the position." (IOM:34-36)

Best practice #3

Create regular opportunities for current volunteers to meet new volunteers. Ask current volunteers to identify people who could be willing to assume a relevant vo-

lunteer role. Encourage them to involve others in the process, trying to motivate them to participate in any way they wish.

Best practice #4

Where possible, introduce mentoring systems, which have proven to be very popular and effective around the world. The advantages are that this will provide a hand-over period from one post-holder to another, new volunteers can learn on the job and not be pushed in at the deep end,

it provides a degree of continuity for the organization, it offers the opportunity to try the job before making a final commitment and it encourages current post holders to feel happier about handing over their position because they can influence their successor's approach to the job.

Best practice #5

Cultural mediation: Facilitate communication between the organization and immigrant volunteers when necessary to assist both parties to reach a common understanding and interact well, to help the organization understand and be aware of culture specific practices, to establish a relationship of trust and confidence bet-

ween organizations, migrant volunteers and service providers, to support and encourage migrant volunteers to voice their views and concerns, to help migrant volunteers gain a better understanding and in turn prevent potential conflict between service providers and migrant volunteers. (ibid: 40-42)

Best practice #6

Publicly acknowledge and embrace the rights of volunteers to their cultural

customs, beliefs and practices.

Best practice #7

Your volunteers reflect the cultural diversity of the community.

Best practice #8

Allocate appropriate resources to support the Volunteer Programs' cultural competence activities such as translation of ma-

terials, use of interpreters and transportation allowance. (Multicultural Council of Windsor & Essex County:20)

Characteristics of the volunteering training environment

Set up a training space: There are a variety of ways to set up a room and different arrangements are better for different environments and activities than others. You may opt not to use desks and tables with cultural groups that are not accustomed to use them or when working with youth

or when facilitating games or role plays. 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.

KEY HEALTHY & SAFE LEARNING ENVIRONMENT ISSUES

- ▶ Identify OHS (Occupational safety and health) responsibilities
- ▶ Identify hazards in the learning environment
- ▶ Assess risks in the learning environment
- ▶ Develop and implement actions to ensure the health, safety and welfare of learners
- ▶ Provide appropriate OHS requirements to trainees
- ▶ Monitor OHS arrangements in the learning environment

ACTIONS TO ADDRESS THESE ISSUES

- ▶
- ▶
- ▶
- ▶
- ▶
- ▶
- ▶
- ▶
- ▶
- ▶

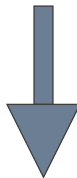
Best aspects of training reported by volunteers include following aspects. Reflect on whether any of these aspects could apply in your training programs:

- Practice techniques
- Accessible supervisors to ask questions of and learn new skills
- Training built on Recognition of Prior Learning
- "On-the-job" training
- Twinning buddy system/peer training and support
- Interactive rather than theoretical training
(National Volunteers Skills Centre, 2001)

Supporting training process

Understanding how environmental factors are interconnected and how they relate to the learner is vital if you are to facilitate learning. The upper part of the diagram below (subject, object, tools and outcome) is derived from the work of Vygotsky, Leont'ev and Luria as the founders of the cultural-historical school of

Russian psychology (Engestrom, Y., Mietinen, R., Punamaki, R. 1999: 1). The lower part of the diagram (rules, community and division of labour) has evolved as more contemporary scholars have built upon the earlier work. This has emerged as the Activity Theory.



**THE OUTCOME:
INCREASED COMMUNITY CAPITAL
THROUGH A COMMITTED, COMPETENT
AND CONFIDENT VOLUNTEER**

Part 2: Designing Effective Training Strategies

In this part of the Guide, useful tools and information are provided regarding the design of effective and appropriate training strategies. Based on the type, size, and other characteristics of each organization, the trainer or the person responsible for the elaboration of the training program can adopt the content provided.

The KSA framework as basis for training

Effective training and orientation are grounded in knowledge, skills and attitudes. The training programs and sessions a trainer delivers should incorporate knowledge, skills and attitudes (KSA) for participants focused on the topic and the content being delivered. This framework is ideal for orientation, training and preparing immigrants and refugees for their new lives.

To best use the KSA (knowledge, skills and attitudes) framework, a trainer first needs to know and understand the core course content and the program's specific context. (Cultural Orientation Resource Center 2014: 7)

You need to become familiar with the:

- standards required by the program, which often include standards set by funders.
- information about the program and service providers offering the orientation
- location-specific information, if providing local training.

You need to have broad knowledge so you can answer questions that may arise.

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

KNOWLEDGE

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

SKILLS

- Good communication: body language etc.
- Ability to learn quickly
- Engaging participants by using a variety of techniques
- Ability to use good judgment and professional behavior
- Ability to work with an interpreter: know how to allow time for interpretation
- Ability to understand, administer and analyze assessments
- Time management
- Experience designing curriculum or lessons

ATTITUDES

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

Source: Cultural Orientation Resource Center, 2014: 20-25

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

- familiarity with the local context, resettlement programs, knowledge about local programs
- cross-cultural communication: communicating with others who are in or from different culture
- insight gained from personal experience interacting with or living in other cultures, which can help you understand some challenges refugees and immigrants may encounter
- respect for people from different places and show an interest in assisting in their integration

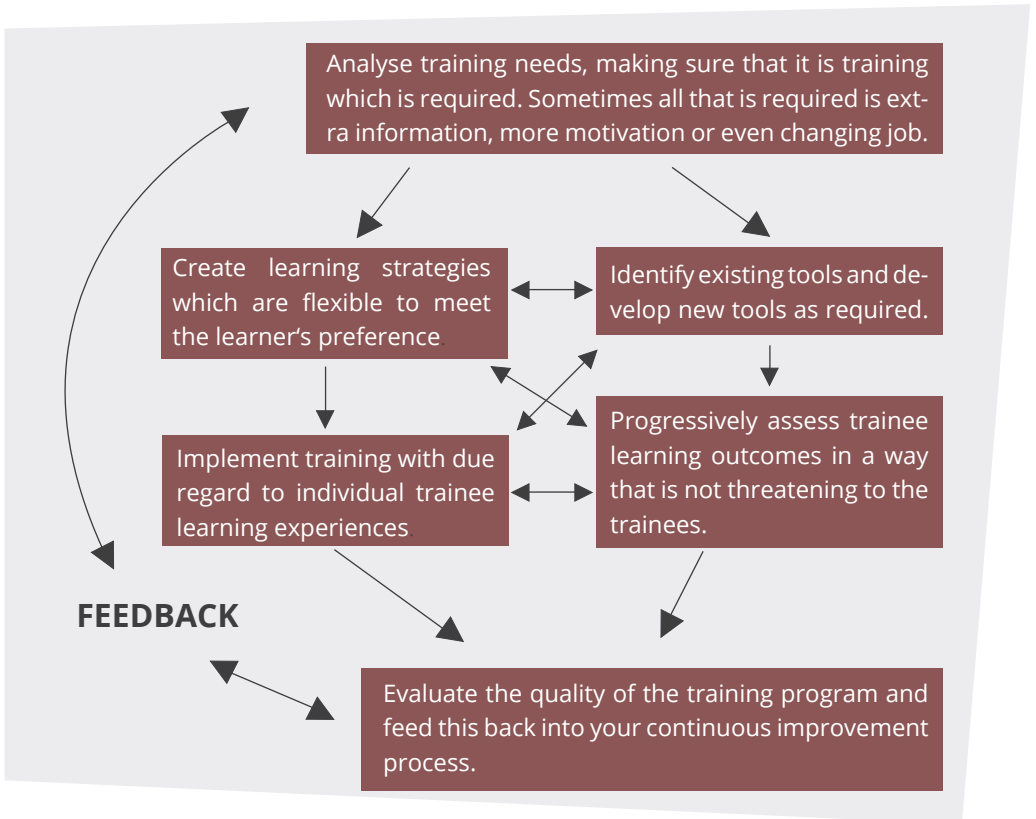
While many trainers can help participants gain new knowledge and skills, most find addressing attitudes more challenging, because tackling attitudes requires sensitivity and attitude change and is more difficult to measure. Attitudes, which are

based on deep cultural and personal values and beliefs, are just as important as knowledge or skills related to a particular topic. (Cultural Orientation Resource Center 2014: 20-25)

Competence-based training

Apply a systematic approach to training so that it can be appropriately adjusted

according to received feedback throughout the process.



The process illustrated is the core framework of designing and implementing training. The process is dynamic and you should keep in mind

- training is not always the appropriate

way to address a performance deficiency.

- implementing training and progressively assess the acquisition of trainee knowledge and skill are entwined.

” Evaluation of the quality of the training program should reach beyond the traditional happy sheet in which the learner gives feedback to the trainer.“ (Volunteering Australia, 2006: 27)

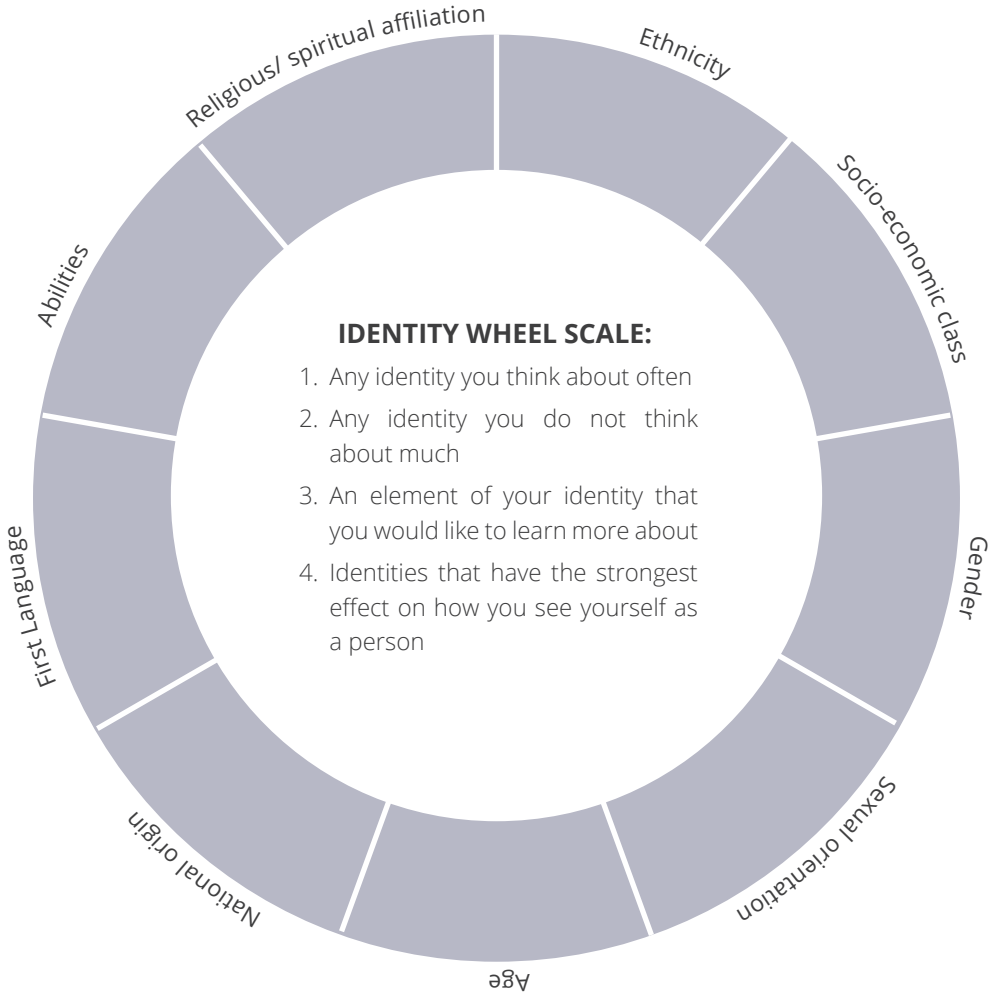
According to Volunteer Australia (2006: 30), *“the essential difference between previous approaches to skill development and the competence-based approach is that in the past the emphasis was on the design of curriculum and how it was delivered”*. Competency-based training emphasizes what the trainee achieves. It focuses on what is expected of an employee in the workplace rather than the le-

arning process itself. It encompasses the requirement to perform individual tasks, the requirement to manage a number of different tasks within the job and the requirement to respond to irregularities and breakdowns in routine and the requirement to deal with the responsibilities and expectations of the work environment. (Volunteering Australia, 2006: 30)

Cultural awareness in training

The importance of the cultural-awareness should be highlighted: you should reflect on your own beliefs and values to help you understand how your own culture influences your behavior and attitude. The Identity Wheel is a 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. It is important for trainers to be aware of their own cultural norms and beliefs and respect the norms and beliefs of others.



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 (Cultural Orientation Resource Center 2014: 30-34):

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

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 more apparent aspects of culture and traditions are built on and evolve from much deeper cultural beliefs and values that a particular group holds.

DEMONSTRATING RESPECT AND UNDERSTANDING: If you understand the cultural backgrounds and expectations of participants you will be able to deliver more effective trainings. It is even more important to understand and show respect for refugees' experiences, and to address their concerns, worries, and hopes in their new home. To better understand participants' cultural values and perceptions you can observe behaviors and ask questions during sessions. The biggest challenge when learning about people from other cultures is avoiding stereotypes by making exaggerated assumptions about categories of identities. Differences exist among people belonging to the same cultural group and you 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 their new home.

Diversity training is experiential and encourages participants to acknowledge their own cultural conditioning about people who are different from them. You should consult with culturally diverse groups and newcomer service agencies for the development and implementation of the cultural awareness in the Volunteer Training Program.

It can be co-facilitated by a pair (or team) whose diversity reflects that of the participants for the training. This allows the co-facilitators to model effective attitudes and behaviors.

It can be facilitated by trainers who have previous experience in conducting diversity training; and are skilled in handling

emotions and potential conflicts brought up by the content of the training

Whenever possible, a diverse pair of people should co-facilitate diversity workshops. Cofacilitation means that neither individual is dominant. They work together and divide the material appropriately. Each of them supports the other by taking notes, catching raised hands that the other may not see, adding a different perspective when appropriate, and serving as a back-up. The use of two facilitators is especially encouraged if the workshop has more than 20 participants. Facilitators often model desired skills and behaviors. By working in tandem, co-facilitators can point out and reinforce desired behavior. (Peace Corps, 2005)

Planning tool for training programs

There are many different ways to approach the development of a training session or program. It is difficult to be prescriptive about the particularities of volunteer training because the training environment

can have special characteristics which require unique approaches to training delivery. The following steps can help you design the training program which is appropriate to your needs.

1. ASSESS NEEDS

- List all volunteer positions in the group
- Identify skills and knowledge for each position
- Identify stakeholders
- Identify participants
- Assess participants' needs for the current volunteering opportunities
- Consider stakeholder and participant needs

2. PLAN CONTENTS AND METHODS

- Define goals, objectives and content based on needs assessment
- Outline the training
- Design the training
- Determine the duration and frequency of training sessions
- Group participants
- Schedule the training
- Incorporate local language into the sessions
- Develop a learner assessment plan

3. PREPARE LOGISTICS

- Identify the training space
- Determine materials and equipment needed
- Invite participants and remind them to attend
- Prepare for any refreshments to be served

- Arrange for interpreters, childcare, transportation and translation of documents.

3. CONDUCT THE TRAINING

- Create and maintain a positive learning environment
- Set clear expectations
- Use good communication and facilitation skills
- Review objectives
- Use a variety of resources, materials & methods
- Use effective strategies for individuals & groups
- Use effective strategies for working with diverse participants and groups with unique needs
- Manage common challenges during training sessions
- Co-train and co-facilitate effectively
- Work effectively with interpreters
- Consider alternative orientation delivery methods

4. POST-ASSESSMENT

- Conduct learner assessments
- Distribute participant certificates
- Assess the training
- Address follow-up items
- Make use of learner assessments

Use opportunities and tools for self-reflection

You need to be quite experienced to effectively support learning in a diverse environment in terms of motivation and past

experience. You also need to be adept at supporting learners to put their skills in practice.

UNIVERSAL COMPONENTS OF THE TRAINING STRATEGY DETAILS OF THE TRAINING STRATEGY

The volunteer-involving organization's need and operational objective. This will arise from a training needs analysis.

Personal reason why the volunteer will participate in the training.
What's in it for the volunteer?

The what, how, when and where of the training program for both delivery of the program and assessment of trainee competence. The learning design and the assessment design are connected

Process of evaluating the quality of the training program. Training programs should be critically reviewed so that you can improve quality of training. Define indicators of quality

Process for effectively transferring the learning from the training experience to the volunteer workplace. Identification of what aids and what hinders a volunteer in applying what they have learned

Means by which the volunteer will maintain their knowledge and level of skills. There is a possibility that a volunteer will not have sufficient opportunity to apply all of their acquired new knowledge and skills.

Source: Volunteering Australia, 2006:15

Training content relevant to context and skills acquisition

There is an extensive range of volunteering activities and a significant portion of the population are volunteers. The most frequent type of organizations where immigrants volunteer are non-profit organizations, NGOs, civil-society organizations, as well as charitable and religious organizations. Volunteering roles range from literacy and language courses, handling of documents and translation to sports and cultural activities. (VAI, 2018) Therefore, training is related to the tasks that volunteers are going to implement in the framework of the organization's different projects and programs.

A very effective structure of training, that can be used as an example, is the one used by the Multifunctional Center of the Hellenic Red Cross, that includes six (6) main modules:

1. Structure of the Red Cross and Basic Principles of the Movement
2. Presentation of the Multifunctional Center and the services offered
3. Work ethics
4. Psychological First Aid (Part I)
5. Cultural Mediation
6. Protection

The material was provided by the Hellenic Red Cross (partner of the VAI Project) and its Multifunctional Center in Athens, both of which participated in the Focus Group held in Greece.

Additional modules that participants of the volunteering program of the Center can attend include *Psychological First Aid (Part II)*, *Stress Management*, *C.E.A.*, *First Aid*, *Psychological Support in Emergencies*, *Distribution of Commodities in Emergencies*, etc. The topics of the training should be adopted to the needs of both the trainers and the volunteers, as well as the field of action of the organization. Ranging from a wider context, such as presentation of the organization and some general rules of the volunteering program, to very specific topics that directly address the scope of the organization, can keep the volunteers engaged throughout the whole training period.

Volunteers' motivations can impact their learning. The experiences gained through volunteering generally helps in the development of social and economic skills, enrich experience and develop links that smoothen integration. The impact extends from less isolation and increased social interrelationships awareness, to knowledge of the local language and

greater autonomy and self-activation relations. Valorization of professional skills and acquisition of new ones is another benefit whereas it boosts appreciation and self-value. (ibid)

While the knowledge and skills required from a volunteer can be similar to the ones required from an employee who performs the same task, volunteers can have different needs and expectations and will value training differently. It is im-

portant to draw upon a volunteer's current knowledge and skills and present your training in the context of how it can enhance the contribution each volunteer makes to their community.

Ask some volunteers whether they feel that their training has added to their motivation to remain a volunteer. Based upon their responses reflect upon how you might strengthen your training content. (Volunteering Australia, 2006:12)

How training can meet the needs of the organization and the volunteer

IDENTIFY THE PARTICIPANTS: 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 country, a group's customs and beliefs, the age of participants, participants disabilities and abilities, etc.

IDENTIFY THE COMPETENCIES WHICH VOLUNTEERS REQUIRE TO PERFORM THEIR ROLE: 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 materi-

al. (Survey respondent, medium-sized agency in Texas in Refugee Training and Orientation)

IDENTIFY THE GAPS IN THE VOLUNTEER'S EXISTING COMPETENCIES: information about the needs of participants can be gathered in a variety of ways such as:

- Review resources describing cultural backgrounds or experiences
- Conduct interviews, focus group discussions or observations with previous clients
- Consider prior experience working with those with similar backgrounds
- Review field reports or case files
- Conduct a needs assessment discus-

sion or activity at the beginning of a training session or program.

RECOGNIZE AND BUILD ON EXISTING KNOWLEDGE AND SKILLS possessed by volunteers

DESIGN AND DELIVER TRAINING suited to meeting the volunteer-involving organization's needs

IDENTIFY THE OPPORTUNITY and structure a learning component in volunteering activities

ASSESS THE VOLUNTEER'S COMPETENCIES gained through formal training and life experiences

ASSIST THE VOLUNTEER in utilizing per-

sonal skills and experiences to their volunteering role

ENCOURAGE VOLUNTEERS to recognize, value and draw upon the added competencies that they have gained through volunteering

BE ABLE TO RECOGNIZE the need to acquire new competencies themselves

Trainers can use this planning tool to outline the knowledge, skills and attitudes that they need to address for specific topics. Choose your training topic and current and desired knowledge, skills and attitudes of participants. Then outline the gaps to be addressed in your training session. (Cultural Orientation Resource Center, 2014: 224-225)

	CURRENT STATE	DESIRED STATE	GAPS TO BE ADRESSED
KNOWLEDGE			
SKILLS			
ATTITUDE			

Components of a training

Before the training

NEEDS ASSESSMENT:

- Identify relevant content
- Identify the information that participants have
- Establish goals for orientation
- Identify participants abilities and accomplishments
- Define goals and objectives which specify what a participant will know or be able to do as a result of a learning activity
- Develop agenda
- Prepare materials
- Pretraining logistics: location, transportation

During the training

- **WELCOME:** It should be brief, 2 to 5 minutes depending on what will be said. Housekeeping items (such as where restrooms are located) should be discussed.
- **SET RULES**
- **ICEBREAKER:** 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.
- **INTRODUCTORY ACTIVITY:** Depending on the approach, introductions may last 5 to 45 minutes.
- **CONTENT** activity/method 1... Content activity/method 2...
- **SCHEDULED BREAKS:** 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.
- **REFLECTION AND DEBRIEFING:** 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.

After the training

- **ASSESSMENT OF PARTICIPANTS:** 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. Trainers should revisit the outline and agenda to identify what might be different the next time. Using this information, trainers can practice developing an outline for the next training session.

- **DISTRIBUTE** participant certificates
- **ASSESSMENT** of the trainer and the training
- **FOLLOW-UP**

Source: Cultural Orientation Resource Center 2014: 70-75

Incorporate the local language into orientation. Learning the local language is essential to successful resettlement and integration. Learning a new language takes time and can be frustrating. The following strategies may be useful when incorporating the local language into a training session (Volunteering Australia, 2006:24-25)

Introduce new terms related to the topic at hand. When possible, say and write the word in the first language of participants.

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.

Use a picture or gesture to illustrate important terms or phrases.

Provide opportunities for participants to use new words

Write terms on index cards and post them on a word wall

Label various items in the classroom or around the office.

Training Delivery

CREATE A POSITIVE LEARNING ENVIRONMENT

Effective classroom management creates an environment in which participants understand the expectations and rules, feel safe and included, and can communicate openly.

THE FOLLOWING STRATEGIES ARE USEFUL:

- Explain the training style you are using and what is expected of participants in the session.
- Be clear about the main learning goals and objectives and involve participants in setting these.
- Emphasize that participants will be given skills and information that will allow them to continue learning and becoming self-sufficient.
- You can set rules for the session and ask participants to establish group norms, etiquette or rules for behavior. 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

GOOD COMMUNICATION STRATEGIES

(Cultural Orientation Resource Center, 2014: 102-103):

- Think about voice and tone and how a message comes across
- Incorporate non-verbal communication or body language
- Take advantage of any available means of visual communication that can facilitate the process
- Demonstrate good listening skills
- Give feedback that is positive and constructive
- Personalize issues by using real examples and critical incidents

ENVIRONMENT OF INCLUSION

Trainers can use the following strategies to create an inclusive environment:

- Treat participants with respect, acknowledging their past experiences
- Do not underestimate the role of cultural mediation. Even if you might think it is not needed, you should consider the specific needs of certain participants.
- Ensure that participants listen to each other's contributions.
- Be flexible with the agenda and adapt sessions to address needs, interests, concerns.
- Be flexible with instructional pace

Training Resources and Materials

Resources support the delivery of the training program and many of them are already available in the volunteering training environment. They are not just training manuals. Things like site visits, sharing views with experienced volunteers, and even drawing on the learner's motivations are examples of tools which may be available to you as the trainer as well as to the learner. Importantly, the tools are not just related to the training program but connected to the trainee and training program. It is probable that within a trainee group, individual learners will have different preferences for how they learn and will draw differently on the available tools. Creativity in developing and identifying tools is a major factor in offering learning flexibility. "It is more likely that in designing and delivering a training program you will identify a wider range of materials and other resources that can be drawn on." (Volunteering Australia, 2006:21-22)

You can also integrate existing resources

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

There are many different types of resources such as realia, activity or lesson plans, curricula, background information on certain groups, maps, videos or websites.

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.

Components of a curriculum are an introductory section, a user's guide, lesson plan and resources.

COMPONENTS OF A LESSON

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

- **TITLE OR TOPIC**
- **OBJECTIVES:** they illustrate the purpose of the session and what participants should know and be able to do by the end of the session.
- **TIME:** this will provide an estimate of the session length
- **MATERIALS:** they can include pictures, case studies, handouts or other similar materials. Visual aids include things like pictures, flipcharts, video, Power Point presentations, maps or flowcharts.
- **EXERCISE:** this is the main portion of the plan and will provide the learner with learner-centered activities and discussion topics for the session.

Training methodology

Methods can include participant-centered, interactive and experiential training activities. By better understanding participants' perspectives and the variety of educational, cultural and socioeconomic backgrounds, trainers can begin to understand how they think and the connections they may be able to make. Lectures may be common in a training program for refugees and immigrants but it is one of the least effective learning methods. For instance, brief lectures and large group discussions are appropriate techniques for introducing a topic and imparting knowledge: demonstrations, role playing and field trips may be more useful for teaching skills and case studies and simulations are well-sui-

ted for exploring attitudes. Brainstorming is similar to group discussion but allows more ideas to be brought up in a shorter period of time. Think-pair-share allows a trainer to instruct participants to think about a question or a topic, then turn to a partner to share their thoughts. Lectures are ideal for briefly introducing a topic, focusing on a key point, presenting basic information or conveying a lot of information in a short period of time. Case studies and critical incidents are usually based on real-life experiences and present a situation for a group to analyze and solve. When working with groups from one area, use names or countries of origin that are familiar to them so that participants can better

relate with the situation. In role plays, 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. 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. They are ideal for considering cultural adjustment and culture shock. Field trips provide an opportunity to safely enter and experience with guidance an actual environment or situation first-hand.

In general, you should try to push participants' boundaries, but not too far. You also need to consider whether a particular type of activity is culturally or religious-

ly appropriate.

Allow time to debrief and reflect at the end of every topic or session. Use reflective questions to evaluate the session.

You should have a good understanding of the group size, group composition and group dynamics to be an effective group facilitator. 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 but regardless of the group size, the participants gain a much deeper understanding of the material through interactive methods. *"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 in Refugee Training and Orientation)

”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)

Programs for small and medium-sized groups are ideal as they are often comprised of similar language groups and thus allow more time for discussion and interaction. The challenges that come with working with a large group include the fact that trainers may feel overwhelmed by the challenges associated with controlling a large session and a large group of diverse participants. It would be useful to create small groups and regroup participants frequently for discussion and activities. (Cultural Orientation Resource Center 2014:140-143)

Support learning by sharing the role of training: *“consider the possibility of sharing the training facilitation between a*

number of parties. The most common learning partnership, which is informally practiced and accepted comprises a trainer, the learner and an experienced colleague of the learner in the role of training supporter. There are other possibilities too, such as learners providing mutual support to each other, family members supporting a learner where there are language, literacy and numeracy issues and supervisors ensuring that the workplace is conducive to learning. Learning also occurs in the context of community of learners, the volunteer-involving organizations, colleagues of the learner and those who are the clients of the organization.” (Volunteering Australia, 2006:21-22)

Challenges in the training process

Differences in backgrounds can make it difficult for participants to relate to one another at the beginning of the session whereas the differences in literacy levels and formal education are often more significant and create some of the biggest challenges. Working with participants who speak different languages is another challenge for trainers and it may require multiple interpreters to be in the training space.

The issue that arises in multicultural volunteering environments is variation in the spoken language skills, literacy and

numeracy of volunteers. As many volunteers can have LLN limitations, trainer competency in supporting trainees with LLN weakness is very important.

Are you alert to the possibility that there are people in your trainee group who have LLN limitations? What is your strategy for identifying where this exists? Do you facilitate training in such a way that there are alternative pathways that a trainee may take that is appropriate to their LLN capability? (Volunteering Australia, 2006:16)

Moreover, 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 host language 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.

Part 3: Training and Learning Assessment

This last part of the Guide discusses the achievement of the training outcomes in a way that supports the volunteer-involving organizations' objectives and helps volunteers derive satisfaction and personal fulfillment from their volunteering work.

After the training

Trainers should (Cultural Orientation Resource Center, 2014:180-185):

CONDUCT LEARNER ASSESSMENTS: the assessment should capture the knowledge, skills and attitudes that participants have gained as a result of training. 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.

DISTRIBUTE PARTICIPANT 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.

TRAINING ASSESSMENT AND EVALUATION: at the end of session, trainers should think about what they excelled and what could be strengthened for the next training.

ADDRESS FOLLOW-UP ITEMS: Make use of learner assessments by understanding and using the data gathered. 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.

CONDUCT A TRAINER SELF-REFLECTION AND SELF-EVALUATION: self-assessment and peer-assessment can be especially useful when analyzing participant learning and training program assessments.

Accreditation of training programs

The training can be accredited, in the sense that it is formally recognized for qualification purposes and whether the learner seeks and will value the award of a qualification.

Recognition of Prior Learning, also known as RPL, is a form of assessment that acknowledges skills and knowledge gained through formal training conducted by education institutions, work experience and life experience. It can only be granted by qualified assessors working with or on behalf of organizations, who are able to grant RPL for courses and competencies.

An example comes from the UK. For the recognition of learning for volunteers, Slough Council for Voluntary Service (SCVS) launched their Volunteer Passport Scheme in March 2018, with the aim to provide courses to upskill volunteers so that they are provided with all the skills

required to be a confident, to make a difference and to deal with all types of situations. (EPALE, 2018)

To gain recognition of learning through the Volunteer Passport, volunteers must attend all four free short training courses. The courses are as follows:

- ▶ Equality and Diversity
- ▶ Communication Skills
- ▶ Boundaries and Confidentiality
- ▶ Safeguarding

The Volunteer Passport allows you to have upskilled volunteers at no financial cost and allows volunteers to enhance their skills towards the Suitably Qualified Person standards. Other benefits include access to volunteer management courses and the ability to access the SCVS database of trained volunteers for recruitment purposes. (EPALE, 2018)

Evaluation of the training sessions

The development of the training foresees the use of different pedagogical methods and techniques in accordance with the objectives, target-groups and training contexts, including, among others, sessions with different methods (such as expositive, demonstrative, interrogative and active) and techniques (such as role-play, case studies, brainstorming, pedagogical simu-

lations, etc.). The general goals of evaluation are: Identify the incoming profile of trainees (diagnostic evaluation), improve teaching and learning (formative evaluation) and measure the learning results achieved (summative evaluation). Evaluation, as a systematic, continuous and integral process should occur in three moments (Volunteering Australia, 2006.:25)

1. **INITIAL EVALUATION** (in the beginning of the training): Diagnostic evaluation (incoming profile)
2. **CONTINUOUS EVALUATION** (during the training): Formative and summative evaluation (process/training development)
3. **FINAL EVALUATION** (at the end of the training): Summative evaluation (output profile)

Sustainability of the training program

Learner assessments are useful in understanding what an individual or group of participants learned from a training program and what gaps exist in their knowledge so that further training can be provided. Data gained from training assessments indicate whether instruction was effective in the short-term and outcomes of different groups can be compared.

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).

The data can help you identify what change can be made to the training program. Assessment data and information gathe-

red from program evaluations can be useful in strengthening a program overall and can even potentially assist with future funding opportunities. 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.

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. (Cultural Orientation Resource Center, 2014: 183)

Conclusions

This Guide is developed to assist trainers of volunteers to design and deliver effective training in volunteers. In conjunction with the Toolkit for Training Immigrants in Voluntary Work, it provides a comprehensive methodology accompanied by practical tools that can be utilized from trainers working with diverse groups of volunteers.

It includes a useful analysis of the volunteering environment, as well as proposals on how to design effective and appropriate training strategies, focusing on the Pro-

ject's target group. Special attention is given on achieving results through training that satisfy both organizations' objectives and volunteers' expectations.

The first version of this Guide was discussed in four Focus Groups that were implemented by Project partners in Austria, Germany, Greece and Italy. Following the feedback gathered by relevant stakeholders during these Focus Groups, the Guide's contents were appropriately adjusted and finalized.

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The **Guide for Training Migrant Volunteers** assists trainers of volunteers to design and deliver effective training. It reviews training environment issues that shape how immigrants-volunteers are trained and provides an introduction to competency-based training. The Toolkit for Training Immigrants Volunteers will build upon the issues discussed in this guide. They should be read in parallel.

This guide is aimed at four principle audiences: designated trainers of volunteers, occasional trainers of volunteers and training supporters as well as managers, team leaders of volunteers and volunteer coordinators.



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