



VAI

TOOLKIT FOR TRAINING MIGRANT VOLUNTEERS

Practical exercises and methods for training



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Hellenic Red Cross



Leibniz Universität Hannover



Institut für Ethnologie der Demokratie



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Practical exercises and methods for training

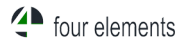
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The **VAI - Volunteering among immigrants** project points out that immigrant volunteering can be both an instrument for and an indicator of integration. Many states of the European Union have already recognized the potential of volunteering as instrument 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. 2.3b 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:



Contents

Contents	4
Introduction	5
Part 1: Before the training	7
Needs Assessment tools	9
Classroom Arrangements and Rules	12
Managing a multicultural class - the language barrier	13
Part 2: During the training	15
Icebreakers	16
Training methods and tools	19
Induction course	24
Part 3: After the Training	27
Designing the assessment plan	28
Training Evaluation Questions	30
Trainer's self-evaluation	30
Trainer's evaluation	31
Conclusions	33
Bibliography	34
Annex 1	35
Annex 2	38

Introduction

This toolkit is created in the framework of this project in order to complement the Guide for Training Immigrants. The guide and toolkit are supposed to be read together and cover topics of interest for the trainers of immigrant refugees related to the time before, during and after the training has taken place. The Toolkit for Training Volunteers builds upon the issues discussed in the guide and offers a range of tools for you to draw upon when designing and facilitating competency-based training. The practical exercises and methods proposed in this toolkit will make the training of immigrants more effective and will increase the willingness and efficiency of the work of the volunteers. Since successful training always depends on the learners' special educational needs, these resources and exercises are targeted for trainers of volunteers as well as supporting personnel and managers, team leaders and volunteer coordinators

of volunteers. Anyone who designs and delivers training for immigrant volunteers can reflect upon these resources and use them as a source of inspiration adjusting them to their classroom's needs.

The toolkit complements the theoretical framework that the guide provides and aims at offering practical examples and activities in order to further develop and support the training process. The toolkit will aim at the development of competences and skills relevant to the tasks and needs of the organization, will promote cultural awareness and team work among the volunteers who may come from different backgrounds and will also make use of the existing skills of the volunteers. Emphasis is also placed on the evaluation of the training sessions so as for the organization to have the opportunity to reflect on the training it offers and make any necessary amendments to improve the training of future volunteers.

”An effective and targeted training of immigrants who wish to work as volunteers has multiple benefits for the local community and also leads to faster integration of the volunteers.“

The activities and exercises included in this toolkit are in line with the theoretical framework provided in the guide and facilitate the assimilation and application of knowledge. More specifically, the toolkit was designed in order to cover all aspects of training of immigrant volunteers.

It is divided in three different sections: exercises to be used before and during the training as well as evaluation methods to be used after the training. For before the course, certain needs assessment tools, effective ways of overcoming the

language barrier in a multicultural classroom as well as important classroom arrangements and rules are included. When it comes to the during the training part of the toolkit, material such as icebreakers, induction course material and training methods and tools are included that could help the trainers deliver the training the best way possible. For after the training, apart from an assessment plan and evaluation tools, two annexes with evaluation questions are also included for further inspiration.

Part 1: Before the training

In this part of the toolkit, the trainers of the immigrant volunteers will gather and take into consideration the knowledge, skills and attitudes (KSA) of the participants, what skills will be required to be developed for different tasks, which are the trainees' existing skills and how these are related to the tasks and needs of the organisation.

Needs Assessment tools

Based on the categories of adult learning by Foley (1995, p.xv), filling in the following template could be very helpful in understanding what the trainee volunteers

know already and how their knowledge can be transferrable so they can successfully complete their tasks as volunteers:

SOURCES of Knowledge and Skill	STRATEGIES for drawing on the trainee's existing (incoming) knowledge & skill during training	STRATEGIES for supporting a trainee in transferring their expanded knowledge & skill to the workplace
FORMAL EDUCATION A form of education delivered by education professionals that can lead to receiving a qualification		
NON-FORMAL EDUCATION Occasional training or learning that takes place in order to meet specific life or work requirements		
INFORMAL LEARNING Conscious learning from experience without a trainer or professional educator		

INCIDENTAL LEARNING

Learning that takes place as a result of engagement with life or work-related tasks but it is not consciously recognised as learning when it happens

A volunteer drawing upon their breadth of knowledge and skill (Foley, 1995, p.xv)

After the trainers have reviewed the information they have about the volunteers, they will be ready to define the components of the training and also determine the objectives that will have to be met through the training.

In order to determine the specific training that would be needed, the following learning pathways by Hughes (2006, p. 53) could be useful:

FACILITATE GROUP-BASED LEARNING - ELEMENTS OF COMPETENCY

- Establish an environment conducive to group learning
- Deliver and facilitate training sessions
- Demonstrate effective facilitation skills
- Support and monitor learning
- Review and evaluate effectiveness of delivery

FACILITATE WORK-BASED LEARNING - ELEMENTS OF COMPETENCY

- Establish an effective work environment for learning
- Develop a work-based learning pathway
- Monitor learning and address barriers to effective participation
- Review the effectiveness of the work-based learning pathway

FACILITATE INDIVIDUAL LEARNING - ELEMENTS OF COMPETENCY

- Identify individual learning facilitation requirements
- Establish the learning/facilitation relationship
- Maintain and develop the learning/facilitation relationship
- Close and evaluate the learning/facilitation relationship

Overview of training delivery and facilitation competencies (Hughes, 2006, p.53)

The following questions that draw on the principles of adult learning (Hughes, 2006, p. 53) could also be useful at this stage:

Classroom Arrangements and Rules

Classroom arrangements and setting rules prior to the training is essential. As mentioned by Cultural Resource Ori-

entation Center (2010b), before the training please make sure that:

- ✓ An appropriate space suitable for the number of attendees has been arranged
- ✓ The venue is suitable for people with hearing problems, visual impairments as well as mobility limitations
- ✓ The necessary equipment such as laptops, projectors, screens is available and you know where it is located. Moreover, an envelope with the training's agenda as well as a pen and a notepad will be prepared with care for the participants
- ✓ Please make sure that the equipment works well
- ✓ Find out from whom you need to ask for assistance if needed
- ✓ Select a seating arrangement that serves the goals and objectives of the class
- ✓ Use comfortable chairs, create aisles and personal space for the items of the participants while try to keep your personal belongings out of sight so as not to disturb the participants
- ✓ When making the seating arrangements, please take into consideration that since the participants are culturally diverse, they may have different views as to which is the acceptable distance between people
- ✓ Have a space for refreshments if needed
- ✓ Make sure that the temperature is ideal, there is adequate fresh air and lighting
- ✓ Place "welcome" signs with the time of the event on them outside the classroom

At the beginning of the session you could consider doing the following (Cultural Resource Orientation Center (2010c):

BEGINNING OF THE SESSION:

1. Please discuss housekeeping topics such as the location of the restrooms, coatrooms and exits.
2. Set rules regarding what behavior is acceptable during classes. It is suggested to ask for the students' opinion when you set the rules as it is more possible that they will follow them if they were part of the decision-making process. When discussing these issues, you could use phrases such as "*Should we include anything about interruptions?*" or "*How do we feel about cell phones?*". Once the rules have been set, they can be posted on the wall for everyone to see.
3. A training contract could also be helpful in some cases. Training contracts are good for trainings that last more than two days and include descriptions of the role both of the trainers and the trainees. If you decide to use contracts, the contracts must be signed by both parties.

Managing a multicultural class - the language barrier

In a multicultural class, it is very common that trainees may not speak the same language. When it comes to the language of instruction, it is also quite common that not all students will speak, write and understand the language at the same level. In this case, it could very helpful to use the

visual delivery of key concepts as much as possible and also focus on the extensive use of graphs and pictures so as to compensate for any lack of understanding that the students may have due to the language barrier.

The following could also help:

Be very clear in what you speak (be slow!)

Try out the following language apps to facilitate understanding:

<https://www.itranslate.com/>
<http://www.waygoapp.com/>
<https://www.ihandygroup.com/>

Learn some basic phrases and words in the major first languages of the volunteers

Express yourself through body gestures and facial expressions

Draw pictures. Keep a notepad and resort to stick figures. This is sometimes better for conversation, because you can draw things as they come up, without having to break the flow of conversation to go hunting for images.

Use real objects. Either talk about the surroundings or bring things with you related to the subject you wish to discuss.

Remember that the trainees belong to different cultural groups and their perception of effective training may vary. Always try to show respect towards their views and enthusiasm every time they share something related to their culture.

Part 2: During the training

In this part of the toolkit, material such as icebreakers, induction course material and training methods and tools are included that could help the trainers deliver the training the best way possible.

Icebreakers

Following the initial introduction and discussion on the practicalities and rooms of the classroom, it would be ideal to begin with an icebreaker. Icebreakers will be used throughout the training sessions

and they can take many forms.

For your reference, please find some recommended activities below (Cultural Orientation Resource Center, 2010d):

Activity 1: Step In/Step Out

Ask participants to stand in a circle facing each other. Explain that you will read a statement, and participants will decide if that statement applies to them or not. If the statement applies, the participant will take one step forward toward the center of the circle. If the statement does not apply, the participant will remain standing where they are. Ask participants to reflect on each statement before making the decision to step forward or not. Remind participants that the interpretation of statements is completely individual, and that there is no right or wrong interpretation.

Read the statements one by one. Give time for participants to make their decision, time for discussion if needed, and then ask participants to step back if they have stepped into the circle.

This is a nice activity to allow participants to identify similarities and differences, whether between cultures, countries of origin, or individuals. You can select statements that relate directly to your topic, or some low-risk statements such as those below:





Activity 2: Collage Creations of Yourself

This activity includes collage creations through which all students can describe themselves in a creative way, using their imagination. Distribute boxes of collage supplies (scraps of paper, pieces of fabric, glue, buttons, etc.) to small groups of participants. Ask participants to construct a representation of themselves to share

with the larger group. It can depict their personal life, their professional experience or background, something regarding their school, team, or work environment, etc. Give participants 15-20 minutes to construct something representative of their assigned part of themselves.

Activity 3: Shaping Yourself

This activity requires play dough or clay. (See recipe below if not purchasing play dough.)

Distribute play dough to participants individually or in small groups. Ask participants to mold something with the clay which represents something about themselves, where they come from, their working en-

vironment, or about another aspect of their lives which would be appropriate to share with other participants in the group.

Allow participants 10-15 minutes to mold their clay structures. Bring the large group together and have participants present what it is they made to the group.

RECIPE FOR CLAY

Note: The measurements below are sufficient for three to four participants.

- 3 cups flour (white flour works best)
- 1 cup water
- 2 tablespoons salt
- Food coloring

Mix the water and food coloring together, one color per bowl.

Mix the flour, water mixture, and salt together thoroughly, as if making bread. Mix each ball individually until the color has spread evenly throughout the ball of clay. Add additional flour as necessary until the desired consistency is reached. Give to participants.

If the clay will not be used for more than 2 hours, store in airtight containers (e.g., plastic containers or sealed plastic bags) at room temperature until ready for use.

Training methods and tools

This section includes some recommended training methods and recommended activities. These methods and activities could be proven useful especially in teaching contexts where the trainees come from different ethnic, cultural and linguistic backgrounds as they all encourage

participation and cultural exchanges. Again, these are suggested methods and tools only as your selected method will depend on the objectives of a particular training session, learning needs of the trainees and the resources available at the time the training takes place.

Activity 1: Brainstorming

Write on the board the word volunteering. Give 5 minutes to the participants to think about this, reflect and take notes. Following that please ask the volunteers to share with the class what they have written in their notes and write them down in bullet points on the board. At the end of the activity, you will end up with a compre-

hensive definition of volunteering given by the trainee volunteers.

Notes (Cultural Resource Center, 2010a):

- ▶ Although brainstorming has many similarities to group discussion, it allows for more ideas to be expressed
- ▶ Ideally, brainstorming could be followed by a group discussion

Activity 2: Case Studies

Narrate a story involving a volunteer within an organization and a problem that he has to face with the help of his colleagues. Discuss with the trainees the problem in class, ask them what their feelings are on the situation you have just described and the way the protagonist resolved the problem. At the end of the analysis, you could ask them to try to propose alternative so-

lutions than the one given in the story.

Notes (Cultural Resource Center, 2010a):

- ▶ Case studies or stories are based on real-life experiences and situations
- ▶ They are suitable for large or small group discussions
- ▶ Case studies differ from simulations as they are analyzed and discussed while simulations are acted out

Activity 3: Demonstrations

The instructor takes one pile of administrative documents that will have to be divided into two different piles according to the date shown on top of them. There will be one pile for 2018 and another one for 2019 documents. The instructor will archive half of the documents while the trainees will try to do the same with the

rest of the documents in turns.

Notes (Cultural Resource Center, 2010a):

- ▶ Instead of describing a task, the trainer actually performs it
- ▶ This method becomes particularly effective if the trainees also perform the task

Activity 4: Discussions

The trainees investigate what volunteering is, and why it is good for themselves and the community to volunteer. The tea-

cher leads the class discussion and asks questions such as the following:

- What do you think are the most important qualities of great volunteers? And why?
- Why is it important to give back to community?
- What are the benefits of volunteering to the volunteer?
- How many of you have ever volunteered your time to help somebody else?
- What does it mean to volunteer?

Notes (Cultural Resource Center, 2010a):

- ▶ Discussions have similar benefits to brain storming but allow for less opinions to be explored
- ▶ They are particularly effective as a tool of reflection after the end of a session
- ▶ Small group discussions also encourage more reserved trainees to express themselves
- ▶ In small group discussions, the trainer does not dominate the discussion

Activity 5: Field trips

The instructor organizes a visit to an acclaimed organization which has volunteers within the team. The trainees are given a tour around the organization, have the possibility to discuss with other volunteers and ask questions. Trainees usually enjoy field trips as they get the chance to explore a new environment and enrich their knowledge. The instructor accompa-

nies the volunteers throughout the visit and answer any questions they may have.

Notes (Cultural Resource Center, 2010a):

- ▶ Field trips could be used for a variety of purposes and for different topics
- ▶ They are a safe and guided way for trainees to experience a new environment

Activity 6: Games

Balloon Stamp

Give each student a balloon with a question inside. The students then attach their balloon to their ankle with a rubber band. The objective of the game is for the students to stamp on another student's balloon. When a balloon is popped, everyone stops moving. The student who popped the balloon then asks the question to the student who had their balloon popped. If the student answers the question cor-

rectly, they continue trying to pop other balloons. If not, the student is out of the game and has to sit down. The game continues until everyone has had their balloon popped. The remaining students left in the game are the winners. You could play this game without putting the question slips in the balloons. In this case, you would ask a question to a student when their balloon is popped.

Dartboard Game

On the board, draw a dartboard with points going around it. For darts, you can use an eraser or a small soft ball. You could also ask the students to make paper airplanes as darts. Divide the students into two teams. Ask a question to the class. The first student to answer correctly throws a dart at the board. Wherever the dart hits, correlates with the amount of points scored for that student's team. Alternatively, you could have a student from each team come up and throw a dart. The student with the highest score gets to answer a question. If they answer correc-

tly, they keep the points they scored. The team with the most points at the end of the game wins.

Notes (Cultural Resource Center, 2010a):

- ▶ Games can make learning fun
- ▶ General games can be adapted to match the objectives of the training session
- ▶ Be extra careful in selecting games that seem appropriate for adults and not childish as some participants may be offended

Activity 7: Parking Lot

During the class students may feel the impulse to ask questions that may not be immediately related to the topic discussed. To avoid interrupting the flow of the class,

you can hang a flipchart with "Parking Lot" written on it. Any unrelated questions will be noted there so you can go back to them at the end of the class.

Activity 8: Videos

A video is an interesting way to transmit information and it facilitates assimilation

of knowledge. Videos such as the following could be helpful:



www.abc.net.au/btn/classroom/volunteer-week/10528408

www.youtube.com/watch?v=wXb6bDX9FDo

www.youtube.com/watch?v=W4_gigh-pac

www.youtube.com/watch?v=hwsG DYm2S2o

It would be good to pause the video every now and then and discuss with the participants what they have seen and what they

expect next. The above videos are merely suggestions but the topic of the video can be related to real-life situations.

Activity 9: Reflection Questions

Throughout the lesson, you can allow some time to ask questions to the students in order to appreciate what they have understood. Simple questions such as *How do you feel about the content of*

the course? Do you feel that you have enriched your knowledge? Or do you feel that you have a better understanding of volunteering now? could be very helpful.

Activity 10: Role Plays

Ask the participants to work in pairs. If possible, arrange the desks in a way to facilitate this cooperation. Assign to one participant the role of the person who

asks for help and to another one the role of the volunteer. The dialogue could be as follows:

Other person: *Ring, Ring*

Volunteer: *Picks up an imaginary phone and says, "Information Desk"*

Other person: "I have trouble finding an interpreter to help me gather the papers I need to apply for asylum. Could you help me?"

Volunteer: "Hum. Could you please inform me of your mother tongue so I know if I could help you myself?"

Other person: *Informs him about his mother tongue.*

Volunteer: "Could you please bear with me for a second so I could look into that?"

Other person: "Yes, please. I would appreciate it if you could sort this out for me."

Pause.

Volunteer: "I'm sorry that I kept you waiting. I will transfer your call to the appropriate department."

Other person: "Thank you so much."

Induction course

During the induction course, it is important to inform the trainee volunteers regarding the fundamental principles of the course. A helpful outline is the one provided by the Red Cross for the induction

session of the training of volunteer where basic concepts need to be discussed so as to ensure that volunteers and organization are on the same page:

MODULE 1: THE ASSOCIATION

- Origin and brief history of the association the volunteer will be part of.
- Objectives and goals of the association: an essential part of training, because this is how we help volunteers form a stronger tie to our association's ideological goals than to individual programmes.
- Structure and organization of the association.

MODULE 2: VOLUNTEERING

- Volunteering in general and volunteering in the association: concept, ideas, values, functions...
- Rights and duties of the volunteer: especially important.
- Volunteer participation: especially important.

MODULE 3: VOLUNTARY ACTION

- The association's action plans.
- The association's projects.

Possible Contents of an Induction Course (Reference
Centre on Volunteering Europe, n.d., p. 56)

As mentioned in the toolkit of the Multi-functional Centre of the Red Cross (n.d.), it would be good to inform the Volunteers of the following rules they would have to adhere to during their work within the organization, following the completion of their training:

- During the voluntary work, it is essential for the volunteer to stick to the hours and days of work that have been agreed in advance. In case of absence of the volunteers, they would have to inform their supervisors in advance.
- Any change in the schedule of the volunteers would have to be agreed with the Social Worker in charge of this Group well in advance.
- In case the volunteer wishes to stop volunteering or wishes to change team, this again will have to be discussed.

- sed with the Social Worker in charge.
- It has to be clear to the volunteers that all communication will be through the organization and personal contact numbers will not be used.
- In case the volunteer needs extra assistance, individual sessions could be arranged with their supervisor who would be glad to provide assistance and further clarifications.

Part 3: After the Training

Following the end of the training, it is essential to evaluate and assess the training provided. The assessment will assess the training and the knowledge that the participants have gained, in terms of competencies and skills acquired, as well as the performance of the training.

Designing the assessment plan

For the design of both the assessment plan and the evaluation of the training, it would be good to try and answer the following questions:

” Were the trainees successful in acquiring the target competency?

Has the achievement of the target competency fulfilled the training need that was recognized initially?

Has the training been organized and implemented in the best possible way or is there room for improvement? “

(Hughes, 2006)

As mentioned elsewhere by Hughes in *Overview of assessment competencies* (2006, p. 50), you could draw on the following steps when designing the assessment of the training:



PLAN AND ORGANIZE ASSESSMENT

- ✓ Define focus of assessment
- ✓ Prepare the assessment plan
- ✓ Contextualize and review assessment plan
- ✓ Organize assessment arrangements



ASSESS COMPETENCE

- ✓ Establish and maintain the assessment environment
- ✓ Gather quality evidence
- ✓ Support the candidate
- ✓ Make the assessment decision
- ✓ Record and report the assessment decision
- ✓ Review the assessment process



DEVELOP ASSESSMENT TOOLS

- ✓ Determine the focus of the assessment tool
- ✓ Determine assessment tool needs
- ✓ Design and develop assessment tools
- ✓ Review and trial assessment tools



PARTICIPATE IN ASSESSMENT VALIDATION

- ✓ Prepare for assessment validation
- ✓ Contribution to validation process
- ✓ Contribute to validation outcomes

Training Evaluation Questions

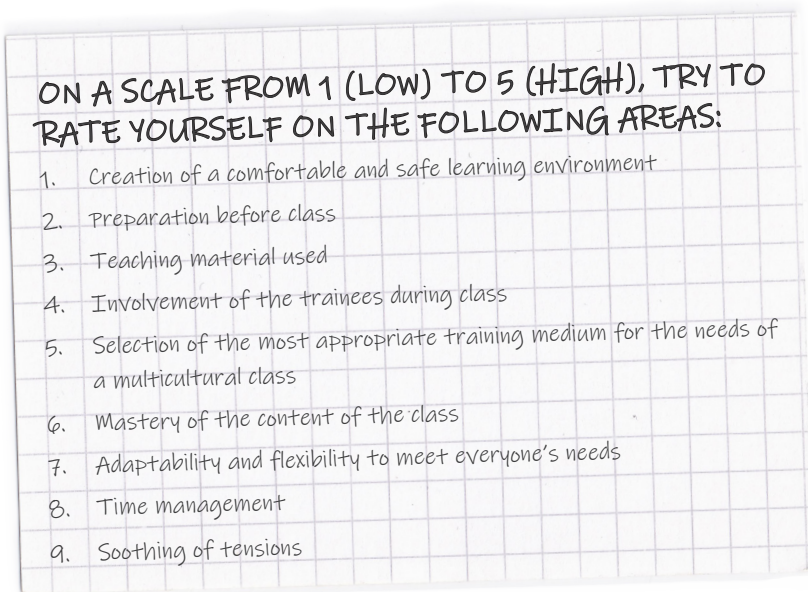
The training evaluation questions need to cover all important aspects of the training. Although again it is up to you to determine the questions that will give you the best possible insights, it would be good to

consider the questions suggested by Bhat (n.d.). These questions can be found in the annex on the toolkit for you to reflect upon them.

Trainer's self-evaluation

A trainer's self-evaluation is very important as every teaching session is an opportunity to develop further any existing teaching skills and competencies. First of all, reflect on the training to realize if you were happy with the training that you

provided. After 5 minutes, take a notepad and a pen and create two lists: a list with the things that went well during the training and another one with the things that could have been better.



Following that and based on your answers, try to adopt a strategy in order to

further enhance the effectiveness of the training process.

Trainer's evaluation

The trainees will also be asked to complete an evaluation form to evaluate the instructor's performance. A template that

was created in the context of the project and drafting of this toolkit can be found in Annex 2.

Conclusions

This toolkit was designed in order to provide trainers with practical information, sample material and insights that would help them design and deliver a successful training course that will help immigrant volunteers contribute to the work of the organizations they volunteer for by enriching their knowledge and putting their existing skills to great use.

This toolkit is designed to complement the “Guide for Training Immigrants-Volunteers” and is to be read in conjunction with it. Unlike the guide which focused on informed and relevant theories around the training of immigrant volunteers, this toolkit is mostly practical,

including practical tips and advice on choosing the best practical methods and material.

The toolkit focuses on the project’s target group and follows closely the parameters discussed in the guide. From the necessary preparation before the training to teaching methodologies and class management techniques to after training assessment and evaluation, this toolkit aspires to become a valuable tool for the trainers in order to facilitate the achievement of the training’s objectives and contribute towards the integration of immigrants in a new, different society and culture.

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Annex 1

Training's Evaluation Questions

1. Considering your complete experience with the program, how likely would you be to recommend it to a friend or colleague?
2. What was the program name you enrolled for?
3. What year did you attend the program?
 - o 2018
 - o 2017
 - o 2016
 - o 2015
 - o Before 2015, please specify:
4. Please rate your level of satisfaction for the following points?
(Answer options: Very unsatisfied, Unsatisfied, Neutral, Satisfied, Very Satisfied)
 - ▶ Program organization/arrangement:
 - ▶ Instructors knowledge about the topic:
 - ▶ Facility environment:
 - ▶ Administrative processes:
 - ▶ Pricing of the program:
5. On a scale of 1 to 7, how would you rate the following staff?
 - ▶ Registration staff:
 - ▶ Instructors:
 - ▶ Cleanliness staff:
6. How did you hear about our program?
 - o Printed Brochure
 - o Website
 - o Email promotion
 - o Facebook

- Twitter
 - Flyer
 - Newspaper
 - Outdoor hoarding
 - Other (please specify):
7. How satisfactory was the teaching material used during the program?
 - Very unsatisfied
 - Unsatisfied
 - Neutral
 - Satisfied
 - Very satisfied
 8. On a scale of 1 to 5, how challenging was the program?
 9. Do you think the duration of the program was good enough as per your expectations?
 - Yes
 - No
 - Rather not say
 10. In your opinion, was the program schedule flexible?
 - Yes
 - No
 - Rather not say
 11. Was the objective of the program explained clearly before registration?
 - Yes
 - No
 - Rather not say
 12. Was your need satisfied after the completion of the program?
 - Yes
 - No
 - Rather not say
 13. Please state 3 things that benefitted you the most from the program.

14. Please state 3 things that you felt were unnecessary in the program.
15. Did the program provide you with a good proportion of theoretical and practical learning?
 - Yes
 - No
 - Rather not say
16. How easy was the trainer's language to understand?
 - Very easy
 - Moderately easy
 - Neither easy nor difficult
 - Moderately difficult
 - Very difficult
17. How often were you evaluated on the understanding of the program?
 - Very often
 - Sometimes
 - Rarely
 - Never
18. On a scale of 1 to 5, how would you rate the evaluation methods?
19. Please state your level of agreement for the following.
 - ▶ The skill level of other participants was similar to yours
 - ▶ The instructors were very knowledgeable about the topic they were teaching
 - ▶ Including interactive session in the program was a good choice
 - ▶ The course material was easy to understand
 - ▶ The registration process for the program was very smooth.
20. Do you have any suggestion/comments that will help us make the program better?

Source: Bhat, A. Top 21 Program Satisfaction Survey Questions for Questionnaires, www.questionpro.com/blog/program-satisfaction-survey-questions/. Accessed 2 September 2019

Annex 2

Trainer's Evaluation Questions

1. Considering your complete experience with the training programme, how satisfied are you with the overall performance of the trainer?
 - Very unsatisfied
 - Unsatisfied
 - Neutral
 - Satisfied
 - Very satisfied
2. How would you describe how well the trainer was prepared?
 - Very poorly
 - Poorly
 - Fair
 - Well
 - Very well
3. How satisfied are you with the quality of material used throughout the training?
 - Very unsatisfied
 - Unsatisfied
 - Neutral
 - Satisfied
 - Very satisfied
4. On a scale from 1 to 5, how encouraged did you feel to participate in class?
5. On a scale from 1 to 5, how did the trainer handle any difficulties that came up due to the language and cultural differences among the trainees?

6. How satisfied are you with the knowledge of the instructor on the subject being taught?
 - Very unsatisfied
 - Unsatisfied
 - Neutral
 - Satisfied
 - Very satisfied
7. How satisfied are you with the time that the instructor allowed for questions?
 - Very unsatisfied
 - Unsatisfied
 - Neutral
 - Satisfied
 - Very satisfied
8. How satisfied are you with how supportive the trainer was?
 - Very unsatisfied
 - Unsatisfied
 - Neutral
 - Satisfied

This toolkit was created to complement the Guide for Training Immigrants. It is divided in three different sections: exercises to be used before and during the training as well as evaluation methods to be used after the training. For before the course, certain needs assessment tools, effective ways of overcoming the language barrier in a multicultural classroom as well as important classroom arrangements and rules are included. When it comes to the during the training part of the toolkit, material such as icebreakers, induction course material and training methods and tools are included that could help the trainers deliver the training the best way possible. For after the training, apart from an assessment plan and evaluation tools, two annexes with evaluation questions are also included for further inspiration.



WEBSITE

www.vai-project.eu

MAIL

info@vai-project.eu

FACEBOOK | TWITTER | INSTAGRAM

VAI – Volunteering Among Immigrants

Design: Alena Klinger | www.alenak.de

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