WEST AFRICAN REFUGEE ASSISTANCE PROGRAM (TAMAA)

SCHOOL TRAININGS

KEY INFORMANT INTERVIEW REPORT SUMMARY

SUBMITTED TO:
CHILDREN’S CRISIS TREATMENT CENTER
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PHILADELPHIA, PA 19130-4197

SUBMITTED BY:
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INTRODUCTION

This report is an evaluation of professional development trainings conducted by the Children’s Crisis Treatment Center (CcTC) as part of the West African Refugee Assistance Program (Project Tamaa). The purpose of the trainings was to inform school staff of the history and culture of the West African refugee children and their families and help them understand and respond to traumatized students in the classroom and their parents/caregivers.

The West African Refugee Assistance Program, also known as Tamaa, is a community and school-based multi-modal mental health treatment program that serves West African refugee/immigrant children and their caregivers in Southwest Philadelphia. Services provided to the West African population include child therapy/support groups, case management services, a support/education group for parents/caregivers of refugee and immigrant children multi-cultural community events and school trainings.

During the past year, the West African Refugee Program activities were centered at the John M. Patterson Elementary School and the Thomas G. Morton Elementary School located in southwest Philadelphia. Along with services provided at Patterson, seven trainings were conducted for the school staff including teachers, counselors, nurses, the principal and a school security person. The following narrative is an evaluation of these seven trainings.

METHODS

The evaluation of the Tamaa trainings was conducted by the Public Health Management Corporation (PHMC), Research and Evaluation component. The evaluation is based on data gathered by two research staff through ten key informant interviews with Patterson School staff that had attended the Tamaa professional development trainings. The interviews were based on a prepared interview guide (see Appendix) and conducted at the Patterson School in May, 2008. The purpose of the key informant interviews was to learn about the staff’s perceptions of the usefulness of the trainings and the impact the trainings may have had on the school as a whole. A $50 gift card was given to each respondent for taking time out of their work schedules to complete the interviews.
As some of the trainings took place in the beginning of the school year, recall was not expected to be optimal. To assist with recall, a list of the training titles was provided to each respondent at the beginning of the interview (See last page of the interview guide in Appendix).

**FINDINGS**

Who was interviewed?

Ten staff at the John M. Patterson School, who had attended the majority of the Tamaa School Trainings agreed to be interviewed about the West African Refugee Assistance Project trainings. The respondents include: teachers, counselors, a nurse, principal, and an enforcement officer. Six of the interviewees had attended all of the training sessions, three attended all but one session and one person attended four sessions (see Figure 1).

Figure 1. Number of Trainings Attended by Number of School Staff

One-half of the interviewed staff reported that their only interaction with Tamaa Program was in the professional development training sessions. Others report that in addition to the trainings they referred students to the school-based group therapy program, Tamaa staff came to their classrooms to accompany students to the CcTC therapy groups and/or they had interactions with the therapists around concerns they have about the West African students.

The purpose of Tamaa Program was clearly articulated by all the interviewed staff. Every one expressed an understanding that the program was designed to provide knowledge about the West African refugee experience to the school staff in order to help them with their daily interaction with the West African students in their classrooms.
“Yes, the Program helps to address the trauma related to war and relocation that is experienced by the students and their families from West Africa.”

When asked to rate the Program on a scale of excellent, good, fair or poor, all gave it a rating as good or excellent. Moreover, all of the staff said they would recommend the trainings to others who work with West African refugees.

**Feedback on Trainings**

All of the staff found some or all of the trainings useful, though each offered comments on how the trainings could be improved. Training titles/topics and attendance are listed in Table 1 below.

**Table 1. Tamaa Professional Development Training Topics and Attendance.**

<table>
<thead>
<tr>
<th>Training Titles/topics</th>
<th>Number of Interviewed Staff that Attended</th>
<th>Total Number of Staff that Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Understanding and Responding to Traumatized Children in the School Setting</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>b. Understanding the East African Refugee Experience and its impact on School and Family Life in the United States (Part 1)</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>c. Understanding the West African Refugee Experience and its Impact on School and Family Life in the United States (Part 1)</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>d. Overcoming Barriers to West African Parental Involvement and Engaging Families in their Children’s School Experience</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>e. Responding to West African Refugee Children and Other Children with Different Learning Styles and Learning Backgrounds in the Classroom.</td>
<td>10</td>
<td>39</td>
</tr>
<tr>
<td>f. Managing Conflict and Diversity-Related Challenges that Arise in the School Setting.</td>
<td>8</td>
<td>39</td>
</tr>
<tr>
<td>g. Understandings and Managing Sexually Reactive children in the School Setting.</td>
<td>9</td>
<td>44</td>
</tr>
</tbody>
</table>
Most Useful Trainings
Some staff had difficulty identifying which training(s) were most useful. Generally, they reported that they gained information from all sessions about the West African experiences, lifestyles, learning styles, history, and the impact that has on the students and families in the United States. They also appreciated the fact that the Tamaa Program staff were present at the trainings.

However, for some staff, specific training sessions stood out in their minds above the others. A number of respondents said, Trainings b and c - “Understanding the West African Refugee Experience and its impact on School and Family Life in the United States” - were the most useful trainings.

“I hadn’t known of the trauma. I didn’t know the difference between refugees and immigrants. The videos of other third world countries were excellent and interesting. But, the woman [who facilitated] was dynamic…she helped us understand family dynamics, how that relates to homework, helped us look deeper and understand.”

“It [training b] should really be a priority to know background information on West African population not to excuse their bad behavior but to at least have and understanding of where it’s coming from; this gives us a different perspective and better perspective to help out students…"

Another respondent reported that Training g: “Understanding and Managing Sexually Reactive Children in the School Setting” was the most useful and very timely as the school staff have been dealing with 4th grade male students who “smack girls on the behind.” Someone else suggested that this could have been a two-part training as there was a lot of information and teachers need to learn to recognize the early signs of sexually reactive behavior.

Suggestions to Improve Trainings
When asked what trainings, if any, they thought were not useful or needed improving, the respondent’s remarks tended to be about the trainings as a whole rather than specific trainings. A general criticism was that the trainings were not more interactive. The trainings were viewed as informative, but they would like to have had the opportunity to share their experiences with the facilitators. One facilitator allegedly did not answer questions. There were also complaints about a number of facilitators who read their presentations.

“As far as the way the trainings were done, I wish some of the presenters spoke freely and not read the presentation to us.”
A second common criticism of the trainings was that the trainings did not have practical application. The staff indicated that they have to address problems in the classroom daily and would like suggestions about how to approach them.

“It is helpful to know of their backgrounds and how to handle them. It would be nice to have specific solutions.”

“Solutions about how to resolve conflicts [that] could apply to the classroom.”

“Also, next year, I hope they do more about how to help.”

Other individual suggestions include:

- CcTC should facilitate a group discussion of West African parents and high school students, possibly those serviced by CcTC, to speak to the school staff about their experiences and what school staff could do to help open the lines of communication.

- CcTC should spend a day at the school to see what issues are dealt with on a daily basis (i.e., discipline, interaction with West African students and parents).

- Classroom assistants should participate in the group trainings or make trainings (especially acculturation trainings) mandatory for them.

There were comments from two school personnel who viewed the trainings as an excuse for inappropriate behavior on the part of the West African students and lacked focus on the need for them to assimilate.

“It seemed one sided. You are here in America, being supported, you work hard but so did everyone else. One student from West Africa, I had issues with, he’s a bad kid. I asked the student if he had been in school in West Africa and he said yes. I asked if he would behave this way there and he said no they would beat you. The parents don’t show up for report card conferences. They just make excuses for them.”

“The message was to adapt. How we treat the kids. They need to assimilate. There are many different cultures. I can’t possibly know everyone’s culture. It’s good to understand the culture but people coming into this country need to know that they need help with assimilating.”
Both authors of the quotes above praised the professionalism of the CcTC staff and reported that they had gained useful information from the trainings. Their criticisms were about the focus on West Africans and not more on the problems of the student population in general. One of them said later, “I appreciate what they (CcTC) are trying to do… the program was professional [and] their hearts are in the right place. I look forward to next year.”

**Impact of the Trainings**

Training Relevance

Although one respondent could not say whether the trainings were relevant to her/his work, all other staff report that the trainings were pertinent to their work at Patterson Elementary School.

> “Absolutely, it teaches the cultural differences. For example, I learned that in American culture we are taught to be very direct whereas in [the] West African culture, there is a tendency to be indirect. So, in my job I understand why it is that sometimes it takes time for the children to get around to telling me why they have come to see me.”

> “Yes, especially because the children that I deal with - all the information that we learned [at the trainings] can be applied to them. We need to examine cultures in examining the different and complex situations that we come across, especially in the school setting. We can learn to understand improper behavior.”

One staff member was less enthusiastic.

> “Yes, minimally. It was an explanation of the situation.”

Changes in Feelings and Attitudes

Six out of ten people interviewed report that their feelings and attitudes toward the West African students and caregivers changed as a result of the trainings because they had a better understanding of their experiences. The changes in attitudes were particularly evident regarding the parent/caregivers of Patterson students.

> “Yes, I am more conscious and take more consideration of the differences between cultures. This is true especially in dealing with caregivers so we need to take different approaches to clearly explain what we recommend in my area of education.”
“Yes, it helped me understand how hard working the parents are. I understand better why parents may not be available all the time and how parents expect the school staff to be the parent in their place.”

“Yes the trainings gave me a better understanding of the background and culture, especially of the parents. It takes the parent longer to adapt than the kids”

A few staff reported no change in their attitudes resulting from the trainings because they felt they had a prior understanding of the issues related to the West African students or they see no difference between the refugee students and African American students.

“I maintained what I already had.”

“No, the differences between the West African and African American students are not that much.”

Changes in Instruction

All but three said the information they gained from the trainings had altered their approaches in the classroom. As with other responses, the staff report that changes in their instruction are based on a better understanding of the parent/caregiver’s situations.

“Yes, I certainly have a better understanding of where the families are coming from especially the females. If parents loose a day of work then they could lose their job. I understand the families are not involved because they don’t want to be. I understand how hard it maybe for mothers to leave work to come and take their children to the doctor.”

The three who reported that they had not changed their approaches in the classroom suggest they were always sensitive to the situations of the West African students.

“No, I was always inclusive.”

“No, because, prior to (the trainings) I already helped give the students an outlet to tell their personal stories and appreciated the diversity of the students.”
Impact of Tamaa Program Trainings on all School Personnel

While two interviewees were not sure if the Tamaa Program had an effect on the Patterson School personnel, all others report there was a “definite positive effect from the trainings.” They indicated that having new knowledge about the West African refugees’ experiences has translated into change.

“I now distinguish between West Africans and African-Americans. I used to see them as one.”

“It’s been positive and some lectures helped...we discuss it in the halls.”

“I think my co-workers have a different view of the West African children because of the information that was shared with them.”

“The professional trainings changed the climate in the school for the better. I think people are more aware of the situation and are more patient.”

Perceptions of the Impact of Tamaa Program on Patterson Students

Mixed reactions to the question of the impact of the Tamaa Program on the Patterson students were shared in the interviews. While some see a positive effect, others could not quantify the effect, particularly on non-West Africans.

“Some of the West Africans do not fight who did in the past. The (effect on) non-West Africans, I don’t know.”

“The West Africans enjoy it. They tell me things they have done. It’s a positive thing.”

“In the Wednesday group they discuss conflict. It helps to reduce conflict in the school. It helped us to see West African students in a better way. Before the program, I had no knowledge of this.”

“It should have an effect because we are more sensitive. We have more knowledge so it helps.”

Two staff persons who were unsure of the program’s impact commented on their lack of knowledge or follow-up about what occurs in the therapy groups and the need for more therapy.
“The therapy services were offered in the school trailer and I’m not sure what exactly went on in therapy or anything that the children did there. I’m not sure how the students were impacted from the program.”

“I’m not sure of the impact on the students especially those children who were not involved in the group therapy sessions. I would have liked to see more children get therapy and instead of receiving therapy once per week, they should get it three times per week.”

Another respondent felt the program was not targeting the appropriate population as the students at the Patterson Elementary School are “not new refugees but have been in the United States for some time.” For one teacher, the program is not inclusive enough and only services about 1% of the entire student population.

“We have other children with problems. It’s nice to be able to think of professional development trainings in a broader context. But overall it was helpful.”

Greatest Challenges

During the latter part of the interview, the participating staff were asked about the greatest challenges faced by West African students at the Patterson Elementary School, the West African parents/caregivers in Southwest Philadelphia and the teachers who have West African students in their classroom. Their responses reflected a range of problems faced by refugee populations adjusting to a new country, as well as specific problems involving interactions with school personnel and becoming acclimated to school polices and procedures.

Challenges Faced by the West African Students at Patterson School

Language and acceptance are the two prominent challenges to West African students cited by the staff interviewed.

“Language and adjusting to different cultures are huge challenges. They [West African] were taught in very different ways and change does not come easy to anyone. This will be a constant challenge as the students interact with peers and even other adults.”

“[There is] racism at the school between the West African children and African American children. There is a lack of
Challenges Faced by West African Parents/Caregivers in Philadelphia

Language is also reported as a major barrier to assimilation for the parent/caregivers. In addition, they face difficulties with childcare, as many are single parents, usually mothers, who work multiple jobs. They also struggle to find different ways of disciplining their children.

“They are used to the school disciplining their kids and we have our hands tied so the children act out at home and at school. Sometimes the parents threaten their kids and say they are going to send them back to Africa but that does not work and the kids call their bluff.”

Challenges Faced by Teachers with West African Students

The staff shared an array of challenges they face on a daily basis at the Patterson School. The language barrier is at the forefront of many problems.

“One of the biggest challenges is that the youth education levels are low and also when parents or caregivers are displaced and have trouble navigating systems, this pours into the schools.”

Some feel that because the West African students are acclimated to corporal punishment, they are difficult to discipline.

“Teachers face many challenges everyday but it comes down to not being able to discipline the students in the way that they are used to.”

One respondent expressed frustration at what she/he saw as a mandate to relax standards at the school.

“Sometimes we are expected to adjust the standards of the school. We just handle what we get. We are not here to socialize the students, parent them, and police them. This is a place for education.”
Other Help Desired of Tamaa Program

The work of the Tamaa staff was praised by many of the school personnel interviewed. They would like Tamaa staff to “continue to do what you do” and more. They suggest that the staff:

- act as advocates for parents and students;
- come to the classroom and help the students understand;
- provide after school programs that help socialize and offer supervised play and instructions (i.e., homework help, tutoring);
- provide more intensive therapy;
- get parents more involved (i.e., have parents come and share information with staff); and
- be more communicative (i.e. inform teacher/counselors what has happened after a referral to CcTC is made or therapeutic interventions).

When given the opportunity to make additional comments at the end of the interview, nearly all the interviewees expressed appreciation for the professionalism, sensitivity, helpfulness and politeness of the West African Refugee Assistance Program (Tamaa) staff.

CONCLUSION

The data from the key informant interviews indicate that the West African Refugee Assistance Program trainings at the John M. Patterson School fulfilled its purpose of educating the school personnel about the West African culture and the refugee experiences. Moreover, the trainings appear to have had an impact beyond education and changed the attitudes and approaches of the staff. All of the individuals interviewed reported that they had learned new things and most had applied this knowledge to their everyday interactions within the school. In generally, the school staff that were interviewed report that the trainings:

- were all useful and some were outstanding;
- had an impact on the entire school personnel;
- were relevant to their work;
- changed their attitudes toward the students and parents/caregivers;
- changed their approaches in the classroom; and
- had a positive impact on the West African students.

However, two of the interviewed staff voiced opinions that the trainings were making excuses for inappropriate behavior on the part of the West African students. These views are important to hear and raise the issue held by other staff about how to address problems experienced in the classroom.
The staff were not able to say whether the trainings benefited the non-West African refugee student population. Because problems within the school are not limited to issues of the West African refugee population, some interviewees felt that the trainings should address broader issues. They would like to see the program expanded to non-immigrant/refugee children.

**SUGGESTIONS**

As noted in the narrative above, the school staff had many suggestions for improving and extending the West African Refugee Program. Some suggestions are beyond the purview of the program, but many are appropriate and helpful. The information gathered from the staff interviews suggests the trainings would be improved if they:

1. were more interactive, allowing attendees to add their experiences;
2. included practical problem solving, giving staff the tools to address the issues that arise in the classroom;
3. had facilitators that are not reliant on reading their presentations;
4. had facilitators that answer questions or provided information about where attendees could find answers to their questions;
5. included West African students and parents/caregivers talking about their experiences; and
6. mandated Classroom Assistants to attend.

In addition to the trainings, the school staff requested more communication with the Tamaa staff about what happens when they refer a person to the Program and what takes place in therapy. While confidentiality issues prohibit sharing information about what happens in therapeutic sessions, communication about whether there was follow-up to a referral and whether a child is attending therapy sessions would give the staff assurances that problems are being addressed.

A final issue raised by the respondents is that of racism and consequential violence within the school. To further improve the climate at the school, it was suggested that an assembly, or other activity, be held through which the whole student body, as well as staff, could be enlighten about the West African cultural experiences and thus improve relations among the students.

These suggestions for improvements notwithstanding, the Tamaa professional development trainings had a positive effect on the staff and the school climate, though the extent of the impact on the non-West African student body is not clear. The staff, including staff that were critical, generally praised the trainings and CcTC staff and would like to see the program come back during the next school year.
“I really, really liked the trainings. Each one made me want to go to all of them. The people were knowledgeable and helped me with my children. I am grateful. It was a wonderful experience.”

“I appreciate what they are trying to do…I look forward to next year.”
PUBLIC HEALTH MANAGEMENT CORPORATION

Tamaa Evaluation

KEY INFORMANT INTERVIEW GUIDE

2008

Date of Interview:   __/__/2008

Location:           Patterson Elementary School

Interviewer:        ___ Aaliyah Solomon
                    ___ Kathleen Coughey

Interviewee:        _________________

                    ___ Principal
                    ___ Teacher
                    ___ Nurse
                    ___ Guidance Counselor
                    ___ Other, specify _________________

This page is to be removed from the interview once it is completed.
Hello, my name is _______________________. I am with the Research and Evaluation component of the Public Health Management Corporation (PHMC). We are conducting interviews with individuals who participated in trainings provided by the Children’s Crisis Treatment Center (CCTC) as part of the West African Refugee Assistance Program or Tamaa Program, as it is also named. We would like to ask you a few questions about your perceptions of the Program and the trainings. A primary purpose of the interview is to get your input on the value of the Program and any changes you would like to see. We will share your input, but not your name, with the staff so they can incorporate suggestions to improve the Program.

All information obtained will be kept confidential. Your name will be separated from your comments and will be shredded. We will not use any names in any materials shared or written about the program.

Do you have any questions before we begin?

1. In order to get an understanding of your perceptions of the Tamaa Program trainings, I would like to get a sense of how often you interact with the Project or how aware you are of the services provided by the Program. Please tell me a little bit about your interactions with Tamaa Program and/or staff.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
2. Do you feel that you have a good understanding of the purpose of the Project and the various components?

____ Yes   ____ No

*(If yes) Please describe your understanding of the purpose of the Project.*

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. Overall, on a scale of Excellent, Good, Fair or Poor, how would you rate Project Tamaa:

____ Excellent   ____ Good   ____ Fair   ____ Poor.

Please explain why you rate the project as ____________________.

(Respondent’s rating)

__________________________________________________________________________

__________________________________________________________________________

4. During the past school year, seven trainings were conducted here at the Patterson Elementary School as part of Project Tamaa. Please tell me which trainings you attended (Hand the respondent a list of the trainings)

5. Which training(s) did you find most useful or helpful?
6. Are there trainings that you think need improving or were not very useful?

<table>
<thead>
<tr>
<th>Training</th>
<th>4 Attended</th>
<th>5 Most useful</th>
<th>6 Needs improving</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Understanding and Responding to Traumatized Children in the School Setting</td>
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<tr>
<td>c. Understanding the West African Refugee Experience and Its Impact on School and Family Life in the United States - Part 2 (Trauma and Acculturation Issues)</td>
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</tr>
<tr>
<td>d. Overcoming Barriers to West African Parental Involvement and Engaging Families in Their Children's School Experience</td>
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<tr>
<td>e. Responding to West African Refugee Children and Other Children with Different Learning Styles and Learning Backgrounds in The Classroom</td>
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<tr>
<td>f. Managing Conflict and Diversity-Related Challenges that Arise in The School Setting</td>
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<tr>
<td>g. Understanding and Managing Sexually Reactive Children in the School Setting</td>
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</tbody>
</table>
7. Please tell me what you liked or was beneficial about the trainings you rated as most useful?

<table>
<thead>
<tr>
<th>Training</th>
<th>What was helpful/useful</th>
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</thead>
<tbody>
<tr>
<td>a. Understanding and Responding to Traumatized Children in The School Setting</td>
<td></td>
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<tr>
<td>b. Understanding the West African Refugee Experience and Its Impact on School and Family Life in the United States - Part 1 (History of West Africa)</td>
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<tr>
<td>c. Understanding the West African Refugee Experience and Its Impact on School and Family Life in the United States - Part 2 (Trauma and Acculturation Issues)</td>
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<tr>
<td>g. Understanding and Managing Sexually Reactive Children in the School Setting</td>
<td></td>
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</tbody>
</table>
8. Please tell me what you would like to see changed in the trainings you said needed to be improved?

<table>
<thead>
<tr>
<th>Training</th>
<th>Changes or improvements recommended.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Understanding and Responding to Traumatized Children in the School Setting</td>
<td></td>
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<td></td>
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</tbody>
</table>

9. Would you recommend these trainings to others who work with West African Refugee children in a School Setting?

   ____ Yes,

   ____ No. Please explain why you would not recommend them.

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
10. Would you say that the trainings were relevant to your work?

_____ Yes, in what way?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

_____ No. Can you please explain why?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

11. Have the Tamaa School Trainings affected your feelings/attitudes about the West African students and their Families?

_____ Yes, In what way?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

_____ No. Can you please explain why?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

12. Have you made any changes in your teaching/classroom instruction as a result of Project Tamaa School Trainings?

_____ Yes, In what way?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

_____ No. Can you please explain why?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
13. Are there other issues or problems related to the West African population that you would like to see addressed by Project Tamaa?

____ No

____ Yes, please explain
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

14. What impact, if any, has Project Tamaa had on Patterson school personnel?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

15. What impact, if any, has Project Tamaa had on the Patterson students – West African and non-West African?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

16. What do you see as the greatest challenges faced by West African Students at Patterson Elementary School?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

17. What would you say is the greatest challenge faced by West African caregivers in Southwest Philadelphia?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
18. What would you say are the greatest challenges faced by teachers who have West African students in their classes?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

19. Are there any additional ways that the Tamaa Program could help you in your everyday work at Patterson?

___ Yes. Please explain.

_____________________________________________________________________
_____________________________________________________________________

___ No

20. Before we finish, do you have any additional comments you would like to make about the West African Refugee Program here at the Patterson Elementary School?

_____________________________________________________________________
_____________________________________________________________________

21. Do you have any questions?

Thank you for your time and for sharing your perceptions with us. If you have any questions about the interview or think of additional comments you would like to add, please feel free to contact me (give respondent a business card).

If you have questions about the program, please contact Mr. Lanfia Waritay at the Tamaa Program Office – 215-727-7780.
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<th>TRAININGS</th>
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<td>a. Understanding and Responding to Traumatized Children in the School Setting.</td>
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<td>b. Understanding the West African Refugee Experience and Its Impact on School and Family Life in the United States (Part 1)</td>
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<td>e. Responding to West African Refugee Children and Other Children with Different Learning Styles and Learning Backgrounds In the Classroom.</td>
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<td>f. Managing Conflict and Diversity-Related Challenges that Arise in the School Setting.</td>
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<td>g. Understanding and Managing Sexually Reactive Children in the School Setting.</td>
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