

**Report analysing the training needs of tutors
supporting young adults in exile
Erasmus+ RENT project
(Tutors-Digital-Resources Space)**



Towards inclusive tutoring

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SUMMARY

This report presents the results of a survey based on questionnaires and interviews carried out as part of the [Erasmus+ RENT](#) project with the aim of identifying the training needs of tutors supporting young adults in exile. We begin by looking at the context in which tutors working with young exiles in France and Romania carry out their role. The data provides information on the representations linked to the construction of inclusive pathways in the host territories of the two countries. The aim of the survey is to identify the training needs of tutors, based on a cross-analysis of the results of questionnaires submitted to 80 tutors, supplemented by interviews with stakeholders (elected representatives, heads of NGOs, educational establishments, etc.).

The analysis process combines a qualitative and quantitative approach with a literature review. Needs were initially identified by country, and a broader analysis cross-referencing the results of the questionnaires and interviews enabled the construction of a map of training needs revealing the expectations of tutors in relation to their role. A reference framework of skills and training curricula will complete the mapping of needs at the end of this report, with a view to designing digital resources available to tutors, based on the development of their skills.

Setting up a digital learning resources area will provide an alternative to the traditional training model, giving each tutor an active role in developing their own skills pathway in line with the particular situation and context in which they are tutoring young adults in exile.

INTRODUCTION

The analysis of the training needs of tutors was gathered through a field survey which took place in the two partner countries of the project between March and May 2024. In addition, stakeholders (NGOs, municipal services, departments, educational establishments, care institutions, etc.) were interviewed to supplement the results obtained from the questionnaires, in order to provide information on the expectations associated with supporting young adults in exile.

The tutors are professionals (teachers, social workers....) and volunteers (NGOs, associations, etc.) .

A review of the literature on the role of tutors for young adults in exile shows that this role is not very clear in either France or Romania. Essentially carried out on a voluntary basis by tutors with a variety of backgrounds (students, professionals working as volunteers in NGOs, retired people, etc.), support is built up on the basis of personal and/or professional experience, goodwill and the "cobbling together" of various tools with a view to supporting and helping young adults.

The absence of regulations and the lack of information at international level (documents, analyses, recommendations) on the specific role of the tutors who support young adults in exile show the need to reveal more clearly what support is for this target group. We can see that the tutoring function is constantly developing in the context of the migratory crisis facing our contemporary societies. Migration crises in the EU are now the subject of public debate, academic studies and political discussions. The development of common policies on exile and migration and cooperation between the Member States, the European institutions and the non-profit sector are proving to be laborious. It seems difficult and time-consuming to build a common foundation on which to welcome and support young adults in exile.

Collecting the training needs of tutors is therefore part of a context of public migration policies reflecting the fragility of the institutional framework on which this survey is based.

While integrating young exiles into society has become a necessity at European level, the process of supporting them remains highly complex, given the disparities in attitudes, approaches and steps involved in the social inclusion of young adults in exile in Europe.

Access to education, the labour market and social services is often an uphill battle for young newcomers, and tutors help to support, facilitate and structure these pathways. The [RENT](#) project aims to **strengthen the skills of tutors** who support young adults in exile in Europe. In two countries, France and Romania, we can already see that formal and non-formal networks are being set up (often on the initiative of associations) on the fringes of the traditional institutional frameworks that we have approached to conduct this study. These networks often operate "underground", demonstrating great creativity in providing access to education and meeting basic needs such as food, accommodation, etc.

In each country, we have seen the importance of these networks, their ability to exchange (support practices, resources, etc.) but also their role as intermediaries in the implementation of non-consensual public migration policies across Europe.

This report focuses on the training needs of tutors as a basis for developing future resources for the digital space that will be set up as part of the RENT project.

A needs map is available at the end of the report, giving an initial overview of tutors' training expectations/needs.

DATA COLLECTION APPROACH AND TOOLS

The data was collected in France and Romania with the aim of identifying as precisely as possible the expectations/training needs of tutors, which will form the basis of the future digital tutor space: making digital resources available for the development of tutoring skills on a European scale.

The public surveyed :

It is made up of tutors accompanying young adults in exile. We surveyed two types of tutor:

- Volunteers in associations and other organisations
- Education and care professionals

We also gathered information from heads of organisations, training bodies in the social field and local councillors to broaden our investigations.

The plurality of this approach consolidates the nature of training needs and broadens the spectrum of their identification.

Methodological approach :

We opted for a dual qualitative and quantitative approach. After collecting data in each country, we carried out a separate cross-country analysis to identify cross-cutting and specific needs. The data collection tools (appended to this report) were designed by the project team, as was the data collection protocol (appended to this report). The methodological approach we adopted is thus characterised by the plurality of sources, approaches and locations. Given the objective (to collect training needs), we focused on understanding the various elements involved in welcoming and supporting young people in exile situations and revealing the skills of the tutors.

All the data collected will be summarised, highlighting the subjects of interest and the ideas and proposals gathered from the tutors. Before launching the data collection process, the project team carried out an exploratory survey in Romania and France with a number of tutors and structure managers in order to test the data collection approach, methods and tools. Following this exploratory stage, certain aspects and elements of the study structure were adjusted.

Online questionnaire :

The same semi-open-ended online questionnaire was used for data collection in each country. It consisted mainly of closed-ended questions and a few open-ended questions to enable quantitative analysis to be cross-referenced with qualitative analysis. The questionnaire was created using Google Form tools. We then analysed the data (percentages, figures, trends, etc.) in two stages: a) in each country and then b) at the level of the two countries. In this way, we were able to identify the specific features of support for young adults in each country and then identify common elements with a view to a more general approach at European level.

Structured interview.

The structured interviews were conducted using a qualitative approach. The interviews were conducted in the field or online (via Zoom/Google Meet). Each interview was recorded and transcribed in the form of an analytical summary (see appendix). The interviews were anonymous, in line with generally accepted scientific standards, as well as the ethical and deontological principles associated with conducting an interview survey. If the interviewee did not agree to their answers being recorded, they were noted down by the operator in a notebook. However, audio recording was preferred. The operators informed the respondents that the recordings would not be passed on to third parties and that the data collected would be used solely for the purposes of this report, with a view to drawing up a training needs grid that was as realistic as possible. Each interview was conducted on the basis of an interview guide comprising the introduction, the body of the interview and the conclusion. The most important part of the interview is the actual discussion (between 30 and 45 minutes) between the operator and the interviewee (see appendix). A total of 80 tutors responded to the questionnaire: 43 women (54%) and 37 men (46%); the group was made up of volunteers, teachers, representatives of state authorities, professionals (psychologists, social workers, project coordinators), students and other people from civil society who act as tutors. Fourteen interviews were conducted in the two countries between 1^{er} May and 30 June 2024. Summaries of the interviews conducted are appended to this report.

ANALYSIS OF DATA COLLECTED

We present the results of the data collected via the questionnaire at several points: in Romania, in France, and at the level of the two countries by aggregating and systematising the data obtained in each country.

Analysis of questionnaires in Romania :

Supporting young adults in exile is a relatively new activity in Romania. 52.5% of respondents said that they had been involved in such activities for 1 to 2 years, particularly in connection with the war in Ukraine, which was started by Russia on 24 February 2022. 32.5% of respondents said they had been helping young people in Romania for 2-5 years. The others have more experience, but this group is in the minority. All the participants in the survey recalled the context of the wave of migrants and refugees caused by the war in Ukraine. **More than half of those questioned had no experience in this field before 2022.**

According to the people interviewed, the biggest problems facing young adults in exile are the **language barrier** (92.5%), **financial problems** (65%), **difficulties integrating into society** (52.5%), **socio-psychological difficulties** (50%) and **problems linked to education and training** (37.5%).

This initial approach gives an idea of the future typology of training needs.

How long have you been involved in supporting young adults in exile?	
1-2 years	52,5%
2-5 years	32,5%
5-10 years	10,0%
More than 10 years	5,0%

Table 1. The experience of tutors in Romania

According to the interviewees, young adults in exile face a number of significant challenges, including **adapting to a new culture, mentality and language; finding employment; accessing education and medical services; and maintaining contact with family and friends back home.** These difficulties affect the mental health and general well-being of young people. More often than not, the combination of *"financial problems - language barriers and socio-psychological difficulties"* is cited as a very difficult situation to overcome. Because of their vulnerability linked to this situation, some young people are unable to mobilise themselves and do not know how to integrate into society. **The lack of information about the culture and laws of the country** in which they find themselves is mentioned by several tutors. The language problem comes up again and again: *"Not knowing the language makes life difficult for young people. Some just want to go home"*.

At the same time, the tutors report that the young people find it difficult to establish links with teachers, trainers or new people in civil society. Many end up isolating themselves or seeking refuge in a small group of exiles, trying to reproduce the landmarks they lost when they left their country. Such isolation tends to reinforce the feeling of being a refugee. A large proportion of young people try to find work in Romania, but difficulties arise here: employers do not want to take on the responsibility of hiring a foreigner, either because there are legal problems or because they would prefer someone whose mother tongue is Romanian.

Support for young adults

52.5% of guardians believe that **the support offered to young adults in exile is complementary to other projects that are already up and running**, while 35% say that they are involved in "basic" support: help with access to food and housing in particular. Only 22.5% of tutors consider the efforts made on behalf of young people to be "essential" and include several forms of support. **This shows that the role of guardian is not very rewarding, and is even underestimated by those who carry it out.**

So-called "peripheral" activities (cultural, sporting, etc.) are considered by the tutors to be secondary and are not systematically offered. The question of the support project on a training pathway is never raised as such. In Romania, the support offered to young exiles is fragmented, with the involvement of various organisations or groups of volunteers. The guardians mention a wide variety of forms of support: **provision of food, clothing, money, accommodation, translation, Romanian language teaching, help with leisure and recreation, general guidance, advice and assessment, activities to prevent human trafficking, employment support in the workplace, psychological and medical support.** All

of these proposals are not structured and organised around the specific and unique situation of each young person. **The tutor would have an essential "guidance" role to play here.**

Tutors assess the needs of young adults most often through direct contact with them (94.9%). At the same time, 59% of tutors stress that they take part in various **exchanges of experience with their counterparts, and that this aspect is an important support in carrying out their mission with young people.** The media and social networks are an important source of information (33.3% each), followed by courses/training (25.6%) and specialist literature (20.5%). A minority of respondents obtained their information from specialist sources or through interactions with specialists in the field. However, among the training courses mentioned in the questionnaire are the following: **first aid courses for war refugees, child protection courses, personal data protection courses, medical first aid courses; courses on preventing sexual exploitation and abuse; psychological first aid; interview techniques; courses on combating human trafficking and integrating young people into society; courses organised as part of the national Romanian language learning programme.**

57.5% of respondents felt they needed **more information and recommendations in the area of psychological support.** Tutors need **specialist teaching material** (42.5%), information and recommendations in the **legal field** (40%), **information and recommendations in the social field** (40%), **new teaching concepts and approaches** (35%), **specialist literature/studies** (30%), **information and recommendations in the field of recreational/sporting activities** (20%).

In order to develop the skills and knowledge needed to support young adults in exile, the respondents would like to have access **to manuals and guides specialising in assistance for refugees and people in exile,** training courses and workshops, and various forms of **collaboration with professionals in relevant fields,** such as psychologists, counsellors and education experts. There is a lack of resources for "*simple legal advice for young people*" or for "*didactic, cultural and psychological recommendations*". At the same time, teachers and representatives of public institutions are calling for the publication of studies on similar reception and support situations for young adults in exile in other European Union countries.

Learning/training activities carried out in Romania

75% of the tutors believe that a tutor's main task is **to support young people throughout their social inclusion** process, which starts when they first come into contact with them (72.5%). According to the Romanian tutors, their mission is also to **direct young people towards various specialised institutions** (70%), to **teach young people the official language** (55%), to **identify and promote young people's skills** (40%), to **accompany other learning activities** (37.5%) and **recreational activities** (32.5%). In other words, the respondents chose several possible approaches and types of activity to build support, considering them essential for supporting young exiles.

The tutors responsible for teaching young people in exile emphasised that they teach Romanian, English, IT, carry out "*psycho-emotional*" activities, **non-formal education activities** and vocational courses. **Passive learning** (culture, language) through social interaction (games, art, entertainment, etc.) was mentioned as being important. According to the tutors' explanations, their role is to **facilitate learning, guidance and help with access to the basic services offered by the Romanian state.**

Towards a training needs approach

As part of the RENT Erasmus + project, it is important to remember that identifying the training needs of tutors is a key stage in structuring the skills repository and the future resources made available to them on the digital space. The needs that emerge from this analysis will enable us to ensure that the resources proposed meet these needs and contribute to the development of skills.

When tutors were asked what information a training platform should contain, the respondents replied that what they needed above all was **teaching material (language learning, the basics of national law, information on institutions, etc.)** (77.5%), but also **advice on how to facilitate better inclusion of young people in society** (72.5%). The following options were also mentioned, in descending order: **general and specific information on interacting with young adults in exile; socio-psychological advice; cross-cutting pedagogical guidelines and concrete examples of building individual pathways.**

Most respondents mentioned various cross-cutting aspects of a training programme. They would like a **programme to include information on identifying and understanding the emotional, social,**

educational and professional needs of young adults in exile; information on psychological and social support; counselling and therapy techniques for mental health, trauma management and exile stress; materials to help young adults adapt to a new culture and language; understanding cultural differences and communicating effectively in a new environment. They want to suggest ways of maintaining contact with family and friends in the country of origin; building social and community networks in the new country; information on the rights and responsibilities of young adults in exile, including the right to asylum, legal protection and access to legal aid; they would like to benefit from case studies and practical resources : concrete examples and scenarios for dealing with different challenges, solutions to help them; practical resources and useful links; didactic support for language learning; books, articles, studies; information about the new country, cities and important tourist areas; a guide to useful advice in different areas.

The five closed, single-choice questions reveal a number of specific needs: 52.5% of respondents "strongly agree" and 37.5% "agree" (together 90%) with the statement that they need **more information/skills on educational, cultural, political, psychosocial and legal factors** to support young adults in exile; 97.5% "strongly agreed" or "agreed" (62.5% and 35% respectively) with the statement that they need more information/skills on **objective diagnosis of the situation and needs of young adults in exile**; 90% "strongly agreed" or "agreed" (57.5% and 32.5% respectively) with the statement that they need more **information/skills on communication techniques in the process of supporting** young adults in exile. 82.5% (50% and 32.5%) of the tutors thought they needed more information/skills on **non-discrimination and motivation**. At the same time, 85% (52.5% and 32.5%) asked for **advice, based on concrete cases, on how to support** young adults in exile. As a result, tutors in Romania need :

1. Information/skills to objectively diagnose the situation and needs of young adults in exile (97.5%).
2. Information/skills on communication techniques in the process of supporting young adults in exile (90%).
3. Information/skills on the educational, cultural, political, psychosocial and legal factors involved in supporting young adults in exile (90%).
4. Case-based advice on the process of supporting young adults in exile (85%).
5. Information/skills on combating discrimination and motivating young people (82.5%).

Analysis of questionnaires in France :

Unlike Romania, where supporting young adults in exile is a relatively new activity, in France, 50% of respondents said they had between 5 and 10 years' experience in this field. This was followed by "more than 10 years" (21.4%), 2-5 years (21.4%) and 1-2 years (7.1%). As a result, 71.4% of the French people questioned said they had more than 5 years' experience in supporting young adults in exile.

Depuis combien de temps êtes-vous impliqué dans l'accompagnement des jeunes adultes en exil ?	
1-2 ans	7,1%
2-5 ans	21,4%
5-10 ans	50,0%
Plus de 10 ans	21,4%

Tableau 2. Expérience des tuteurs en France

The most significant problems faced by young adults in exile are: **financial difficulties (80%), socio-psychological difficulties (72.5%), language barriers (67.5%), problems related to education and**

training (55%), and difficulties integrating into society (47.5%). Various administrative and legal difficulties, potential isolation, a negative attitude towards the new society in which the young adult found himself, and employment difficulties were also mentioned. According to the tutors' explanations, a major problem specific to France is the **bureaucratic administrative and legal system**, which amplifies the financial and psychological uncertainty.

The language barrier was also mentioned as an obstacle to accessing information in their host country. Tutors also raised the issue of discrimination, compounded by feelings of loneliness, isolation and exile. They mention that young people in exile have to learn French while becoming financially independent. Young people also have to master various IT tools for all administrative procedures, which sometimes seems complicated. According to the observations of the French guardians, psychological and even psychiatric problems can arise, so the young people they accompany require special attention. Young people in exile **lack contacts with the host society**, and more specifically **with people or groups their own age**. This lack of a social network can have a knock-on effect from a psychological point of view, as well as affecting the process of finding employment or housing. According to the tutors, the young people are unfamiliar with the realities of the country and have difficulty integrating into the economy. **Most of the difficulties and barriers are of a socio-economic, linguistic or psychological nature.**

Support for young adults

57.5% of tutors consider **that the support they offer is essential (indispensable)**; 52.5% of tutors consider that the efforts they make complement a series of projects already underway. The answer "**occasional support**" was chosen by 22.5% of respondents, and "**basic support**" by 12.5%. Unlike in Romania, where the respondents said that they provided **basic or occasional (spot-on) support**, in France the tutors said that their **support was essential (indispensable)** and focused on less basic needs (although the search for accommodation was often mentioned and the search for resources to feed themselves was secondary).

They mention quite diverse forms of support: **legal advice, French language tuition, school support (education), information sessions, social assistance, psychological support, translations, human trafficking prevention activities, employment support, psychological and medical support, accommodation, financial support.** According to the tutors, the resolution of administrative problems must be dissociated from other types of support: medical, educational, administrative or legal. "*Young people often have nowhere to live and no resources to feed themselves*". They mention that complex issues and cases require a great deal of investment and often **teamwork** (in coordination with lawyers, social workers, doctors and psychologists). The feeling of isolation often stems from adapting to a new culture, a new language and new social norms. This is why great efforts are made to **facilitate the search for suitable employment, overcome language barriers, combat discrimination and financial uncertainty.** Respondents mentioned that any form of support must be complemented by **psychosocial analysis and individual intervention.** "*Our mission is to link educational work with institutional work*", said one respondent.

Learning/training activities carried out in France

Tutors identify the needs of young people in exile through direct contact with beneficiaries (87.5%). At the same time, 77.5% of those questioned said that they take part in various exchanges of experience with colleagues, while 52.5% have attended specialist courses/training. Literature plays an important role in the documentation used by tutors (45%), followed by social networks (40%) and the media (20%).

It is worth mentioning that, unlike in Romania, a higher percentage of French tutors have access to specialist literature and take part in various courses or training. In both countries, **direct contact with young exiles** is considered to be the most important, but in balanced combination with the study of certain theoretical works. Among the points mentioned in the questionnaire are support training, psychological first aid courses, legal advice courses, information on managing post-traumatic stress, courses in intercultural medicine and care, and information on preventing human trafficking and exploitation. From the point of view of those interviewed, the training offered to tutors should not be too theoretical.

70% of respondents in France feel they need more information and recommendations on **psychological support.** Trainers want interactive online resources (50%), social **information and recommendations** (50%), legal information and **recommendations** (45%), specialist literature/studies (27.5%), information and recommendations in the field of **cultural/sporting activities** (27.5%), new **teaching concepts and**

approaches (25%), specialist teaching materials (22.5%). Tutors ask for several types of sources of information to support young people, regardless of the country in which they operate.

Guides and manuals are often mentioned by tutors as essential support, **methodologies for running workshops, for collaborating with professionals** in relevant fields, such as psychologists, counsellors and education experts. The French tutors say that knowledge and skills structured on the basis of examples are important in the activity of tutor: legal information - information on social and psychological support - didactic, sporting and cultural information.

The survey carried out in France shows that tutors need **online documentary and interactive resources, and practical training with simulation/case study exercises.** These are **support activities with cross-cutting aspects**, involving a certain amount of psychological and social preparation, but also the development of critical thinking skills. Various online information resources were also mentioned as necessary, providing **real-time resources on which institutions to contact in case of need** (governmental, non-governmental, international, specialised, official, etc.).

In the opinion of the tutors, their mission is **to direct young people towards various specialised institutions (87.5%);** 85% of the respondents believe that a tutor's mission is to **provide support throughout the journey towards social inclusion**, which takes place simultaneously with identifying and developing young people's skills (80%). According to the people interviewed, a tutor's role also involves **providing information and advice (72.5%), teaching the language of the host country (47.5%),** and offering **other learning activities (40%) and cultural/sporting activities (35%).** They mention that a tutor should be "*a point of reference*" and "*a trusted friend*" for the young adult in exile.

The people who said they were involved in learning with young people in exile emphasised that they teach French, English or another language of international circulation, lead **non-formal social inclusion sessions** (outings, for example) or activities that compensate for non-verbal communication in the absence of the usual cultural context: interactions, psychotherapeutic consultations, workshops (learning a trade), **group workshops for job interviews** or enrolment in secondary or higher education. Tutors mention **that young people need guidance and support, which can be provided through non-formal education and psychosocial support.**

Towards a training needs approach :

The single-choice questions reveal some specific characteristics in relation to training needs: 51.6% of the tutors "completely agree" - 32.3 "agree" (83.9% overall) with the statement that they **need more information/skills on educational, cultural, political, psychosocial and legal factors (procedures, visas, passport....)** to support young adults in exile. On the other hand, 67.8% of respondents "strongly agree" or "agree" (32.3% and 35.5% respectively) with the statement that they need more information/skills on the **objective diagnosis of the situation to identify the needs** of young adults in exile.

61.3% "completely agree" or "agree" (respectively 35.5% and 25.8%) with the statement that they need more information/skills on **communication techniques in the process of supporting** young adults in exile. 58% (29% and 29%) of the tutors feel they need more information/skills on **non-discrimination and motivation** towards young adults. At the same time, 80.7% (48.4% and 32.3%) asked for **advice, based on concrete cases, on the process of supporting young adults in exile.**

Tutors in France need:

1. Information/skills on educational, cultural, political, psychosocial and legal factors in supporting young adults in exile (83.9%).
2. Case-based advice on the process of supporting young adults in exile (80.7%).
3. Information/skills on objective diagnosis of the situation and needs of young adults in exile (67.8%).
4. Information/skills on communication techniques in the process of supporting young adults in exile (61.3%).
5. Information/skills on combating discrimination and motivating young people (58%).

With regard to their needs, the tutors indicated that the future digital space should include educational resources to facilitate **language learning, the basics of national law, information on institutions, etc. (77.5%); socio-psychological recommendations (75%).** Other options were indicated in descending order:

- advice on how to integrate young people more effectively into society
- general and specific information on interacting with young adults in exile
- cross-disciplinary teaching guidelines and concrete examples of how to build unique career paths
- online forums for tutors to share their experiences
- pages of information on legal developments in the host country
- conferences on the subject of tutoring
- the creation of interdisciplinary think tanks

Most tutors mention more cross-functional aspects

- assess the young person's skills and talents
- how to support someone in a vulnerable situation
- how to set up activities to encourage and "animate social and civic life" with different services and institutions.

An online training platform or other training activities should include: **motivational tools for the effective linguistic integration of young people**; **theoretical information and practical tools on building support pathways** for young adults in exile; **easy-to-use digital tools** at the different stages of support thanks to language-learning aids; theoretical lectures/presentations in different disciplines: pedagogy, psychology, intercultural sociology, etc.

Tutors in France are expressing a need for practical, concrete training that includes examples and case studies. They need to be able to set up **learning sessions and discussion forums** to help young adults communicate with each other. There is also a need for **guides and information** to help them direct young adults to the right services (social, legal, medical, etc.). The issue of **the multicultural approach** is raised, as are **examples and testimonies from young people showing how to overcome the trauma of exile and refuge**.

Some tutors would like a legal database to be set up, with answers to the most frequently asked questions (for example, the rights of a young person in an EU country).

How long have you been involved in supporting young adults in exile?	
1-2 years	29,8%
2-5 years	26,95%
5-10 years	30,0%
More than 10 years	13,25%

The main difficulties encountered by young adults, as mentioned by the tutors, are listed below in order of importance:

- Financial difficulties: 86.25%
- Language barriers: 80%.
- Socio-psychological difficulties: 61.25%.
- Difficulties in being included in society 50%.
- Difficulties linked to lack of access to training: 46.25%.
- Administrative and legal difficulties, access to leisure activities... 42%

The correlation between the difficulties encountered by young people and the opinions of the tutors who support them gives an indication of how they see their support role.

80% of tutors believe that **the role of a tutor is to guide and support young people towards social inclusion by making the most of their skills**. This support takes different forms:

- Referral to specialised services and institutions: 78.75
- Giving information and advice: 72.5
- Helping people learn the local language: 51.25%.
- Offer other learning activities: 38.75%.
- Offering leisure, recreational and sporting activities: 33.75%.

Cross-analysis of questionnaires from France and Romania :

Certain characteristics emerge from cross-referencing data between France and Romania:

- 30% of the respondents had between 5 and 10 years' experience in providing support, 29.8% had between 2 and 5 years' experience, 26.95% had between two and five years' experience and 13.25% had more than 10 years' experience. There is a relatively even spread, with a low percentage of experience over 10 years, which can be explained by the relatively recent activity of supporting young people in exile. Those with the least experience asked for more information, training (without really defining precise themes) and the exchange of good practice and case studies in the field of support.
- 40% of tutors consider that the support they provide is essential
- 52.5% say that their support complements a series of measures and projects already underway at local, national and international level.
- 22.5% say that their support is ad hoc
- 23.75% consider that they offer "basic support".

In all cases, the responses show an active involvement in support, with complementary and multidisciplinary approaches (help with budgeting, psychological, educational and administrative support, etc.).

91% of tutors say that they **need specific skills and abilities to support young people in exile**:
68.25% of tutors say that they use their own resources to assess the situation of the young adults they support: they **observe the situation using various techniques and exchange experiences with their peers**.

32.75% say they use **specialised literature** for documentation and information

39.15% say they exchange very often via social networks (WhatsApp group...) and other media (26.65%)

63.75% of the tutors feel that they need **more information** and **recommendations** in the **area of psychological support**. Although the psychological problems of young people are considered by the tutors to be the fourth most important issue in both countries, they feel that acquiring skills in this area is essential. The tutors see themselves being much more involved in the psychological support of migrants or refugees in the future, but they admit that they do not have enough knowledge.

45% of tutors would like **advice and recommendations** in the social field to help them develop an inclusive career path

42.5% want legal **information**

37% would like **online resources** on these two aspects (social and legal)

30% would like specific **teaching materials, concepts and approaches**

27.5% want access to **specialist literature and new concepts**

26.25% would like **information and recommendations on leisure, recreational or sporting activities**

The most experienced tutors say that they have taken various training courses, while the least experienced ones access specialised resources via websites and generalist platforms to obtain specific information on the situation of the young people they are supporting. **The lack of organised, selected documents or specific recommendations is often cited as a weakness in France and Romania.**

The five single-choice questions identify the training needs expressed by tutors in both countries:

86.95% want information on **educational, cultural, political, psychosocial and legal** issues

82.65% asked for advice, based on **concrete cases, on how to support** young adults in exile

80.7% would like information on **communication techniques** in the support process
 75.65% request information on the **fight against** discrimination
 (70.25%) would like advice on how to **motivate the young people they** support

In both countries, the tutors also need specific tools to **assess the situation of the young people** they are working with (in several areas: educational, legal, social, etc.) and **make** the most accurate **diagnosis** possible. These are needs relating to **analysis, observation, active listening, empathy and active communication**, which seem to be at the root of their requests.

The tutors would like to **see concrete cases and models of good practice** in the process of supporting young adults in exile... Most of the tutors mention that they need support (resources, tools, instruments) to enable them to **solve the problems** of young adults in exile.

Summary of the needs expressed by tutors in the questionnaire survey
Observation techniques to build appropriate support pathways
Methods and tools for analysing and assessing a situation
Communication and support interview techniques
Case studies
Analysis of best practice
Legal and administrative information for each country
New pedagogical and didactic concepts to improve support
Psycho-social approach to reception and support
Provision of theoretical and practical documentary resources
Support for tutors: advice and recommendations

Analysis of interviews :

In addition to the questionnaire survey, we conducted interviews with tutors based on a guide (see appendix). This approach enabled us to identify **the qualitative data** relating to the identification of tutors' training needs. All the people interviewed (17 in all) are involved professionally or on a voluntary basis in supporting young adults in exile; they represent local, national and international organisations and have a variety of profiles, as shown in the table below (a summary of each interview is appended to this report).

The role of the interviewee	Organisation	Country
Trainer, translator	Sensiblu	Romania
Volunteer	eLiberare	Romania
Project manager	World Vision International	Romania
Director	Suceava Youth Centre	Romania
Director	Institute of Bucovina	Romania
Civil servant	Suceava Town Hall	Romania
Professor	Ştefan cel Mare" University of Suceava	Romania
Vice-Dean, Professor	Lower Danube" University of Galati	Romania
Team member	Kompass	Romania
Director	Association working alongside a university	France
Volunteer	Support group for young adults in exile	France
Volunteer	Student association	France
Director	PICUM network	European level
Trainer	IRTS	France
Director	Adaptation business	Italy
Professor	University of Lebanon	Lebanon
Clinical psychologist	Support group for young adults in exile	France

Analysis of interviews in Romania :

Most of the organisations and institutions that support young adults in exile are involved in managing the migration crisis that arose in Romania after Russia's large-scale invasion of Ukraine. Interview participants mentioned that many young people speak Russian and Ukrainian. Several organisations have set up centres for the inclusion and integration of young Ukrainians into the host community. Some of the organisations mentioned the need to raise public awareness in Romania of the situation of young people in exile after more than two years of war in neighbouring Ukraine.

Here are some of the main services provided to support young adults:

- ✓ Discussion/socialisation/support groups
- ✓ Information on preventing exploitation at work and in the workplace
- ✓ Psychological support
- ✓ Help with learning the Romanian language
- ✓ Help with finding accommodation, food...
- ✓ Cultural and sporting activities
- ✓ Career guidance and budget management workshops

The interviewees consider that the support offered by the tutors is essential for the social integration of young exiles. "*Sport creates bonds of friendship and integration very easily*", according to one interviewee. Weekly sports activities are organised (table tennis, volleyball and football), as well as cultural activities (exhibitions, poetry recitals, etc.) that involve the young adults in exile in the organisation. According to the people we interviewed, **motivating young people in exile** is a key factor in successful support. Then there is the need to provide **the most comprehensive information possible in various fields** (legal, training, social, economic....) at local and national level.

The **language barrier** is seen as the main problem, along with the **financial** one. "*We work with young Ukrainians with a translator... and that makes it difficult for us to contact them. Knowing the Ukrainian language would help us to get closer to them and we would understand certain aspects better*". Several recommended meetings with psychologists who are familiar with the young people's state of mind and who can help them to talk about their feelings, using playful approaches in particular. Young adults from Ukraine often suffer from **post-traumatic stress disorder**, and guardians deal with these problems due to a lack of professionals. Tutors need to be able to support young people in this respect.

A majority of the people interviewed asked for more **advice and information on access to employment** according to the age and situation of young people, **on the specific legislation of the Romanian state** and on **EU laws in general**. There is also a specific need for advice on **how to involve more volunteers in the activities of grassroots organisations**. Some of those interviewed asked for tutors to be more skilled in **communication techniques** in order to support young people, but also to make Romanian public opinion more aware of the real problems facing refugees.

The town hall staff who welcome and accompany the young people also raise the need to be more competent in **techniques for communicating with young people from a different cultural and political environment**. At the same time, the teachers who are in contact with these young people would like **more knowledge in the socio-psychological field** so that they can interact effectively with those who do not speak Romanian. Finally, **the legal and wider social issues are often raised**: providing information, reference texts, directing people to the right services.... **a better approach to interculturality** is also identified by many.

The NGO representatives mention that they would like information on how to develop **quality partnerships** in order to build more comprehensive and coherent support pathways for young people in exile.

We have identified a common need **for training on the specific psychological support of young adults in refugee exile** to make up for shortcomings.

The interviews conducted in Romania **show that the support offered to young adults in exile is fragmented and not institutionalised**. Many of the people interviewed were concerned about the young people's immediate problems, considering them to be a higher priority than longer-term issues (social integration, prospects for the future, etc.).

Summary of needs expressed during interviews in Romania
Legal support (texts, laws, services, etc.) in Romania's national context
Practical language learning approaches
Communication techniques and support for young people
Support with basic needs (accommodation, food, finance....)
Socio-psychological support
An intercultural approach to supporting young adults in exile
Knowledge and implementation of quality partnerships
Documentary resources on access to legal information: texts, list of services, etc.

Analysis of interviews in France :

Here are some of the main services provided to support young adults:

- ✓ Activities for inclusion in civil society (leisure activities, socialisation....)
- ✓ Educational workshops: help with learning paths
- ✓ Cultural workshops: theatre, poetry, dance... for therapeutic purposes
- ✓ Psychological support through discussion groups
- ✓ Workshops, language courses
- ✓ Events to raise awareness of support in civil society
- ✓ Workshops to help build an employment and career pathway

An initial comparative analysis shows that in Romania, the tutors focus their support activities primarily on meeting **basic needs** (accommodation, food, etc.) and learning the language, whereas in France, although the primary needs are often important when the young people arrive, quite quickly the focus is more on **educational support, inclusion in civil society and building a personalised project**. Language learning is often achieved through various inclusive activities.

The interviewees noted a major problem for young people linked to their "uprooting": the geographical, cultural and social distance from where they live. This uprootedness is compounded by obstacles to inclusion in a new territory; young adults are often "*isolated among others*". This situation leaves young people vulnerable, with difficulties in projecting themselves into the future: most think in terms of the present, and find it hard to project themselves into a more or less long-term future.

When young adult exiles manage to integrate into social groups, the difficulties they encounter are primarily **language learning**, with **employment** (closely linked to economic survival) being a secondary **issue**.

We note that the people interviewed in France generally use appropriate support materials: programmes, courses, learning platforms, documentation..... etc., but they all mention that they have to make a major research effort **because they lack a suitable common base enabling them to access knowledge**, methodologies, information etc. **quickly and easily**, relating specifically to support for young people in a situation of exile.

The need for a **common approach (based on identified concepts and materials) to supporting young people is often mentioned as a way of improving the quality of support and making the role of tutors clearer**.

As in Romania, **the legal aspect** was mentioned by several people: access to texts, laws, lists of services, etc. to help young adults in exile find their way.

Some of the interviews show that there seem to be more possibilities in terms of information, support, facilities and structures....etc to help young adults living in exile in France. It is possible to identify the needs expressed by the people interviewed in France, who have different profiles to the Romanians. At this stage, it is important to note **that the contexts in which support is provided have a major influence on the responses**: support in Romania, in a region close to Ukraine, a country currently in conflict, and receiving a large number of young adults from Ukraine and Russia, is what **we call "emergency" support**; support

in France is based on a less urgent context, but with difficulties in providing support for all the young adults arriving in the country. We note that certain structures in France are based on the principle of the Social and Solidarity Economy, based on a system of self-financing, to offer various services to young people in exile.

Summary of needs expressed during interviews in France
Definition of reception and support in the context of tutoring young adults in exile
Animation and French language workshops
Helping young people to build, structure and implement a life project (projection into the future)
Approaches, methods and tools for building and implementing projects
Approach, methods and tools for building a skills portfolio: how to highlight the skills and talents of young people
How to reconcile socio-psychological support and cultural identity
Legal information: tools, texts, general documentationetc linked to the national framework

Cross-analysis of interviews in France and Romania :

Cross-analysis of the interviews reveals disparities linked to the geopolitical context in which the tutor's role is exercised, an **important variable to be taken into account in order to adapt the training courses** on the basis of **the needs expressed, which are not divergent but different and complementary**.

Taking into account this dynamic at work in the ecosystem of players, two types of training needs/demands emerge:

- **Cross-cutting needs**
- **Needs linked to the context of the tutor's role**

Cross-cutting needs :

Language learning is an absolute necessity for initial immersion in the host country, so teaching aids to help learn a foreign language must be included in the tutors' training programme

Reception and support are mentioned by all the tutors, but this remains a vague concept, with ill-defined outlines that need to be clarified during the training course to enable the tutors to clearly define the framework and content of their work with young adults in exile.

The tools appear to be all the support needed for tutoring, although we note that the request remains vague, including documentation, methodological aids, case studies, etc. It will be crucial to clarify this point on the basis of the skills reference framework that will be drawn up for the exercise of the tutor's function.

Analysis of practices is often seen as an aid to understanding the complex situations encountered by tutors, a lever for learning from the exercise of the role.

The cultural and sporting activities approach is mentioned many times in order to provide **socio-psychological support**, which seems to be an essential part of the tutor's role; requests for training are directed towards learning how to set up workshops for young people with a therapeutic aim.

Educational support is seen as a cross-cutting need to help young people develop their project, but also as a lever for boosting motivation and the ability to plan beyond the present time of exile: we note that the key concepts linked to the learning process would be a support for tutors.

Analysing the talents of young people in exile: this is an important point raised in several interviews (in different forms in France and Romania): tutors are looking for methods and tools that will enable them to better identify and reveal the talents of each young person, so that they can draw on their resources to help them move forward.

Finally, all the interviewees indicated the need to have **resources** available (documentation, list of services, main legal texts, legal status of young people in exile, etc.) to improve knowledge of the **legal framework** governing the reception and support of young adults in exile.

Specific needs :

To better understand the disparity of demands linked to the context of the tutor's role, we have drawn on Maslow's pyramid, which proposes a typology of needs in order of importance for human beings¹ ranging from the satisfaction of basic needs to the need for fulfilment and self-fulfilment.

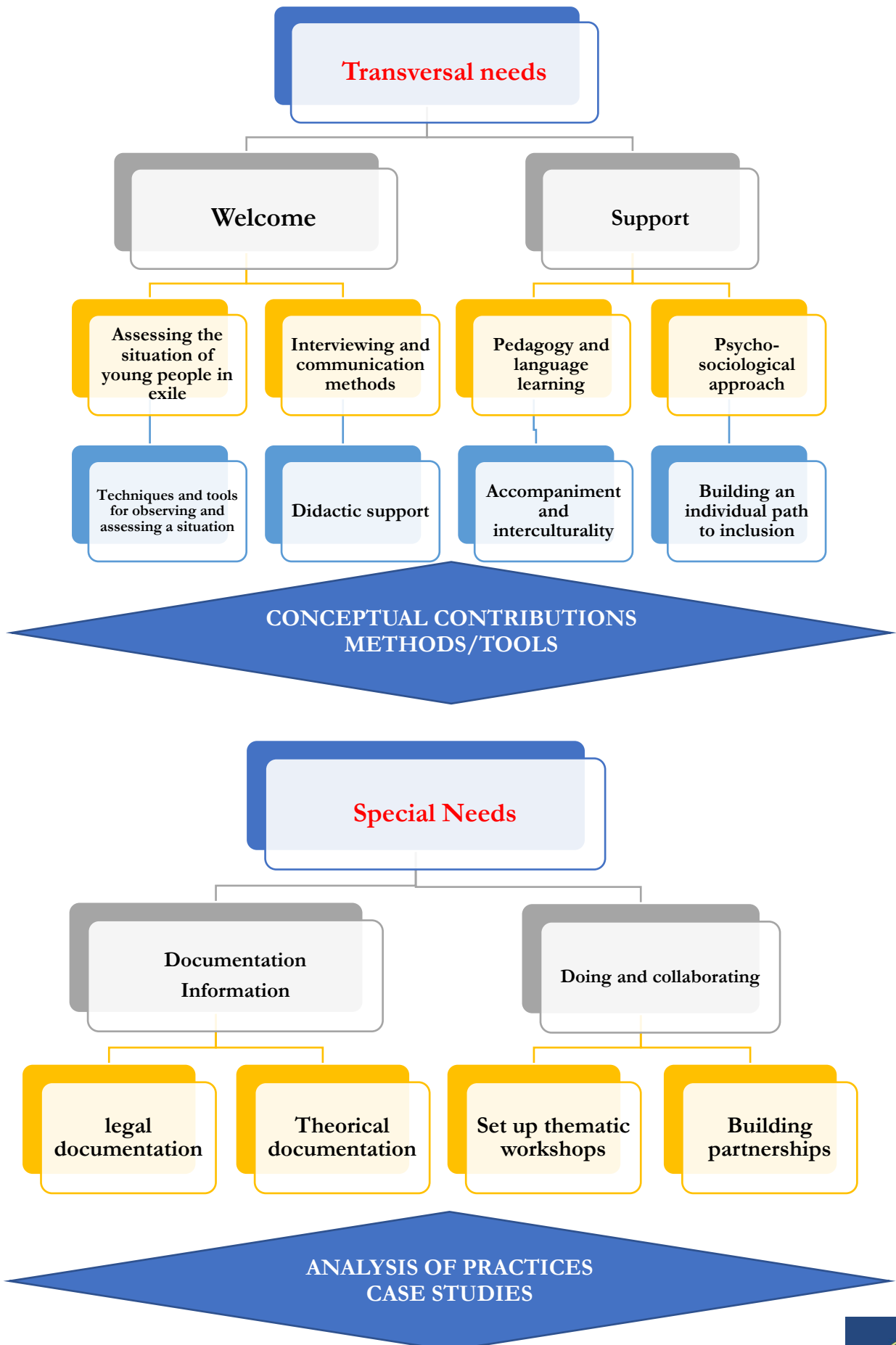
- 1/ Physiological needs: hunger, thirst, sexuality, rest, habitat
- 2/ Need for security: feeling safe and confident
- 3/ Need to belong: to be loved, listened to, understood, to be part of a group, to have status
- 4/ Need for esteem: feeling of being useful, of having value, maintaining one's identity
- 5/ The need for self-fulfilment: developing your knowledge and values

It emerged from the interviews that tutors **in Romania** give priority to meeting **level 1 and 2 needs**, and to a lesser extent, once levels 1 and 2 have been met, they meet level 3 needs. Tutors in France tend to focus on intermediate needs: **levels 3 and 4**. We can see that **the geopolitical context has a major influence on the way tutors work with young adults in exile**, as do temporary or permanent crisis situations, which influence the variability of the responses to be provided in the context of support. This observation reinforces **the need to precisely define the role of tutor for young exiles** in a situation that determines the areas of intervention and the contribution of skills that are complementary to other services that provide support for young adults in exile (social, legal, psychological, etc.); in both countries, it can be seen that the lack of specialised structures (often in short supply) can lead tutors to take a broader view of their role: for example, psychological support is often mentioned, but does not fall within the scope of the tutoring role.

Summary of needs expressed during interviews in France and Romania
Definition of reception and support in the context of tutoring young adults in exile
Animation and language learning workshops
Communication techniques to structure support
Approaches, methods and tools for building and implementing projects
Approach, methods and tools for building a skills portfolio: how to highlight the skills and talents of young people
How to reconcile socio-psychological support and cultural identity
Approach and methodology for developing partnerships
Legal information: tools, texts, general documentationetc linked to the national framework
Conceptual and methodological contributions to socio-psychological support
Designing support to meet basic needs (levels 1 and 2)

¹ Abraham Maslow indicates that the goals that human beings aim to achieve over the course of their lives can be grouped in order of importance in a pyramid. In his book "**Motivation and Personality**", he classifies human needs into 05 categories

GENERAL MAPPING OF TRAINING NEEDS



CONCLUSION

The data collection process put in place during the first stage of the RENT project has resulted in the structuring of a map to visualise the main training needs of tutors in the form of major themes to be tackled, a support base for establishing the future skills repository and training curricula which will open up avenues for orienting and identifying the digital resources available to tutors. The needs analysis should be seen as an initial tool for identifying **potential similarities between training needs and the skills needed to carry out the tutoring function with young adults in exile. The** so-called "cross-cutting" needs are the common base for all. We consider them to be the "essentials" for welcoming and providing support within a framework that needs to be defined, strengthened and clarified in order to better define the role of tutors in addition to the intervention of other specialist services (legal, social, psychological, care...). Although **the so-called "specific" needs** are further removed from the core of the tutoring function, they offer greater visibility of the requirements linked to the role of guardian for vulnerable people in a variety of geopolitical contexts. It will be useful to precisely define the **contours of the tutoring function when building a skills reference framework**: analysis of the data collected shows that tutors and managers of structures have **a very broad and rather vague vision of what the tutor can/should do**: sometimes on the psychological side, other times on the pedagogical or social side, the tutor offers services with variable geometry which need to be sorted out in order to enable a process of **legitimisation of the function in the eyes of recognised professionals** (specialists (psychologists, teachers, lawyers,etc.).

Drawing on a number of approaches, fields and disciplines, the tutor is not a specialist, but **assumes a role of presence by proposing activities in real-life situations, but also remotely.**

Although the concept of the tutor is not new in France, it is very recent in Romania and was "precipitated" by the need to take in large numbers of young adults in exile in a very short space of time. Working in a variety of settings (schools, universities, NGOs, municipal services...), many volunteers have donned the "garb" of tutor and adjusted their practices on the basis of real-life experience and the situations they have assisted. This informal learning is an important vector for developing skills, but at the same time it reveals the need to formalise the place and role of tutors. As a pivotal player in the support of young people in exile, they are at once guides, mediators, coordinators and transmitters...

The interviews showed that tutoring young adults in exile is now an essential tool in the context of multiple migratory crises. It acts as a possible mediator between European public migration policies, which have yet to be clarified, and the need for support and guidance on the ground, which cannot be ignored. Tutors working with young adults in exile can be seen as facilitators. They are characterised by a strong, voluntary, uncoerced commitment that leads to creative and innovative solutions. Quick and effective on the ground, they are an essential first interface that is often reassuring. Exile creates a multitude of worrying situations requiring a multitude of adaptations (linguistic, social, cultural, etc.). These variable-geometry contexts require constant adaptation and adjustment on the part of tutors, who play an essential role in supporting young adults in exile in a reality that is new to them.

From learning the language to helping with social inclusion and psychological support, there are many ways to do this. While tutoring is a valuable lever for inclusion and resilience, it needs to be clarified: the function and role of tutors can be enhanced by using training as a lever, and their skills can be strengthened in an increasingly demanding geopolitical context.

ANNEXES

Appendix 1. STRUCTURED QUESTIONNAIRE

You are invited to take part in a survey designed to assess the general and specific training needs of tutors who work with young adults in exile.
Thank you for agreeing to help us!

Prerequisite:

Please read this questionnaire very carefully and complete it online. We estimate that it will take between 8 and 12 minutes to complete.

Please note that we are not offering any financial and/or material rewards of any kind for your participation in this survey. Nor should you have to cover any expenses. You will also be given priority for testing the training that will be put online for tutors in 2025. Your participation in this survey is voluntary.

This survey is organised by the "Ștefan cel Mare" University of Suceava (Romania) and Erasmus Expertise (France) as part of the Erasmus+ project "*Digital resources for tutors supporting young adults in exile*" (RENT), co-funded by the European Union.

Its aim is to gather together the training needs of tutors/persons who support young adults in exile situations.

If you have any questions, please send them to the following e-mail addresses: marin.gherman@usm.ro , rentproject@erasmus-expertise.org

Confidentiality and data protection

Please note that the questionnaire can be completed anonymously or that you can indicate your name and organisation if you wish. Please note that the results of this research may be published for scientific purposes, without including your identifying details and without any possibility of anyone being able to identify you.

I have read and accept the data privacy policy described (consent):

1. How long have you been involved in supporting young adults in exile?

- 1-2 years
- 2-5 years
- 5-10 years
- 10 years to go

2. What are the greatest challenges facing young adults in exile?

Please note that you can choose several options in order of importance to you and also provide your own answer on the lines

- Language barrier
- Psychological difficulties
- Financial problems
- Difficulties integrating into society
- Problems related to education and training
- Other

3. Briefly describe your response to the greatest challenges facing young adults in exile:

4. How would you rate your support for young adults in exile?

- Essential support
- Basic support
- Support that complements other existing services:
- One-off support
- Other

5. Briefly describe your response to the evaluation of your support for young adults in exile:

6. What are the most common sources of information you use to find out about the needs of young adults in exile?

Please note that you can choose several options in order of importance to you and also provide your own answer on the lines

- Direct contact with beneficiaries
- Media
- Social networks
- Specialist literature
- Exchanging experiences with colleagues
- Courses, training
- Other

7. Please give details of any courses or training you have taken:



8. What resources would you like to use to develop your skills or knowledge in supporting young adults in exile?

Please note that you can choose several options in order of importance to you and also provide your own answer on the lines

- Information and recommendations on psychological support
- Legal information and recommendations
- Information and recommendations in the social field
- Information and recommendations in the field of recreational/sporting activities
- Didactic concepts and approaches
- Specialist teaching materials
- Interactive online resources
- Literature/specialised studies
- Other:

9. Please specify which resources you would like to use to develop your skills or knowledge to support young adults in exile. Briefly justify your answer

10. What do you see as the role of a tutor for young adults in exile?

Please note that you can choose several options in order of importance

- Advice and support throughout social inclusion
- Providing information or advice
- Language learning
- Directing young people to responsible institutions
- Conduct recreational/sports activities
- Identifying and promoting the skills of young adults in exile
- Carrying out learning activities
- Other:

11. Please specify any learning activities you are undertaking:



12. What information do you think an e-learning platform should include?

Please note that you can choose several options in order of importance to you and also provide your own answer on the lines

- Socio-psychological recommendations
- Tips to facilitate better integration of young people into society
- Teaching material (learning the language, basics of national law, knowledge of institutions, etc.)
- Cross-disciplinary teaching advice
- General and specific information on interacting with young adults in exile
- Concrete examples of the construction of unique career paths
- Other:

13. Please give concrete examples of the information you think an e-learning platform should include

14. To what extent do you agree with the following statement?

I need more information/skills on the educational, cultural, political, psychosocial and legal factors involved in supporting young adults in exile?

Please use one of the following options

- 1 - completely agree
- 2 - Agreed
- 3 - indifferent
- 4 - a little
- 5 - strongly disagree

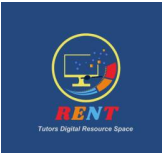
15. To what extent do you agree with the following statement?

I need to develop my skills to objectively diagnose the situation and needs of young adults in exile

Please use one of the following options

- 1 - completely agree
- 2 - Agreed
- 3 - indifferent
- 4 - a little
- 5 - strongly disagree

16. To what extent do you agree with the following statement?



I need to develop my skills in communication techniques in the process of supporting young adults in exile.

Please use one of the following options

- 1 - completely agree
- 2 - Agreed
- 3 - indifferent
- 4 - a little
- 5 - totally disagree

17. To what extent do you agree with the following statement?

I need more knowledge about anti-discrimination and motivation in the process of supporting young adults in exile.

Please use one of the following options

- 1 - I totally agree
- 2 - Agreed
- 3 - indifferent
- 4 - a little
- 5 - totally disagree

18. To what extent do you agree with the following statement?

I need more case-based advice on the process of supporting young adults in exile.

Please use one of the following options

- 1 - completely agree
- 2 - Agreed
- 3 - indifferent
- 4 - a little
- 5 - totally disagree

Surname, first name (optional)

The country

The institution/organisation

APPENDIX 2. INTERVIEW GUIDE

Interviewees: Tutors/trainers who support young adults in exile from non-governmental organisations, universities, charitable foundations, local authority representatives, students, Masters students involved in various activities of this type, company HR departments, etc.

Objective: To assess the general and specific training needs of tutors interacting with young adults in exile

Introduction

Hello !

My name is I'm part of a team carrying out a field study with people who work with young adults in exile situations to find out their training needs.

Our study is being carried out as part of the "*Digital resources for tutors supporting young adults in exile*" (RENT) project, co-funded by the European Union. Your organisation has been involved in activities to support young adults in exile, which is why you have been chosen to share your experience with us. Any information you can provide will be of great help to us in understanding the issues to be resolved in the field of tutor training.

We're asking you to speak for 30 minutes. Thank you for agreeing to let me record our discussion, because that way I'm sure I won't forget anything you say. I can assure you that no-one other than those of us who are carrying out this study will have access to the recording of our discussion today, and what we discuss will only be used for scientific purposes with a view to developing a training programme.

Conduct of the interview

Section A. General aspects

- Briefly present your organisation/department/service
- How long have you and/or the organisation you represent been helping young adults in exile?
- What countries/regions do these young people come from and how did they arrive in the EU?

Section B. Socio-psychological support

- To briefly present a day's activity in the field of interaction with young adults in exile. How does it work?
- What are the biggest problems facing young adults in exile, and how do you help them solve them?
- What would you need (information, support, teaching resources) to improve your business?
- How do you support people: what is your approach? What are your theoretical supports? What tools do you use?
- Could you briefly list the things you need most to provide quality support for young adults in exile situations?

Section C. Educational support

- What educational/informative activities do you organise to help young people integrate more fully into society?
- What would you need in terms of teaching support to improve your work?

Section D. Sports and cultural support

- Do you organise sporting or cultural activities? How important do you think these activities are for young adults in exile? What do you aim to achieve by offering these activities?
- What knowledge do you think is essential to improve your skills as a tutor?
- What would you like to add to this interview that was not asked for in order to improve the quality of the interaction between the tutors and the young adults?

Concluding the interview

Thank you for your time and the useful information you've shared with us! I can assure you once again that no-one other than those carrying out this research will have access to the recording of our discussion today.

What you have told me will only be used to identify the specific needs of tutors/trainers interacting with young adults in exile.

Instructions for using the maintenance guide

The questions themselves, which set out the specific areas of interest for the interview, are read out to the respondent. Their response is awaited.

If the respondent does not understand the question, it is rephrased.

If the answer is vague or incomplete, reopen the discussion by rephrasing as you see fit.

Average length of interview tested: 30-35 minutes.

APPENDIX 3. SUMMARY OF INTERVIEWS

Interview report No. 1 - USV - RENT Training Needs Identification

General aspects

Discussions with a volunteer from the eLibération association in Suceava. This association aims to prevent and combat human trafficking. The help given to young people in exile was determined by the "Kompas" project - a nationwide project for the period 2022-2023, which aimed to help young people and adults in Ukraine in 2022 to prevent this phenomenon. among them.

At the same time, we have supported them with various forms of material aid from DGASPC Suceava and Unicef Romania, as well as identifying jobs for them. The young people come from Ukraine and arrived in our country during the war.

Socio-psychological support

A day of the activity we carry out with them:

- We carry out prevention activities with teenagers to prevent sexual exploitation, economic exploitation, child pornography and forced begging through discussions with a translator.
- Watch anti-trafficking films;
- Prevention activities for children aged 8 to 14 through drawing, painting and modelling;
- Activities with Ukrainian parents to teach them how to communicate better with their teenagers.

Problems facing young adults

From my point of view, loneliness is the most widespread feeling among Ukrainian teenagers. Far from home, leaving their circle of friends, they are forced to live in a country where they don't know the language. Even if they meet at these events, they come from different towns and don't make friends very easily.

From there, I think that actions carried out together, as diverse as possible, would be extremely useful. Nature outings, film screenings, dance evenings, participation in book clubs, and so on.

I'd even recommend meetings with Ukrainian psychologists who know their mentality and challenge them to talk about their feelings and do various role plays to express their thoughts. We support them as much as we can, taking into account their requests. If we're talking about accessing an age-appropriate job, we provide them with advice on how to access it, the legislation specific to our country, and so on.

Needs and key points for training:

We have preventive material in electric point format, leaflets, posters with advice on human trafficking, as well as emergency numbers they can call when they feel in danger.

We also talk to them a lot about the danger of exploitation in the online environment, as they spend a lot of time online and can fall victim to this phenomenon. Age-related naivety, homesickness and missing friends are just some of the factors that could lead to traffic problems.

Types of activities: - cooking activities with young Ukrainians :
- We work with young Ukrainians with a translator (we don't know the Ukrainian language) and this makes it difficult for us to make contact with them. Knowing the Ukrainian language would help us to get closer to them and to understand certain aspects better.

Interview report No. 2 - USV - RENT Training Needs Identification

General aspects

Discussions with the project coordinator of the association "[eLiberare](#)", which specialises in the fight against human trafficking and sexual exploitation and has been present in Romania since 2013. It works at several levels: prevention, training for various institutions on the aspects targeted by the organisation, assistance for victims, lobbying and advocacy (to change the legislative framework) and general information for the public. -The association looks after young adults in exile as a result of the prolongation of the war in Ukraine (February 2022). They were present at Siret customs for information, and then for the implementation of the "Kompas" programme, with the vast majority of the young people they work with coming from Ukraine.

Social and psychological support

-One of the activities of their association is to make young people more aware of the issue of human trafficking and inform them of the risks to which they are exposed, especially as the young people come from a country with a different legal system to ours. There were days when they went to information sessions in the Rădăuți refugee camp, to get information about the risks, but also about rights (work and other key areas). Discussions in groups and pairs (2 people, face to face), to find out what the refugees' vulnerabilities are. Refugees were each asked to fill in a questionnaire (to find out whether they wanted to stay in Romania or go further afield - those intending to go further afield were asked to provide their contact details so that they could be contacted at the border). crossing and to make sure they reached their destination safely) and were given an emergency kit.

-The biggest problem for the young people in exile with whom they came into contact was financial aid. Their association does not specialise in this area, but at the beginning it offered young people a voucher for 250 lei from Kaufland. The second major problem for young people is work-related. With the association's legal advisers, they ensured that when they found a job, the law was respected and that they were not exploited through their work.

-Their association's representative office in Suceava (it also has offices in Braşov and Craiova in addition to its headquarters in Bucharest) would need manpower and volunteers.

He has worked with open-minded people, offering formal and informal activities (give the example of an information activity carried out this year, 2024, on 14 February, aimed at girls; another activity with children: they made doughnuts together).

-They need volunteers and more space for activities.

Educational support

-Organising information sessions, less formal activities (cooking), launching a book of children's stories in Ukrainian (the story of a family, which focuses on the issue of human trafficking), reading them at meetings with the support of volunteers, painting, modelling clay.

-Thanks to the Compass project, they informed and trained community members, with the support of the Bucovina Institute, Save the Children and Unicef. This model is being replicated in other countries.

Sports, cultural support

-They are not directly involved in sporting and cultural activities, but they have taken part in them and consider them to be very important for integration. Thinks it would be important to know more about the legislation relating to young people in exile and the policy towards migrants in Romania and the EU.

Minutes of meeting No. 3 - USV - Identification of RENT training needs

General aspects

World Vision Romania is part of the international World Vision family. The organisation runs projects in the country that focus on children, particularly vulnerable children in rural areas facing poverty. They have been present in Romania for 32 years. With the outbreak of war in Ukraine, the organisation mobilised all its resources to offer support to refugees from Ukraine in Romania, including young adults.

Social and psychological support

World Vision organises a variety of activities according to a set monthly plan. "Our activities focus on the inclusion and integration of young Ukrainians into the host community. We organise at least 3 integration activities every month. We do these in partnership with local institutions. These activities include going to the theatre, the cinema, playing football, taking part in exhibitions, painting, etc.

The biggest problem facing young adults in exile is the language barrier. The organisation runs a project in which anyone over the age of 16 can sign up. The project focuses primarily on integration into the labour market, but is also accompanied by a series of workshops and activities aimed at providing financial education and career guidance. The teams are made up of psychologists, trainers and entrepreneurship experts, "and a big plus for this project is the Romanian language that we support for the project beneficiaries".

In terms of supporting people, in addition to the projects it runs, the organisation has also distributed hygiene products and food. It also provides support for parents looking after their children. They have a kindergarten and a nursery. In this way, parents "have this security that they can leave our children and that they are safe and that we can take care of them".

To provide high-quality support for young adults in exile, "we need additional support. We need people to stay connected to this issue. The local community. Host community, stay connected. Show solidarity with the Ukrainian problem (...). I can't mention anything material because when people show solidarity with this situation, then the organisations can be present, they can be supported and we can ensure a quality response

to this crisis. Let's have appropriate programmes. Let's help these young people find a purpose here until the war is over".

Educational support

To help young people integrate more fully into society, World Vision organises a range of activities, such as international and national celebrations in which young Ukrainians take part alongside young Romanians, and sports games.

In terms of teaching support, the organisation is very well equipped: "We have all the materials we need. We also use a textbook in Romanian for the Ukrainians. There has never been a manual like this before. Romanian was not taught as a foreign language.

Sports, cultural support

World Vision organises sporting and cultural activities. These are very important because they also help to overcome the language barrier. What's more, it creates new connections and new friendships. "Sport creates very good friendships and is very easy to integrate. We're trying to do more games like this." The main aim is to integrate the young people into the local community: "The aim is to be not only integrated, but also included."

Minutes of meeting No. 4 - USV - Identification of RENT training needs

General aspects

Specialist in administration. Suceava town hall, the social assistance department, has been looking after refugees since the start of the prolonged war in Ukraine. Almost all the young people came from Ukraine.

Social and psychological support

- After the shock of the first few weeks, the institution used government money to provide accommodation and meals for the refugees. A difficult process because of the bureaucracy (lots of paperwork to fill in).
- The main problems relate to the refugees' lack of knowledge of the Romanian language, but also of English (language barrier).
- Town hall staff would need information, specialists and translators-interpreters.
- The institution supports refugees by providing information (including legislative information), advice (on submitting applications to access funds), information on facilitating children's schooling, and so on.
- They need training programmes to work with young people in exile, for whom they have never been trained.

Educational support

- The Town Hall does not offer educational support, but information, Monday to Friday, 8am to 4pm.
- Staff must have access to specialist training to work with young people in exile.

Sports, cultural support

- The town council does not organise sports activities, but participates in events initiated by others, which it considers to be very important for the socialisation of young people in exile.
- The staff of the Town Hall's Social Services Department have developed certain skills and abilities thanks to their previous experience, but they need more specific programmes aimed at young people in exile. At present, they refer to what they know of Romanian realities, but they are aware that young people in exile come with a different background, a different history.

Interview report No. 5 - USV - RENT Training Needs Identification

General aspects

- Lower Danube" University of Galati, Cross-Border Faculty, Vice-Dean.
- The Cross-Border Faculty (which has been in existence for 24 years) at DJG University offers study programmes for Romanians from all over the world (including Moldovans and Ukrainians), including the Preparatory Year (which for the last 2 years has welcomed young people from Ukraine).
- The students come from Moldavia and Ukraine and want to obtain a degree recognised in the EU.

Social and psychological support

The institution primarily offered educational activities (around 4 to 5 hours a day) and, at the start of the Great War in Ukraine, it provided refugees with accommodation, medical assistance and meals, as well as socio-cultural activities (more or less organised outings in the towns). Funding from the UDJG, then access to the Ministry. A mini-social centre for children has been set up at the college with the support of UDJG staff (donations, voluntary work for around 2 months in 2022) and attempts have been made to find work for the parents, to enable them to study.

-The biggest problems for young adults in exile are related to social integration and finding housing and employment.

- The staff who come into contact with these young people are not trained socio-psychologically to interact with those who do not speak our language.

- A course given by a psychologist would be needed to help staff communicate with potentially traumatised young people in exile. Legal training would also be necessary. Also, elements of training in Ukrainian culture and mutual learning.

Educational support

- There is a Moldovan and Foreign Students' Club, which offers a certain amount of logistical support and is backed by institutions. There are also fairly substantial grants available for young people in exile.

-For staff, there is a need for training and teaching aids (not just digital), as varied as possible: interactive maps, games, exercises, etc.).

Sports, cultural support

- This support is very important, as it facilitates integration. The International Students League organises several types of sporting and artistic competitions to draw on the talent available.

- The need for training in the teaching of Romanian as a foreign language and in the legislative field in order to be aware of the rights and obligations of young people in exile. He also believes that anyone who comes into contact with young people in exile should reflect on their willingness to interact with foreigners.

Interview report No. 6 - USV - Identification of RENT training needs

General aspects

Sensiblu Foundation has been working for 20 years on the Romanian market, with women who are victims of domestic violence, and since 2022 it has had the project in partnership with the UNHCR, which works with victims of gender-based violence and works mainly with refugee women. They fled because of the war and arrived in Romania in different ways, either by bus, by private car, or by train to Chernivtsi and from there by bus. Most of them come from south-eastern Ukraine.

Social and psychological support

The foundation organises "socialisation and support groups for refugees and we have different age groups. Basically, we have a psychologist and a social worker who either prepare a speech, a particular subject, or we have a registration form where people can ask questions about what interests them in the psychological field". The psychologist and social worker then answer these questions. "I translate what the psychologist says.

One of the biggest problems facing young adults in exile is the psychological aspect, which the foundation is constantly working on, because "there is no one today who comes from Ukraine or who has relatives or friends in Ukraine or anything else who does not feel anxiety or permanent anxiety. depressive states, fear". People who have been there longer or who have been occupied suffer from post-traumatic stress disorder. For them, another problem is also linked to integration into the labour market.

To improve their work, unlike social workers and psychologists who offer courses to improve their level of knowledge, those who work as translators do not have similar but potentially extremely important courses. When it comes to supporting people, the Foundation offers psychological support, but of course "in our work, the human factor counts for a lot", because empathy is an essential resource. The Foundation has a

number of leaflets, brochures and information leaflets on various subjects, such as types of violence. In addition to this, they also organise courses on a range of subjects, such as first aid and cervical cancer. Among the elements needed to provide quality support for young adults in exile, there is first and foremost the financial resource, which is a factor on which we depend in everything we want to undertake, but also support from the activity that enables them to attract, for example, certain green spaces. There is also a need for cooperation between organisations, so that they can put forward a list of services from which they can quickly benefit.

Educational support

To help young people integrate more fully into society, the foundation organises meetings where they discuss a range of subjects, including psychological issues such as depression, anxiety, post-traumatic stress, violence in all its forms and how to help someone who has been a victim of violence. In addition to these, there may be courses on human rights or the Romanian language, which are very important in this context.

Sports, cultural support

The Sensiblu Foundation organises cultural activities that are very important, particularly from a psychological point of view, because "at times like these, you can detach yourself from what's going on, and that's very important for them, who are racked from head to toe by anxiety". For example, during the Easter holidays, they made Motanka. The emphasis in these activities is on socialisation.

Minutes of meeting No. 7 - USV - Identification of RENT training needs

General aspects

The Suceava County Youth Centre has been operating for 20 years. Initially, our centre was concerned with supporting young people in general, but after the Russian invasion of Ukraine, it began to focus on integrating young people in exile into Romanian society, as well as into the Suceava county community. With the support of some international financiers, I launched a project for the cultural integration of young adults in exile following interaction with young Romanians.

Social and psychological support

Our philosophy is to work with these young people from Ukraine, and we organise a variety of activities for them: gymnastics for example, games, literary evenings and cultural events. We also organise entertainment events so that the young people feel at ease and integrate much more quickly into European societies.

We have also carried out information and consultation activities concerning the integration of young people, the status of young people and legal aspects. We have worked a lot with other associations that have more expertise in this area.

Educational support

For several months, I taught Romanian classes based on the Ukrainian language. I had a teacher who spoke Romanian and Ukrainian who taught Romanian to the young people. This is one of the most important youth projects in the Suceava region.

Sports, cultural support

We consider support for sport to be fundamental to our organisation. We have organised table tennis, volleyball, basketball and football matches in some projects, involving both young Romanians from Romania and young people who have come from Ukraine because of the war. During these games, the young people relaxed and passively learned the Romanian language.

In a way, this sporting activity is not purely physical, but aims to generate a better knowledge and integration of people from other countries in Romania. It's a very important activity for us, and we're very happy to have had the support of good sports teachers during this period - athletes who know the Romanian language, the Ukrainian language and the Russian language spoken by those who have arrived in our country. Ukraine because of the war.

Specific needs

Firstly, we need information on the psychology of refugees and the psychology of young people who are not in their own country. Secondly, we would need a legal database that would give us answers to all the questions that might arise. We were not prepared to deal with so many legal issues. We also need cultural and artistic information in several languages. It's a big problem for these young people to access various services because they don't know Romanian or any international language.

Report of interview N°1 by EE - Identification of RENT training needs

General aspects

The interview takes place with an association manager who works at a university. This association welcomes and supports young adults in exile who want to learn French and go back to school. It also aims to raise awareness in civil society of the issues surrounding asylum and migration.

This organisation has existed since 2017, and was created on the initiative of a collective of staff, active or retired, students from universities of grandes écoles and research bodies on the Bordeaux site.

Socio-psychological support

The young people come from different parts of the world and are welcomed throughout the year. A day of activities: There isn't really a "typical day" because we offer young people different activities, all of which help them to learn the French language. We organise educational workshops throughout the year, and the young people sign up for these different activities according to their wishes. We also offer more theoretical courses on learning French, which are provided by the accompanying adults.

Problems encountered by young adults: these are mainly problems related to speaking French and obtaining papers to regularise their situation. Interaction with the young people is generally very good, although we sometimes have to deal with complex psychological and/or social situations, but this is fairly rare because the young people who join our association want to go back to school and have a project.

Our training needs: I'd say that our needs are essentially pedagogical, given that our activity is based on learning the French language. We also need information on the legal aspects in France, so that we can better guide young adults on these points. Teaching resources adapted to young adults would be welcome, and a few theoretical presentations in certain disciplines (pedagogy, geopolitics, sociology of interculturality, psychology, etc.) would consolidate our practices.

Our support approach: As mentioned above, it is essentially based on teaching through various means (writing workshops, theatre, sport, etc.), enabling young people to learn the French language: reading, writing and arithmetic to facilitate inclusion. Our support also consists of helping young adults to find their study paths and to envisage their career plans.

List of our needs (based on the above) :

- Theoretical information and practical tools on building support pathways for young adults in exile
- Easy-to-use digital tools at different stages of support, based on language-learning materials
- Lectures/theoretical presentations in various disciplines: pedagogy, psychology, intercultural sociology, etc.

The role of activities in support :

Sports activities help young people to socialise and learn the language, writing workshops often help young people to tell their life stories and learn the language, and drama workshops help young people to express themselves orally and feel more at ease in social situations when they have to go through various administrative procedures.

To improve the skills of tutors, three points are essential across the board:

- ✓ Knowing how to welcome people and having the associated tools
- ✓ Knowing how to provide support and having the associated tools
- ✓ Having a toolkit available to facilitate our practice.

Report of interview No. 2 by EE - Identification of RENT training needs

General aspects :

This interview was conducted with a young female clinical psychologist, a salaried professional. She works with young adults aged between 18 and 20 who are living in exile. The medium used is dance. This is "psychotherapeutic" support.

Coming from regions of the world where individual expression is based on certain codes and traditions that differ from those of the Western world, I have chosen the body as an expression of the ills of the spirit. So I run the "Danse des Maux" workshop, the aim of which is to use traditional West African rhythms to revive positive memories and enhance young people's knowledge. The notion of desire, essential to vitality, comes into play when the body and mind are firmly anchored.

This career path brings us face to face with our own fears. The fear of difference, the fear of the strangeness within us that is reactivated by the difference of the Other. It's up to us to be aware of this and to work on it...

Socio-psychological support:

Music, song and dance are artistic tools that can be used to create a link with oneself, with the medium and with the group in order to express what words cannot say...

These suspended moments allow the young person to take a breath, a break, a moment for him or herself, in order to regain the psychological thread that will enable them to rediscover their own coherence, their own path. This fascinating work requires me, as a professional, to constantly question myself. Learning from the Other is a desire that must be made conscious, and accepting that the Other, who is different from us, is also of interest and can enrich us requires modesty.

Problems encountered by young adults :

The main problem is their lack of self-confidence, the absence of any "immediate" prospects for them because of their situation, and their young age is also a factor: some young people who have undergone bone testing are declared to be of age, but their official documents from their country indicate that they are minors. This creates a problem of maturity.

Our training needs :

In my opinion, as a professional, training should enable you to build a toolbox according to your profession (educator, teacher, volunteer leader, etc.).

Support approach

As mentioned above, my approach is based exclusively on dancing with young people, which is a way for them to express their desires and fears.... This dance practice also enables them to connect with their country by not totally abandoning their cultural references.

List of our needs (based on the above) :

I mainly work with young African adults, and I identify my needs based on this support:

✓ Information about megacities in Africa and other parts of the world (e.g. Kabul); the aim is to understand how the young people we are working with operate and their codes of behaviour.

✓ A grounding in ethnopsychiatry would be very useful in understanding these various cultural processes.

✓ We also lack administrative knowledge related to the regulation of young people ✓ Practice analysis groups with carers are essential.

Interview report No. 3 by EE - RENT Training Needs Identification

General aspects :

This interview was conducted with a Lebanese university lecturer who has several years' experience of welcoming and supporting young adults in exile (Syrians, Palestinians, etc.). The university is very open

to welcoming these young adults, with the aim of helping them to resume their studies, which are often interrupted because they are forced to leave their country. The university's aim is to prevent a "brain drain" by enabling young people to plan a career in their own region of the Middle East, so that they do not consider moving further afield (Europe, USA, North America)

Socio-psychological support:

The first stage of our support consists of enabling the young adults, who are often traumatised by their sudden departure from Syria or Palestine, to 'settle down' in a safe environment. To do this, we set up discussion groups run by volunteer teachers. The problem is that the teachers lack the skills to run the discussion groups. Our socio-psychological support is supplemented by professionals from the university's social services department, but there are too few of them to meet all the needs.

Problems encountered by young adults :

The main problem is the trauma of the sudden departure from their country, and the situation they find themselves in: "waiting" with no other plan to return to their country. They need to be supported so that they can use this "waiting" time to learn and get involved in a study project, because the wait to return is often very long (several years).

Our training needs :

We're a university, so we're fairly well equipped in terms of teaching to set up learning groups: linguistic groups, level groups, etc. Our needs are mainly in terms of psycho-social support, and we lack tools in this area. We need to be able to help them build up their resilience while respecting their identity (cultural, geographical, religious, etc.) and enabling them to develop coping mechanisms so that they can get back on track with their studies.

Support approach

We have three stages of support: a) a "break" period during which we set up discussion groups - b) a period of individual support to build a study/professional pathway - c) a period of enrolment in one of the university faculties to start the study pathway.

List of our needs (based on the above) :

Our needs mainly concern stages a) and b): theoretical and practical tools for leading discussion groups, b) tools and theoretical input to help build individual pathways towards social and professional inclusion for young adults in their region.

Essential knowledge for tutors :

- ✓ Welcoming and reassuring young people: leading discussion groups
- ✓ The essential knowledge needed to provide support: the posture of the support worker, his role, his tools ...etc....
- ✓ Knowing how to support the construction of a project: skills portfolio, knowledge of trades, knowledge of sectors linked to jobs on the market in our region

Interview report No. 4 by EE - RENT Training Needs Identification

General aspects

We meet a manager from PICUM, a network that works to guarantee social justice and human rights for undocumented migrants. Headquartered in Brussels, the network has a worldwide presence and numerous partners. It provides a platform for involving policy-makers and the public at international, European, national and local levels.

This network works mainly at political level to defend people with precarious residence status in Europe. The person we met is in charge of advocacy for young adults. The network's work is divided into different areas. Because of the specific position of our interviewee, the interview focused on the political and institutional aspects of support (and not on the practice of support).

Support

The discussion initially focused on the term "tutor", which our interviewee felt was unsuitable. For her, the term "support worker" is more appropriate, as it positions support differently, because the tutor (according to the law) is the one who controls "the right path". The person we spoke to explained that the network produces resources that will be made available to the RENT project to help set up the training course.

As these resources are open access, we can integrate some of them into the modular training course, specifying our sources.

As far as support is concerned, our interviewee pointed out that it would be excellent to envisage training at European level, although this would have its limitations in the current context and bearing in mind that each country in the European area has its own rules for receiving and supporting young adults in exile. There are, however, European schemes on which we can draw.

Problems encountered by young adults

According to our interviewee, the problems are at different levels: political (refoulement at borders), legal (difficulties in obtaining status), social (finding a place in the society of the "host" country), recognition of the professional skills/talents of young adult migrants who have obtained a diploma in their own country.

Training needs

Training is crucial and involves several aspects. Support workers need to be able to understand the specific needs of the young people they are working with (analysing their profiles, traumas, mental and physical health problems). Legal training is an important point: providing the necessary information on asylum law and immigration (procedures, administrative steps, access to different services). We need to develop the intercultural skills of those accompanying young people: training in the different cultures, religions and customs of young people, intercultural communication.... Psychosocial support is important, and carers need to be able to listen actively and empathetically, and be aware of the various specialist support networks so that they can refer young people to the appropriate professionals. The support worker is also a "referral agent". Building individual pathways is essential, and support workers must have the tools to do this. They must also have all the skills needed to conduct interviews, help people find jobs and enrol in educational and training programmes.

Online training through workshops, online resources and analysis of support practices are good ways of supporting this.

Support approach

We work on a range of policy areas and issues that affect the lives of undocumented migrants and people with precarious residence status in Europe, as well as people who want to come to the EU.

in Europe, so we have a very broad spectrum of support. For young adults in exile, the support approach must be based, from our point of view, on the construction of a unique pathway integrating several aspects: social, educational, cultural and legal.

List of our needs (based on the above)

There is a great need for training for support workers, as most of them are volunteers with no training in supporting people in vulnerable situations. In our view, these support workers are mediators who need to have cross-disciplinary skills in reception, support and the associated tools (interviews, guides, theoretical knowledge) and in specific areas: health, housing, society, legal issues, etc.

Essential knowledge for tutors

- Knowing how to welcome a person in a vulnerable situation;
- Knowing how to support a person in a vulnerable situation
- Knowing how to position yourself in the relationship with the person you are supporting
- Helping them to identify their skills and talents
- Helping them to build an inclusive pathway based on their needs, skills and plans.....

Interview report No. 5 by EE - RENT Training Needs Identification

General aspects

We met a training manager from a social worker training institute (IRTS). This institute does not directly train people to support young adults, but educators, social service assistants, etc., all of whom come into contact with this type of public in their jobs. The interview does not reflect the practice of support, but the view of a training manager on the target population of young adults in exile. We are also trained as educational and social workers, which is similar to the role of tutor for people in vulnerable situations.

Socio-psychological support

The educational and social support worker provides day-to-day social support to people in vulnerable situations, with a view to offsetting the consequences of difficulties encountered and enabling the person to play an active role in their own life project. They provide support in social, educational and leisure activities. They work to preserve or restore autonomy. The Diplôme d'Accompagnement Educatif et Social is the first step on the road to a professional career.

Problems encountered by young adults

At our level, we work across a fairly broad spectrum, and not just with young adults in vulnerable situations. However, the main difficulties encountered by these people are linked to uprooting from their usual environment (geographical, cultural, social, etc.). This uprooting is compounded by all the obstacles associated with inclusion in a new territory. More often than not, these young adults in exile are very isolated, and their primary needs (housing, food, hygiene) may be important because they are not being met (many sleep rough). First and foremost, we need to try to meet these basic emergency needs, and then provide social, legal and educational support, etc.

Our training needs

We are a state-recognised training organisation, so we can't say that our institute has any training needs. However, we could work with you to meet the training needs of people who support young adults in vulnerable situations. Our organisation has everything it takes to work with you to develop targeted training for volunteer tutors.

Key points of the course

It seems to me that, at the end of the training course, those working with young adults in exile should have the following skills:

- Be able to support young adults on a day-to-day, local basis
- Take part in organising their social and civic life
- Position themselves as mediators in the field of support for people
- Cooperate with different services and sectors and work in networks

Interview report No. 6 by EE - RENT Training Needs Identification

General aspects

Today we meet Michel, a doctoral student in anthropology who works with a group of young adults in exile. By way of introduction, he explains that the group he works with usually supports young unaccompanied migrant minors, but after legal proceedings, these minors are most often repositioned as young adults, with all the consequences that implies in terms of care and support.

Socio-psychological support

These are very young adults (see introduction) who are very vulnerable in a number of ways. Many of them no longer have, or have no family to look after them; they have come "on the road" and have

nothing: no accommodation, no help with daily needs, no educational structure, etc. Our support is often "emergency support": finding a host family for one or two evenings, finding meal tickets or calling an association that distributes meals, etc. This emergency support takes up a lot of our time and energy, and we often don't have the time to devote to support to build a solid project. It has to be said that we are all volunteers, with no training, and we do the best we can with very limited resources.

Problems encountered by young adults :

As already mentioned, the difficulties encountered by these young adults are threefold: · As a result of legal proceedings, they are often reclassified as young adults when they are still minors: this means that from one day to the next they find themselves without any help or support - this is the first difficulty

The second difficulty relates to meeting housing and food needs: having a roof over their heads and something to eat is often their main concern.

Finally, given the vulnerability of these young people, it is very difficult for them to project themselves into the future and to have a training or professionalization project: they only see the short term and the satisfaction of basic needs.

Educational support :

We can't really talk about educational support in our group, except for a few who have managed to get involved in a learning project. For them, we provide support with homework, learning the French language, organising their work, etc.

Sports and cultural support

We offer them sporting activities, mainly team sports, to create a sense of community, build social links and boost self-confidence. Sporting activities also help to promote inclusion: we work with local sports associations and links are often forged between the young people we support and other young people in the neighbourhood.

Our needs and the key points for training

We're all volunteers here and we need a lot of training because we work with our "gut feeling", our intuition, without really having learned anything. We take a "learning by doing" approach, which has its limits, especially for the most complex cases. We do, however, call on the services of professionals when necessary, who intervene on a voluntary basis at our request: psychologists, lawyers, social workers, etc.

We'd like to have training that gives us a solid basis for welcoming and supporting this type of young person, and helping them to build a project. We'd like to be more closely networked with support services for this type of public. We also lack basic data on legal, social and cultural support

Interview report No. 7 by EE - RENT Training Needs Identification

General aspects

Today we meet the director of Moltivolti, a solidarity association in Palermo. This multicultural and friendly place to live is a coworking space, a learning space and a solidarity restaurant. The association has been in existence since 2014 and strives to create social links around a meal, a drink, an exhibition, a conference... It is a space for inclusion, Moltivolti employs adult refugees mainly from West Africa and Afghanistan. The restaurant and bar are used to fund inclusive projects for young adults in exile.

Socio-psychological support

We use a number of methods to support young adults, but the key lever is work, cultural activities and learning activities:

· The work: the young adults are employed (for those with refugee status) in the application restaurant in different positions, where they can find their cultural origins by offering cuisine that comes from their country. They are supervised by restaurant and social action professionals.

· Learning activities: we have two rooms reserved for educational workshops: learning the Italian language,

Problems encountered by young adults

Here in Palermo we have a long tradition of welcoming people who have migrated, and this drop-in centre has existed since 2014. It's a place where young adults (who often arrive by sea) can settle down on their arrival, express their difficulties (they are often tired and in poor health....) and also their plans for integration in Italy. Our structure is solid and allows them to organise their stay in three stages:

1/ reception: a time and a place to rebuild your life

2/ support with activities and learning: they learn to work in the restaurant at different jobs and are systematically enrolled in an educational workshop (learning the language), they take part in cultural activities (discovering the town and its cultural life, theatre workshops, etc.) and in so-called therapeutic activities: discussion groups, meetings with specialist professionals, etc.

3/ When the young people are ready, and within a period defined together, they prepare an inclusion project (vocational training) to find a job outside our structure.

Our needs and the key points for training

We are fortunate to have a structure based on the principle of the solidarity economy, which is self-financing. This enables us to offer young adults in exile a wide range of services provided by professionals (psychologists, social workers, catering professionals, language teachers, etc.).

Nevertheless, we need to develop the skills of our carers in the acquisition of cross-disciplinary skills related to reception (which is a very special time) and support in the construction of a life project. We also lack the tools to do this: how to build a project (methodology for a personalised project), how to build a skills portfolio, how and with what tools to provide information on careers....etc...