



RENT
Tutors Digital Resource Space



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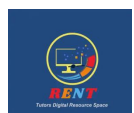


Erasmus+

COMPETENCY FRAMEWORK TUTORS FOR YOUNG ADULTS IN EXILE



Erasmus + RENT project
RESOURCES DIGITAL SPACE TUTOR



RENT
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Faced with the massive increase in migratory movements across Europe, there is a strong need for inclusive support services for people in exile. We felt that there was an urgent need to start thinking about how to identify, pool, formalise and support the support approaches that are emerging from informal practices, usually on a voluntary basis, sometimes supplemented by the support of professionals from different sectors (social, legal, medical, etc.).

This gave rise to the RENT project¹, the aim of which is to enhance the skills of tutors supporting young adults in exile, and also to recognise the often invisible role played by tutors in diverse and complex contexts across Europe.

The first stage of this process and the collective reflection undertaken by two European partners, Erasmus Expertise (France) and the University of Sucevea (Romania), identified the training needs² of tutors on the basis of a survey carried out in France and Romania. This enabled us to understand the diversity of contexts in which the tutoring function is performed, but also what is common to all of them. The tutors/accompaniers revealed skills that can be found in all of them; it is the **core of the tutoring function** that is formalised in this reference framework, supplemented by more specific skills linked to the unique situations in which the tutoring function is implemented.

Who will the repository be used for?

The aim of this tool is to make tutoring young adults in exile easier to understand, and to make it easier to recognise tutors' skills so that they can be certified at a later date.

It should serve as a reference:

- organisations that recruit volunteer, salaried or part-time tutors, to consider better management of human resources in the context of tutoring young adults in exile (short-term)
- managers who want to enhance the skills of their tutors by providing a reference framework for enhancing their experience, adapting better to the context (by providing access to online resources) and to the target audience (medium term)
- the partners responsible for qualifications in the various countries to set up statutory grids for tutors based on skill levels (long term)

Which tutors are we talking about?

The role of the tutors is to welcome people in exile, diagnose their needs and identify their expectations in order to initiate, design, lead and create favourable conditions for the best possible social, professional and educational inclusion....

Most of the tutors are volunteers who use their skills to support people in exile. Whether general or more specific, reception and support require skills that are formalised in these guidelines so that they can be better identified and developed by the tutors.

Methodology

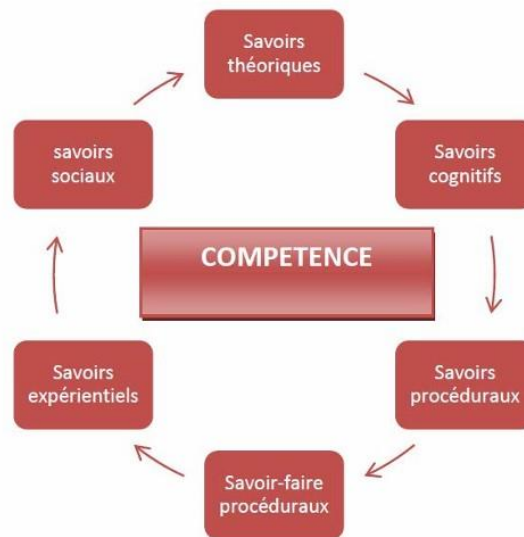
This reference framework was developed based on the results of a questionnaire survey, supplemented by interviews³: 80 tutors responded to the questionnaire in France and Romania and 14 interviews were conducted in each of these two countries. This study enabled the needs to be mapped out, from which the skills were revealed. Meetings between the project team and the managers of facilities for young adults in exile and local councillors gave a clearer picture of the worlds in which the tutoring function is performed today in the context of exile.

¹ Digital Tutor Resource Centre

² See needs map at the end of this document

³ See report analysing the needs of **tutors**

To define each skill and its sub-domain, we have used the following building blocks



- Savoirs théoriques : compréhension, interprétation des problèmes, transfert cognitif...
- Savoirs cognitifs : traitement de l'information, transfert d'éléments de connaissances, raisonnement...
- Savoirs procéduraux : Savoir comment procéder
- Savoir-faire procéduraux : Savoir comment agir, comment procéder face à la situation problème
- Savoirs expérimentiels : agir tiré de l'expérience au travail
- Savoirs sociaux : attitude face à la tâche

Warning:

However, describing skills is not enough to give a full account of everything that the tutor develops in order to welcome and support young adults in exile. Tutoring also involves the personal qualities of each tutor, their personal motivation and commitment, the accumulation of different personal and professional experiences, as well as the stances and positions adopted in the action.

How to read the standards

With reference to the diagram presented above, competence is above all the ability to act in a situation linked to a combination of knowledge, adapted attitudes and know-how specific to each individual. A person's skills can be described at different levels, with the highest level enveloping a series of actions over time (e.g. building a unique pathway to inclusion with a young adult in exile over several months).

Cross-cutting skills describe the core of the tutoring function: these are macro-skills; mastering them is essential for tutoring young adults in exile.

As their name suggests, specific skills relate to specific areas of action: they are micro-skills. They must be mastered in certain support situations.

The core of the tutoring function

The versatility of tutors and the contexts in which they carry out their duties can sometimes give them the feeling of having to do several jobs (teacher-social worker-psychologist, etc.). As a result, it is important

to define the scope of their work with young adults in exile.

This perimeter is defined through two transversal skills (macro-skills):

- Reception
- Support

Over and above this generic title, tutors exercise their skills in different ways depending on the audience they are dealing with, their culture, their personality, the area they are working in...

Each skill gives rise to a generic formulation and is made up of several key sub-areas.

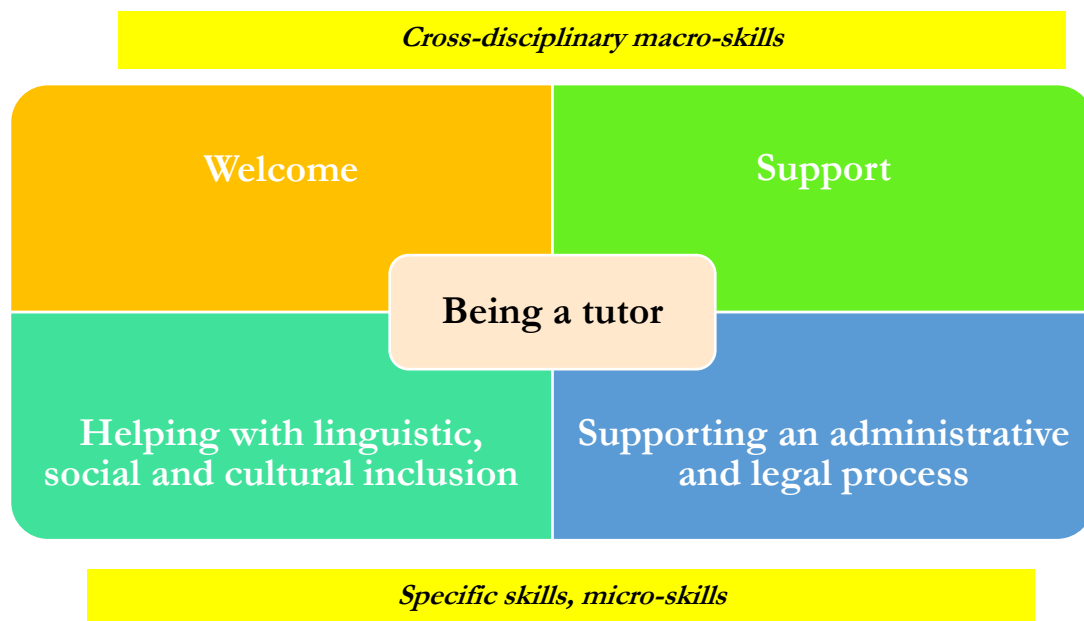
Skills assessment and training

For each skill listed, the tutor can ask himself the question of his skill level (self-assessment):

- Practical: I have practical knowledge, but I don't have sufficient command of theoretical knowledge and tools
- Expertise: I'm taking an empirical approach to tutoring, so I need to rely on someone with more experience.
- Excellence: I can transfer my skills and train new, inexperienced tutors

In this way, skill by skill, sub-domain by sub-domain, tutors will be able to pinpoint their training and additional information needs and find their way to the digital resources available to them on the online learning platform.

The four key skills of tutors



Two cross-disciplinary skills known as macro-skills

Welcome

Generic formulation :

Be capable of setting up actions and a system to accurately assess the situation of young adults in exile with a view to supporting them along a unique inclusive path that meets their expectations and needs.

Sub-domain	Practice	Expertise	Excellence
1/ Observation and assessment of the young person	Draw up an outline of the profile in terms of resources, skills and attitudes	Drawing up a profile and identifying areas for progress, taking account of the young person's specific situation	On the basis of a diagnosis, highlight the young person's potential and any obstacles/difficulties with regard to the future pathway.
2/ Preparing for the intake interview	Preparing the organisational and material conditions for the interview	Design an interview guide and prepare the organisational and material conditions for the interview, define the objectives of the interview to identify the meaning that will be given to it	Designing a guide, preparing the organisational and material conditions for the interview, designing its methodology to enable the development of structured, planned and equipped stages enabling the maximum amount of information to be gathered.
3/ Conducting the intake interview	Identify and take into account the needs and expectations expressed by young people	Organising the conditions for a sympathetic approach to make the interview effective Identify the young person's needs and expectations and check that they are consistent with the objectives to be achieved, taking into account the context in which the young person finds him/herself.	Develop a communication method based on appropriate theoretical references and concepts Develop tools to check that expectations match the objectives to be achieved and young people's medium-term choices
4/ Analysing the interview with a view to building an inclusive pathway	Extract data from the interview objectively to identify the young person's needs and expectations	Analyse the content of the interview and define the nature of the needs/expectations as well as the issues linked to the situation with a view to confirming the benchmarks for a support pathway.	Using the data from the interview, identify the young person's resources and potential, assess their skills to detect untapped potential; demonstrate the ability to analyse and summarise to enable the young person to define his or her career path.

Support

Generic formulation :

Be able to put in place a range of actions and systems to accompany and support young adults and facilitate their inclusion in the host country by offering them a structured and secure environment and access to essential resources to help them build their career path.

Sub-domain	Practice	Expertise	Excellence
1/ Mastering the main concepts, approaches and tools related to support	Base your support approach on the main theoretical references and associated tools	To be familiar with the theoretical concepts involved in supporting young people in exile and to link their approach to the use of practical tools.	Providing individual support for each young person, based on their knowledge and the use of a method and tools tailored to their needs throughout their career.
2/ Building and monitoring a structured support programme	Make yourself regularly available to the young person, showing active listening skills and empathy	Helping young people to become autonomous and take responsibility for the objectives they have set themselves	Formalise support scenarios based on the young person's profile, help them to reflect and support them through the stages of their social and professional inclusion.
3/Map the young person's skills to identify those acquired and those to be developed in the field of social and professional inclusion.	Passing on methods and tools to young people and being able to identify their skills	Passing on methods and tools to the young person, defining with him or her the concrete actions to be taken by choosing from a range of measures that can be mobilised to achieve the objectives set in the support programme, taking account of the young person's skills.	Design and implement specific tools and methods adapted to the situation of each young person; organise follow-up by implementing a skills development plan in the social and educational fields
4/ Designing and writing a summary report of the support provided	Use the rules and techniques of report writing and assess the student's progress	Use the rules and techniques for writing a report; include an analysis of the student's career path in the report; assess the student's career path while respecting the principle of neutrality to formalise the conclusion.	Use the rules and techniques for writing a report; include an analysis of the young person's progress in the report; assess the young person's progress while respecting the principle of neutrality to formalise the conclusion. Introduce a reflective approach to tutoring in the report

Two specific skills known as micro-skills

Helping with linguistic, social and cultural inclusion

Generic formulation :

Be able to put in place personalised actions and steps in line with the specific needs and expectations of the young person, using a progressive, caring approach

Sub-domain	Practice	Expertise	Excellence
1/ Language support	Refer young people to language courses designed for people in exile	Set up communication situations and activities to enable young people to use the language in their daily lives (outings, public transport....) Organising informal conversations by setting up themed workshops	Offer a language exchange workshop (a young adult exchanges with a native speaker); use digital tools: applications and conversation platforms to enable young people to practise and progress.
2/ Raising cultural awareness	Guide young people towards activities that enable them to discover local customs, values and traditions	Organise multicultural events where young people can share their culture and discover that of the host country	Explain social norms and conventions (rules for living in society) in a caring and appropriate environment and support interaction between young people and local people
3/Inclusion through education and employment	Offer meetings with guidance professionals to provide young people with information on job opportunities and local standards....	Seek out work placements or practical workshops with and for the young person, enabling them to familiarise themselves with the professional environment in the host country and create networks	Set up support groups to assess and recognise young people's previous skills and qualifications with a view to opening doors to employment.
4/ Psychological and social support	Identifying young people's needs and directing them to the appropriate services and professionals	Setting up discussion groups to share common challenges and find emotional support	Work in collaboration with social workers, associations, etc. specialising in mental health to help young people achieve lasting well-being
5/ Sports and social activities	Directing young people towards local clubs, sports and social activities	Organise sports and/or artistic workshops designed to encourage exchanges and social inclusion, with a view to boosting young people's self-confidence and creating a sense of belonging to a group.	Organise outings with partners for young people (museums, libraries, urban spaces....) to enable them to familiarise themselves with their new social environment

Supporting an administrative and legal process

Generic formulation :

Be able to offer resources, support and help with young people's administrative and legal affairs

Sub-domain	Practice	Expertise	Excellence
1/ Access to resources and help with preparing documents	Offer young people resources and information on the legal framework of the country where they are staying	Helping young people to prepare documents with a view to submitting an asylum application, drawing on legal resources (texts, etc.)	Work in collaboration with the country's official services, drawing on the regulatory framework and knowledge of appropriate services
2/ Referral to the appropriate services	Knowing about and directing young people to the right services for their particular situation	Build an administrative and legal pathway with the young person and support them through the various steps until their case is submitted to the relevant department	Analysing the young person's administrative and legal situation and building an administrative and legal path adapted to his or her situation in collaboration with the relevant services
3/ Checking rights	Be familiar with the national legal framework and be able to check entitlements under the right to asylum, protection, etc., to determine the most appropriate legal aid.	Knowing the national legal framework, verifying the young person's rights, determining the appropriate legal aid and working in collaboration with professionals and national legal services	Based on an excellent knowledge of the national legal system, offer support in building an administrative and legal pathway that corresponds to the young person's rights, based on an analysis of their individual situation

Using the repository:

The repository will be integrated into the digital space designed by the RENT project team and will be accessible to all tutors wishing to self-assess their skills. In addition to this practical use, putting the reference tool online will have a wide impact through active dissemination. The aim is to disseminate the reference tool using different approaches depending on the practical concerns of the various people involved: tutors, associations/NGOs, networks and institutions. The link will be made between the guidelines and the various resources made available to tutors online.

Towards a reference framework for the tutoring function :

We note that the tutoring function is developing in line with the increase in migration around the world. This reference framework is intended as a blueprint with a view to producing a reference framework for the tutoring function, in order to increase recognition of tutors' skills, with the prospect of European certification. This reference framework is aimed at all the organisations concerned with, or involved in, the reception and support of young people in exile, from a constructive but, for the time being, non-legal perspective.

Conclusion:

The production of this benchmark and the surveys carried out beforehand, in a complementary manner, have provided us with confirmation and the following advances:

1

The progress made over the last few years in welcoming and supporting young people in exile is confirmed. The tutors we invited to take part in the study were unanimous in their response to the call and showed a strong desire to invest themselves in their role and to have their skills more widely recognised.

In order to overcome the apparent confusion that can arise with social workers, lawyers and other professionals, it is important to define the scope of the work done by tutors, which is essentially focused on receiving and supporting young people in exile. This helps to highlight the specific role of tutors, and there is an avenue to be explored here to develop the quality of reception and support for people in exile, and to consider the possibility of certification.

2

3

The approach adopted as part of the RENT project confirms the need for training and available resources to support and strengthen the skills of tutors, the vast majority of whom are volunteers.

At this stage, the approach adopted by the RENT project has enabled four main skills to be identified. These are the foundation on which the tutoring function with young people in exile is built. A number of questions are currently being asked: how will tutoring young people in exile evolve in line with changes in public migration policies in Europe over the next few years? Will there be a need in the future to place greater emphasis on the two macro-skills with a view to complementing them in line with the complexity of receiving and supporting young people in exile in European countries? Should engineering and project management skills, which are currently the mainstay of support, be strengthened to provide better support for young people in exile? These are just some of the questions raised in the course of our work. On this basis, we hope to discuss these key questions at the final meeting of the Erasmus+ RENT project in October 2025, in order to make further progress in building a reference framework for the tutoring function.

4

