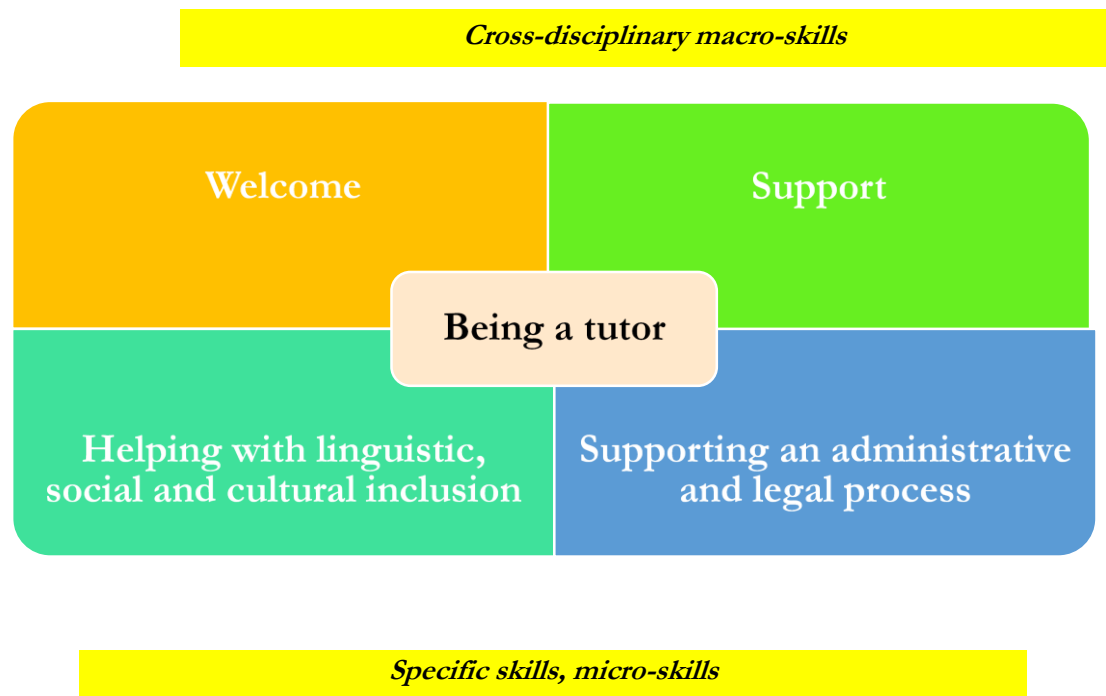# TRAINING CURRICULA

TUTORS FOR YOUNG ADULTS IN EXILE

Erasmus + RENT project

RESOURCES DIGITAL SPACE TUTOR

Training curriculum

Tutors for young adults in exile

This training curriculum is a continuation of the skills reference framework for tutors working with young adults in exile.
The reference framework highlights four main skills

Cross-disciplinary macro-skills

Welcome	Support
Being a tutor	
Helping with linguistic, social and cultural inclusion	Supporting an administrative and legal process

Specific skills, micro-skills

The curriculum identifies **the** training **modules and sequences** linked to the skills. Each module is broken down into **teaching sequences**, which are scripted using appropriate digital formats to alternate theoretical input, documentation, methodological tools and analysis of experiences and practices.

Each tutor will follow the modules and sequences corresponding to the macro-skills in their entirety, and will build their own individual learning path in relation to the micro-skills, depending on the context in which they are working as a tutor.

The training, which is entirely accessible by distance learning, will enable each learner to follow the course flexibly and independently. Tutors will have access to an online guide to help them build their training path, and they will be supported throughout their training by online regulation seminars.

Three hybrid seminars are offered in each country:
→ The first at the launch of the experiment .
Objective: to present the training course, its objectives, its follow-up and validation procedures
→ The second half-way through the trial.
Objective: to provide an update on the progress of the training and identify the initial impact of the training.
→ The third at the end of the trial.
Objective: Evaluation of the training experiment. This "on-the-spot" evaluation will be supplemented by an individual evaluation questionnaire completed by each tutor who has tried out the online training.

The choice of an entirely distance learning and Open Access course allows :
→ Increasingly wide accessibility (beyond the RENT project) the training will remain on the platform accessible to all tutors (in three languages)
→ Flexible working hours for tutors
→ Reduced costs
→ Self-directed learning
→ Easier assessment

Target group: tutors who support young adults in exile

Modules and teaching sequences :

The modules have been developed on the basis of the four skills identified in the tutors' job reference framework; each module is broken down into several teaching sequences, with each sequence giving rise to a teaching scenario that enables the training curriculum to be converted into open access online training.
In total, the e-learning course comprises **16 modules and 52** sequences

Assessment: Each learner will carry out a self-assessment at the end of all the modules corresponding to a skill. Four positive assessments will lead to the issue of an open badge.

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> **Learning objective**: After completing these three modules, tutors will be able to conduct an intake interview and assess the situation of a young adult in exile.

WELCOME				
Modules	**Sequence 1**	**Sequence 2**	**Sequence 3**	**Sequence 4**
1/Observe/Evaluate Preparing for the intake interview	Identifying the role of the tutor	Assessment and observation tools	Building your interview guide	The environment, The material conditions of the interview
2/Conducting the intake interview	Communication techniques	Organised note-taking - duration and vocabulary of the interview	Collecting stories in asylum applications	Testimonial from a tutor who conducted several induction interviews
3/Analysing the intake interview	Qualitative analysis techniques	Identifying the needs of young people	Write up the minutes of the interview	How do you use the interview data?

Assessment: Online quiz

Learning objective: After completing these five modules, tutors will have the basic elements needed to provide high-quality support to a young adult in exile.

TO SUPPORT			
Modules	**Sequence 1**	**Sequence 2**	**Sequence 3**
4/ Mastering the main concepts, approaches and tools of support	The concepts behind support	Support methods and techniques	The use of digital tools in the dynamics of young people's careers - E-Tutoring
5/ Integrating the key skills of the European reference framework into the support pathway for young people	Presentation of the key competences of the European reference framework and their impact on the inclusion of young people	Assess the young person's level in each key skill	Identify the key skills to be integrated into the young person's career path based on their assessment
6/ Building and monitoring a structured support programme	Identify the rules and stages of support based on the young person's needs	Drawing up a support programme and validating it with the young person	Leading a support programme: how?
7/ Drawing up a skills map	Notions on the concept of competence	Methodology for building a skills map	Presentation of examples
8/ Designing and writing a summary report of the support provided	The rules and ethical framework for writing the summary report	Drawing up a summary report of the support provided	

==**Assessment: Online quiz**==

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HELPING WITH LINGUISTIC, SOCIAL AND CULTURAL INCLUSION	**Learning aim**: Depending on the support context, tutors must be able to use the elements of the modules chosen to complete the support pathway for a young adult in exile.		
Modules	**Sequence 1**	**Sequence 2**	**Sequence 3**
9/ Language support	Tools and methods for improving young people's language skills	Preparing activities focused on language learning	Leading an activity using language as the main medium
10/ Raising cultural awareness	Presentation by an artist on the concept of "culture and social inclusion".	Preparing an inclusive cultural activity	Organising a cultural activity with the aim of social inclusion
11/ Inclusion through education for employment	Job search approach, methods and tools	Support in writing a CV and cover letter/motivation letter Presenting yourself	Supporting a job search process: building a career path based on the young person's skills and expectations
12/ Psychological and social support	The main concepts	The contribution and limits of psychological and social support from the tutor	Providing psychological and social support throughout the support process
13/ Sports and social activities	Presentation by a sports professional on the concept of "sport and social inclusion".	Preparing an inclusive sports activity	Organising a sporting activity with the aim of social inclusion

==Assessment : Online quiz==

Supporting an administrative and legal process	Learning objective: Depending on the situation of each young person, the tutors must be able to use the elements of the modules chosen to integrate the administrative and legal elements that are useful for building their pathway.	
Modules	**Sequence 1**	**Sequence 2**
14/ Access to resources and help with preparing documents	Presentation on the rights of young adults in exile	Learn about the different services and resources available on the web
15/ Directing people to the appropriate services	Present all the main administrative and legal services that young people can meet/consult	Guide young people to the services best suited to their situation
16/ Checking rights	Analysing the young person's situation and understanding their rights	Helping young people access their rights

Assessment : online Quiz