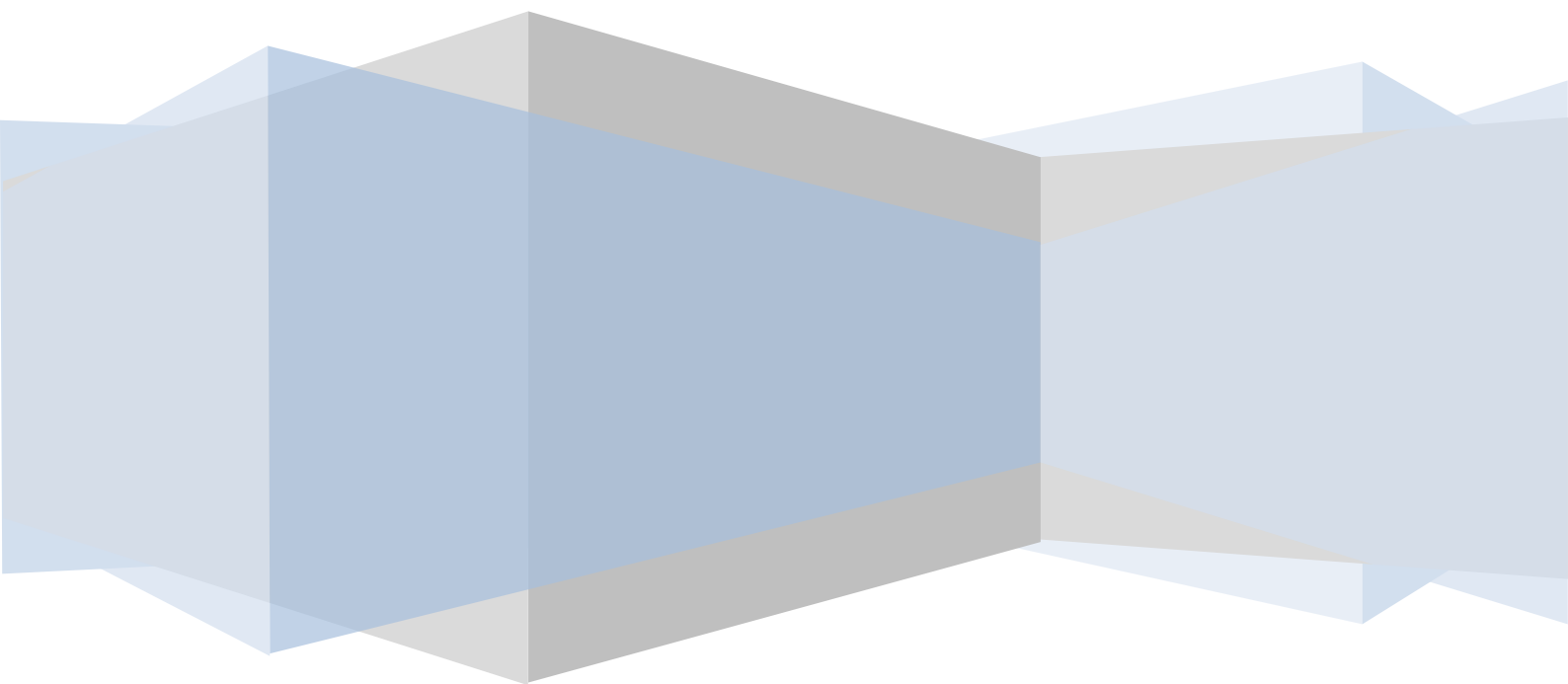




**VAL - Mapping, assessing and validating competences of youth educators  
working with young migrants and refugees**

COMPETENCE PROFILE OF YOUTH  
EDUCATORS.





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## PROJECT SUMMARY

The European Union is facing a relevant inflow of migrants / refugees, however a European standard for youth educators working with migrants, and tools to check the quality of their work is missing.

This project wants to improve the current situation by mapping the Competence profile of youth educators working with young migrants and refugees, and by developing a methodology for assessment of their competence called expertise check-up, an E-course for assessors, a European certification and a register for assessors and youth educators that have passed the check-up. The check-up will be carried out thanks also to a web platform.

The description of the Competence profile of the trainer working with migrants / refugees and the check-up will be based on ECVET, and the map referenced with EQF.

The project consortium is composed by organizations working with young migrants / refugees based in SE, EL, FR, DE and UK.

Approximately over 10.000 youth educators and organizations will be informed about the project, and over 600 youth educators will be directly involved in it.

Long term benefits will be better quality of European youth work with young migrants / refugees and improved recognition of skills of European youth educators.

## INTELLECTUAL OUTPUT ONE DONE BY CREATING GROUND

Intellectual output one:

To create a competency profile of youth educators working with young refugees/migrants:

To create a map detailing the tasks of youth educators working with young refugees and migrants structured according to ECVET guidelines.

The map will describe key activities (Units of Competence) and for every activity knowledge and skills to be militated.

## METHODOLOGY

We began IO1 by conducting desk research to find examples of recent uses of ECVET and to research best practice in applying ECVET to competency profiles. We also consulted with partner organizations who sent us examples of competency profiles from their countries.



We used our findings to structure a survey which would produce the appropriate information to help us fill in our competency profile. The survey questions focused on key tasks and aims of youth educators from across the partner countries and the skills and knowledge needed to fulfil their tasks. We then analysed the collected results to create a picture of what the key tasks of a youth educator are. We held a consultation with youth educators working in the UK to assess whether our findings accurately reflected their experiences and to assess whether any important information had been neglected.

Once this process was complete, we used the results of the survey to create our competency profile. For the tone of our profile we took inspiration from numerous previous examples, in particular we were inspired by Salto-Youth's ETS Competence Model for Trainers (<https://www.salto-youth.net/rc/training-and-cooperation/trainercompetencedevelopment/trainercompetences/>)

To format our ECVET competency matrix, we drew inspiration from I CARE's Matrix of Competences (<http://www.ecvet-projects.eu/Projects/ProjectDetail.aspx?id=32>)

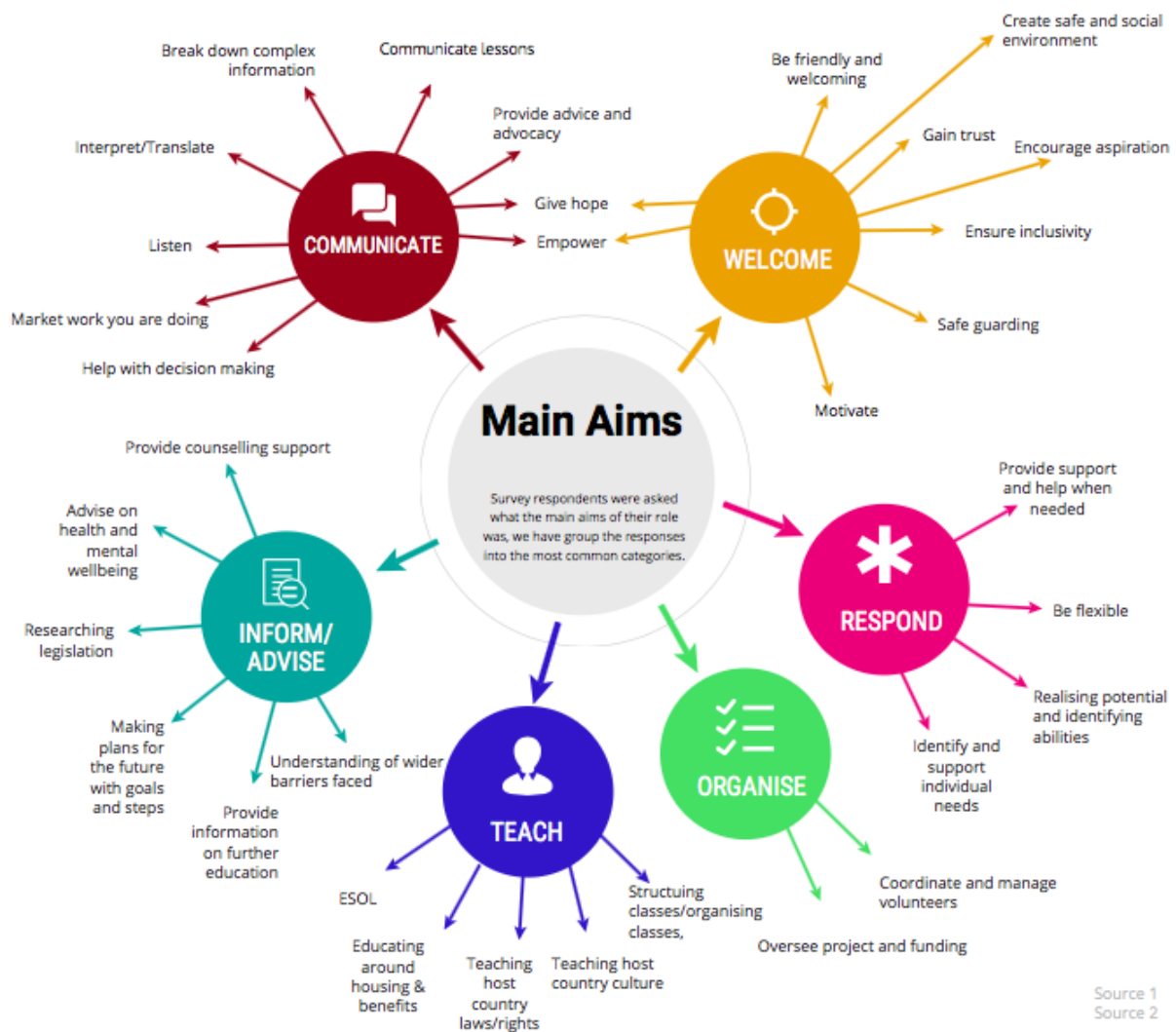
We also consulted with NARIC (<https://www.naric.org.uk/ecvet/>) regarding our use of ECVET. For a list of key resources used, please see our report.

## CONSTRUCTING THE COMPETENCY PROFILE

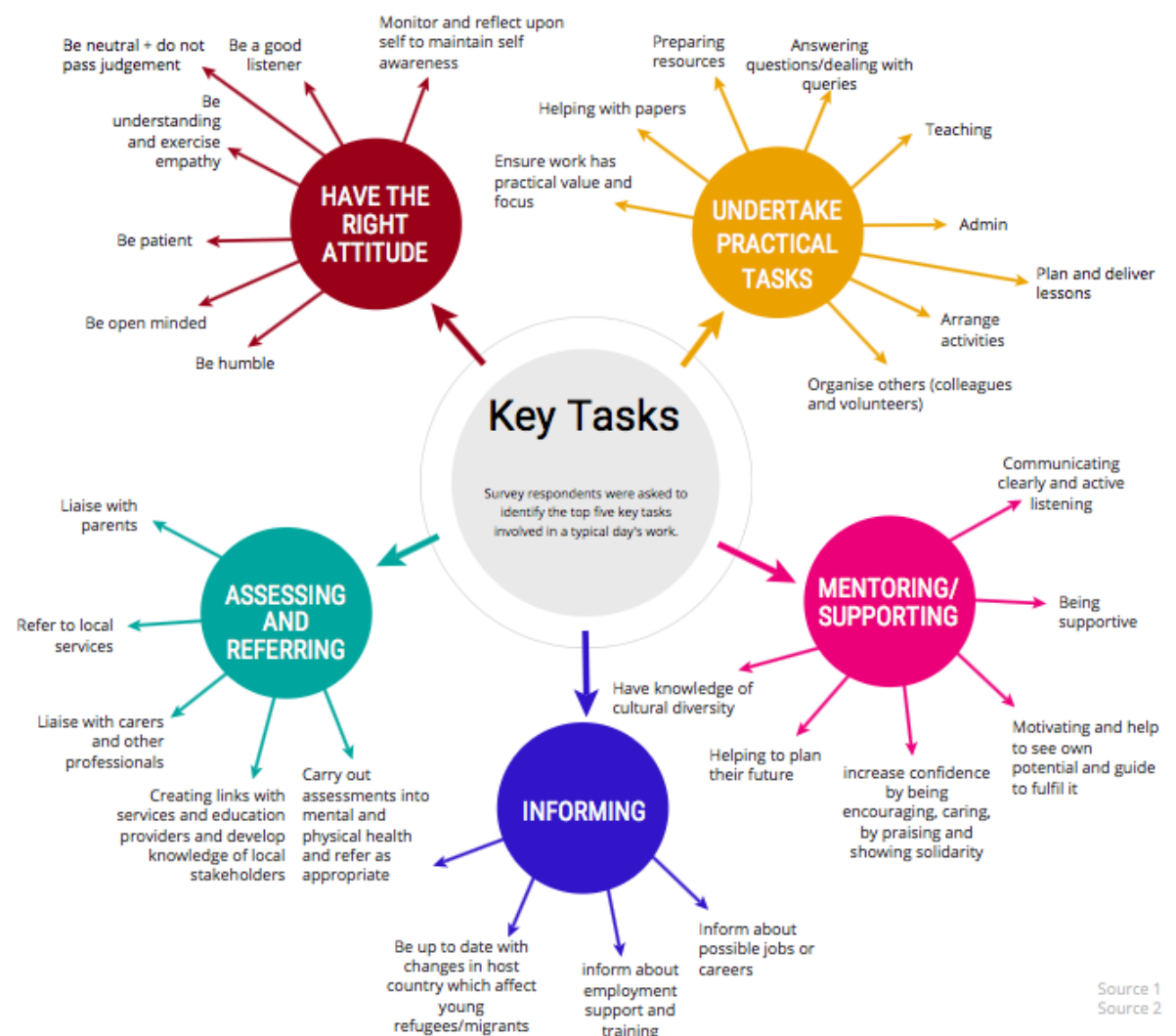
The responses we received to the survey were key to informing the content of the competency profile. We used the results to guide our recommendations in order to create a competency profile which truly responded to the daily tasks, aims and needs of youth workers working with young refugees and migrants and which specifies the skills, knowledge and competencies needed to conduct their work to a high standard.

We conducted the survey to discover what tasks were common amongst those who identified as a 'youth educator' (paid and voluntary) working with young refugees and migrants across the partner countries.

We constructed the following mind maps to indicate the key themes:



Source 1  
Source 2



To make the ECVET format applicable to our findings, we had to break down the different components of the roles, to find unity in their requirements and to analyse the skills, knowledge and competencies needed to carry them out in different contexts.

Our survey found that the roles and tasks encompassed by the term 'youth educator' were incredibly wide and varied. That made it more difficult to directly apply the traditional ECVET format, which is usually applied to very specific work processes and tasks in vocational fields which tend not to differ across countries (e.g. hairdressing, mechanics). The tasks identified from the youth educators who took our survey ranged from the very specific (ESOL teachers, mental health supporters, immigration case advisers) to the general (youth work supporters, volunteers for groups). This is why we tried to focus on types of tasks, rather than specific work processes which may only occur in particular settings and therefore exclude some youth educators from the competency profile. Our seven units identify the basic competencies all youth educators should possess, though we understand that some youth educators will require additional technical skills based upon the specific requirements of their role.



We managed to boil down the data from our survey so that it fit into seven Units of Learning Outcomes. Our aim was to make each Unit broad enough to be applicable to a wide cross-section of roles and tasks conducted by youth educators across the partner countries. In doing so we hope to have created a competency profile which is applicable to youth educators working across different roles, organisations and countries. To this end we believe that every youth educator, no matter their role, should be able to demonstrate a basic level of competency within each Unit. A youth educator who scores highly in each unit will most likely be a more advanced and experienced youth educator, they would therefore be expected to work at a higher level than a youth educator who has low scores in most categories.

This competency profile can therefore be used to test a candidate's ability to complete the basic role of youth educator. For more specific technical roles within this field, organisations will need to develop their own assessment tools to identify a candidate's ability in their areas of requirement.

Each Unit contains the knowledge and skills the youth educator must be able to demonstrate to acquire the ECVET Unit points.

The term 'learner' is used to refer to the young refugees and migrants working with the youth educators.

## RECOMMENDATIONS FOR ASSESSMENT

Our survey results and consultation suggested that there are three key metrics which usually affect the competency of a youth educator:

Experience: time spent in the role/sector

Qualification: whether they have received training and a formal qualification

Disposition: whether they have the appropriate attitude to conduct the work

Our competency profile is formulated to translate those metrics so that they can be measured as levels of ability and competency linked to key tasks.

A youth educator's level of experience and qualification can be translated into their ability to demonstrate different competencies, and can be assessed using a performance based assessment corresponding with the appropriate ECVET sub point.

However, our research found that the youth educator's attitude was a key indicator of their competency. This means that a performance based assessment must also be able to assess whether the youth educator is adopting the correct attitude to carry out their work.

A similar problem relating to the incorporation of 'attitudes' into ECVET competency profiles was encountered by the I CARE project. They chose the following approach to tackle the issue:



“The importance of ‘attitudes’ in care professions lead to the question how these attitudes can be assessed. The project decided that attitudes should not be assessed as such but again should be connected to daily actions and real situations. For instance, a care worker should understand the patient's situation and should be able to perform the necessary actions respecting the specific physical and psychological conditions of the patient. In other words, while for the matrix, the different competences that belong to a specific work task have been analysed and distinguished, the assessment tasks synthesises them again to complete work tasks in ‘almost real’ situations. Consequently, the assessment takes place through a practical test related to these almost real situations. A short written test is also foreseen.”

Inspired by their approach, we have formulated our ‘Skills’ section so that it also encompasses attitudes and behavioural competencies. The youth educator should be able to prove that they can carry out their tasks while respecting and acknowledging the conditions of the learner and adopting the right attitude to demonstrate that respect and understanding. We would also recommend that a performance-based assessment is used to assess the youth educator's ability to adopt the correct attitude towards their work.

## UNIT LEARNING OUTCOME 1

### **1. Communicate clearly, patiently and meaningfully:**

- 1.1 Listen actively to learners
- 1.2 Explain complex information to learners
- 1.3 Make learners feel at ease when communicating
- 1.4 Decipher non-verbal cues
- 1.5 Show empathy
- 1.6 Mindful of power imbalances when communicating
- 1.7 Maintain a professional attitude
- 1.8 Aware of potential barriers to communication and is able to overcome them
- 1.9 Communicate with a diverse group of people

Learning Outcome 1 focuses on the importance of clear and patient communication between the youth educator and the learner.

Throughout the survey good communication competencies were highlighted as being key to the success of the role. Our data suggested that youth educators working with young refugees and migrants will face many communication challenges, such as communicating with those who do not share the same language as them, those who are experiencing mental health difficulties and those who are hesitant to trust new people. They will also have to communicate with a very mixed group of learners with varying needs, they may have to communicate both one to one and with a heterogeneous group with varying needs.

Good communication competencies are necessary for anyone working with young refugees and migrants. Not only is it important to be able to explain information clearly but it is also integral for

putting learners at ease and showing respect. A good youth educator should be able to communicate clearly, patiently and meaningfully without being patronising or dismissive.

Finally the ability to communicate in an open and hopeful manner while exercising meaningful empathy was highlighted as being of crucial importance. As young refugees and migrants constitute a vulnerable category of people, the youth educator must be able to communicate in a way which is respectful of their position and which acknowledges and accommodates the difficulties they may be facing in their personal lives. The ability to have empathy was a repeated theme throughout the survey results.

We have not included speaking a foreign language as a necessary competency as we were concerned it would be too exclusionary. However, it could be considered as an addition in future.

ECVET Points	Unit of Learning Outcomes	Learning Outcome	ECVET Sub point	Knowledge	Skills/Attitude
	<b>Communicating clearly, patiently and meaningfully</b>	Listen actively to learners		<p>I know why learners may be hesitant to talk openly (e.g. traumatic experiences, mental health difficulties)</p> <p>I know why learners may take time to feel comfortable expressing certain information (unwillingness to trust due to negative past experiences, difficulty trusting people in positions of authority)</p> <p>I know effective non-verbal signs to indicate that I am listening</p> <p>I know how to ask open questions</p>	<p>I can be patient and give learners adequate time to respond</p> <p>I can use non-verbal cues to show learners I am listening attentively</p> <p>I can adopt open body language</p>
		Explain complex information to learners		<p>I know the host country language</p> <p>I know what key features should be emphasised for the learners when communicating complex information (in particular bureaucratic information)</p>	<p>I can assess if learners understand what has been explained to them and whether certain areas need repeated</p> <p>I can speak slowly and can adapt pace of communication to suit</p>



			I know how to break down complicated information into manageable parts	individual learners' ability I can maintain a patient attitude during communication
		Make learners feel at ease when communicating	I know what body language is appropriate and inappropriate to facilitate relaxed communication I know the appropriate language for communicating with learners I know the importance of using positive and hopeful language	I can use open body language I can identify when the learners may need reassurance and respond appropriately I can maintain a calm disposition and respond to all enquiries from learners respectfully
		Decipher non-verbal cues	I know different forms of body language and what they may indicate I know different non-verbal cues and what they might indicate	I can assess when a learner needs extra support in a conversation I can assess when a learner is uncomfortable with the communication I am able to read body language effectively
		Show empathy	I know about the global political situation regarding refugees and migrants I know the difficulties the learners may be facing in the host country I know the common reasons for seeking asylum or immigrating I know the boundaries of the role	I can use empathy to guide their responses and attitude towards learners I can use empathy to understand and contextualise learners' behaviour I am able to read emotions and react appropriately I can communicate understanding without undermining the learners' experiences
		Mindful of power imbalances when communicating	I understand the position of authority that I hold I know how the role of youth educator and learner interact I know when it is appropriate to be informal to create a relaxed atmosphere, and when to prioritise maintaining the authority of youth educator	I am able to break down barriers in communication by making learners feel at ease while still maintaining boundaries of role I am able to be honest and respectful while communicating I am able to establish a supportive relationship with learners



		Maintain a professional attitude	I know my own limitations and triggers which may stop me maintaining a professional attitude I know techniques for maintaining professionalism even in high stress and frustrating situations	I can maintain calm even in high stress situations I can assess my own emotional wellbeing I am able to maintain a professional and kind approach towards learners and colleagues I am able to be consistent in their attitude and approach towards learners
		Aware of potential barriers to communication and can overcome them	I know the common areas of misunderstanding between learners and youth educators I know common reasons why refugees and migrants may have to leave home countries I know basic greetings in common refugee or migrant languages	I can identify when a translator is necessary and can arrange for one to be brought in I can communicate slowly and clearly I can identify when a learner is struggling to understand or communicate
		Communicate with a diverse group of people	I know how to communicate with a diverse group of people I know how to communicate both one to one and to a group I know how to communicate with a heterogeneous group with a wide range of backgrounds and communication abilities. I know of cultural barriers to communication such as expected gender roles from the learners' home countries	I can assess the needs and abilities of each learner and can respond to each person according to their ability I can assess when learners may need to be taken aside to check in on their progress and to ensure that they understand what is being communicated I can ensure that learners don't fall behind due to cultural barriers which may make them less likely to communicate when they do not understand

## UNIT LEARNING OUTCOME 2

### **2. Create a welcoming and safe environment**

- 2.1 Be friendly and welcoming
- 2.2 Create a safe and social environment
- 2.3 Encourage aspiration
- 2.4 Ensure inclusivity
- 2.5 Exercise proper safeguarding
- 2.6 Exercise awareness of global refugee crisis
- 2.7 Exercise awareness of political situations in learners' home countries
- 2.8 Exercise awareness of how public opinion in host country is positioned regarding refugees and migrants

Unit Learning Outcome 2 focuses on the importance of creating a welcoming and safe environment for the young refugees and migrants.

The context which brings people to host countries as refugees or migrants is often a difficult one and many learners will have experienced trauma. Immigration systems are notoriously difficult and dehumanising and refugees and migrants often face difficulties integrating into their host countries as a result of these initial (and sustained) difficulties. For these reasons it is especially important that youth educators are able to create welcoming and supportive environments for their learners. Furthermore it is important that they create an environment that is safe and which can provide stability for those who may be leading very unstable lives. In order to do this youth educators must have knowledge of the situation faced by their learners, so that they can create an environment which counterbalances their external circumstances and responds to their concerns.

Our survey indicated that youth educators must also be able to realise the potential of their learners and to encourage aspiration and hopefulness. This is of great importance as the learners may not be receiving this support elsewhere and may therefore need extra motivation. Many survey results stressed that the youth educator must have an awareness of the potential mental health difficulties faced by their learners and many indicated that they would welcome training and support to help them deal with this area more effectively.

To create a social space, the youth educator has to facilitate positive group interaction, has to be able to track, and respond to, the learners' moods and has to be able to assess how to make the environment more inclusive by considering factors such as the arrangement of the room, the resources available, the structuring and content of activities.

As their learners constitute a vulnerable group it's also essential that the youth educator is up to date on safeguarding policies and has the knowledge and skills to ensure the safety of

the learners they interact with.

Finally, order to create a safe environment, the youth educator must understand the conditions and context for the young refugees and migrants' lives, so that they can respond them appropriately. This is why this section includes knowledge regarding the context that they would have come from, and which they have entered into.

ECVET Points	Unit of Learning Outcomes	Learning Outcome	ECVET Sub point	Knowledge	Skills/Attitude
	<b>Create a welcoming and safe environment</b>	Be friendly and welcoming		<p>I know how to communicate in a friendly manner I know why learners may be nervous to enter a new environment</p> <p>I know how to put learners at ease through appropriate body language and verbal communication</p>	<p>I am able to maintain a friendly attitude to all learners I can speak in a polite and appropriate manner</p> <p>I can assess when a learner is feeling uncomfortable and can make appropriate amendments to address their discomfort such as taking them aside and checking in on them or by ensuring that they are supported by other learners</p>
		Create a safe and social environment		<p>I know techniques to avoid discrimination within groups</p> <p>I know how to create a safe space for learners to express themselves</p> <p>I know techniques to facilitate active participation</p> <p>I know of discipline techniques and ability to assess when appropriate to use them</p>	<p>I can assess the dynamics of a group to create a social environment</p> <p>I can adopt a positive approach towards addressing learners</p>
		Encourage aspiration		<p>I know educational and vocational opportunities available for learners</p> <p>I know how the situations faced by young refugees and migrants might affect their motivation</p> <p>I know common mental health difficulties</p>	<p>I can assess learners' strengths and help them to develop them</p> <p>I can refer learners on to opportunities suited to them I can reassure learners if required to do so</p>



				associated with experiences of refugees and migrants I know how to identify a learners' strengths	
		Ensure inclusivity Is able to decipher nonverbal cues		I know how to facilitate positive group interaction through room layout, appropriate language and conflict resolution when necessary	I can assess when a learner is feeling ostracised or uncomfortable in a group I can use methods to include learners which are specific to the needs of that individual I can create an environment which is inclusive by assessing group dynamics and ensuring all students are involved in activities and conversations
		Exercise proper safeguarding techniques		I know safeguarding techniques and processes I know safeguarding policies I know who to refer safeguarding concerns to I know when it is appropriate to share information about learners between colleagues	I can assess when is appropriate to practice safeguarding policies I can identify when a learner may be at risk due to circumstances outside of youth educator's organisation and can refer to appropriate organisations to tackle issues I can handle safeguarding issues discreetly and sensitively
		Exercise awareness of global refugee crisis		I know about the global refugee crisis and how it may affect their learners' confidence in the host country I know the common reasons why young people may seek asylum or immigrate	I can contextualise the learners' situation within the global context and understands why creating a secure and safe environment is important
		Exercise awareness of political situations in learners' home countries		I know about the political situation in my students' home country	I can contextualise learners' situation within political situation in their host country I can be sensitive to how the situation they experienced in their host country might affect their

					ability to feel comfortable and safe in new environments
		Exercise awareness of how public opinion in host country is positioned towards refugees/migrants		I know the general opinions regarding refugees and migrants in my host country and how this might affect how comfortable the learner feels in a space outside of their home	I can understand and respect that learners may be hesitant to trust new people I can adopt a welcoming approach towards learners.

### LEARNING OUTCOME 3

#### 3. Work flexibly within a team:

- 3.1 Be humble and open minded
- 3.2 Provide support and help when needed
- 3.3 Realise potential within teams
- 3.4 Coordinate volunteers/colleagues
- 3.5 Deal with conflict constructively

Learning Outcome 3 focuses on the importance of working flexibly in a team, and the importance of cooperation between team members.

Our survey suggested that most youth educators work in small organisations. This requires the youth educator to offer support to colleagues whose remit is different to their own. Because of the small size of many organisations working with young refugees and migrants, plus the often restrictive funding climate, it is necessary for the youth educator to be flexible and be willing to respond to issues as they arise rather than sticking rigidly to the remit of their role.

Due to the often small team size, being able to operate effectively in a team and to be cooperative and supportive of others was deemed to be of high importance. Furthermore, due to the nature of the learners' situations, it is also possible that crisis situations may arise which require great levels of team cooperation and discussion.

Because of the stressful nature of the work it is often reported that youth educators suffer from becoming emotionally overwhelmed by the work, therefore it is important that team mates support each other and look out for each other.

Our survey also suggested that many youth educators learn on the job, and gain further information and skills through discussions with colleagues. It is therefore important that there are good relations within the team and that the youth educators are able to learn from each other. An example of this is being able to give and take criticism positively.

ECVET Points	Unit of Learning Outcomes	Learning Outcome	ECVET Sub point	Knowledge	Skills/Attitude
	<b>Work flexibly within a team</b>	Be humble and open minded		<p>I know the different roles within my team and their associated tasks</p> <p>I know when it is appropriate to offer constructive criticism and advice to team members and how to do so in a supportive manner</p> <p>I know when it is appropriate to step in and offer help and support to colleagues to help them complete their tasks</p>	<p>I am able to assess and accept when I need support or advice from a teammate</p> <p>I am able to learn from colleagues and can take constructive criticism with a positive attitude</p> <p>I am able to be open to recommendations from colleagues and learners</p>
		Provide support and help when needed		<p>I know the importance of taking on new tasks and pitching in to help team fulfil the organisation's goals and mission</p> <p>I know my own strengths and weaknesses, skills and limitations</p> <p>I know how to apply knowledge and skills if required for the good of the team.</p> <p>I know the importance of being flexible and adaptable</p>	<p>I can assess when team members may be struggling and can offer appropriate support</p> <p>I can adopt an adaptable and flexible approach</p>
		Realise potential within teams		<p>I know the different team roles</p> <p>I know my team members strengths and weaknesses</p> <p>I know how to support development of team members' individual strengths for the benefit of the whole team</p>	<p>I can see strengths in team members and can support them to bring these strengths out</p> <p>I can see when team members may not be fulfilling their potential and can discuss issue with team in a positive manner</p>
		Coordinate volunteers/colleagues		<p>I know the different roles and responsibilities within my team</p> <p>I know the structure of my organisation</p> <p>I know who I should defer to in particular situations</p>	<p>I am able to manage my team efficiently</p> <p>I can communicate clearly with my team</p> <p>I can clarify roles and responsibilities in my team</p> <p>I can coordinate my team</p> <p>I can utilise skills within team and volunteers to</p>

					compensate for limited resources and capacity I can coordinate my team to expand capacity when working with limited resources
		Deal with conflict constructively		I know conflict resolution tactics I know good communication techniques	I am able to manage my own emotions and monitor my communication during times of conflict I can be respectful and patient towards my colleagues I am able to listen to colleagues concerns with empathy and respect I can work constructively with others to reach a resolution I am able to accept and learn from constructive criticism I can assess when it is appropriate to bring up sensitive topics related to the performance of a team member

#### UNIT LEARNING OUTCOME 4

#### 4. Teach in a manner that is suitable for the needs of young refugees and migrants

- 4.1 Plan lessons which are appropriate for young refugees and migrants
- 4.2 Use lessons to facilitate integration by incorporating key lessons on host country's culture
- 4.3 Incorporate awareness of the cultural background of learners into teaching
- 4.4 Create an engaging and inspiring learning environment
- 4.5 Use innovative and creative teaching methods
- 4.6 Show awareness of political situation of students
- 4.8 Understand how issues encountered in the host country may affect learners' learning ability (e.g. insecurity of housing, financial insecurity, insecurity of immigration status)
- 4.9 Document progress of students and feedback on points for development

Unit Learning Outcome 4 focuses on the importance of facilitating in a manner which is suitable for the needs of young refugees and migrants. For this Unit particular focus is put on the youth educator's ability to work with a mixed class of learners with varying abilities and needs and their

ability to demonstrate an understanding of the complexities of the situations their learners find themselves in.

The learning outcomes included in this Unit are deliberately broad so that they can be applicable to different teaching/facilitator roles youth educators may have. They focus specifically on the wider aims of facilitation and the competencies needed to teach young refugees and migrants in a manner which addresses their particular needs.

This Unit highlights the importance of youth educators' ability to accommodate a diverse range of learners, from different cultures and backgrounds. Therefore adaptability and innovation are key competencies in this unit.

In particular it is important that the youth educator possesses knowledge referring to the background of the learners and that they can use this knowledge to tailor their lessons to the needs of this group.

Lessons are an opportunity to develop the students' integration into the host country culture so it's important that the youth educator can communicate information regarding the culture of the host country and its traditions and practices while teaching the learners.

Since they are working with young people, it is important that the youth educator has knowledge of different techniques for engaging and motivating young people, especially since these young people may have particular difficulty engaging because of issues they are facing outside of the classroom. It is also important that the youth educator has knowledge of the reasons learners may be migrating and is able to avoid triggers which may distress the learner.

ECVET Points	Unit of Learning Outcomes	Learning Outcome	ECVET Sub point	Knowledge	Skills/Attitude
	<b>Facilitate in a manner that is suitable for the needs of your learners</b>	Plan lessons which are appropriate for young refugees and migrants		I know how to develop resources to compliment teaching and which are appropriate for abilities and purpose of class I know different teaching/facilitation techniques I know how to facilitate mixed ability classes	I can plan lessons which can be adapted to suit different learners' abilities I can organise material in advance to support lessons I can be organised and well prepared for lessons
		Use lessons to facilitate integration by incorporating in key lessons on host country's culture		I know about my host country's culture I know common differences between my host country's culture and learners' culture (e.g. attitude towards gender, religion, human rights)	I can identify where learners' may be struggling to understand their host country's culture I can assess what key information about host country's culture will make learners' integration easier



		Incorporate awareness of the cultural background of learners into facilitation		I know common cultural backgrounds of refugees/migrants I know how different backgrounds may affect the abilities and/or attitude of learners	I can amend my facilitating style to accommodate different learners' abilities I can amend my lesson content to adapt to learners' different approaches to learning
		Create an engaging and inspiring learning environment		I know how to create a positive and inspiring learning environment using teaching techniques and activities which engage learners and make learning fun	I can create a supportive environment through appropriate communication styles and engaging content
		Use innovative and creative facilitation methods		I know different teaching/facilitation methods I know how to document the success or failure of different techniques and to develop practice in line with findings	I can adapt teaching/facilitation method to suit needs of different students Is willing to try new techniques and facilitation styles
		Show awareness of political situation of learners		I know the basics of the political situation in home countries of learners and how they may have affected learners' education I know different teaching/facilitation techniques in different countries and how these may affect learners' attitude to learning	I can adapt teaching method and style to suit needs of different learners I can show sensitivity and patience towards learners who may have trouble concentrating or picking up new information quickly
		Understand how issues encountered in the host country may affect learners' learning ability (e.g. insecurity of housing, financial insecurity, insecurity of immigration status)		I understand the wider barriers and issues faced by learners in host country I understand how these barriers and disruptions may affect learners' ability to progress with learning	I can adopt an empathetic approach towards the learners I am able to be patient with learners at all times I am able to be encouraging towards learners
		Document progress of learners and		I know techniques for documenting learning I know organisational	I can be encouraging I can communicate points for development in a

		feedback on points for development		techniques to encourage better learning I know how to communicate criticism constructively and positively I know how to create plans for progress with learners	positive manner
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## UNIT LEARNING OUTCOME 5

### 5. Advise learner regarding life in their host country and to refer them on to appropriate services

- 5.1 Advise on host country's immigration system
- 5.2 Refer to appropriate local services
- 5.3 Inform learners about employment and vocational opportunities in host country
- 5.4 Inform and refer learners to health system
- 5.5 Advise on higher education systems in host country
- 5.6 Maintain confidentiality and discretion
- 5.7 Display basic IT and digital literacy
- 5.8 Conduct research to respond to learners' enquiries
- 5.9 Liaise productively with people who work with or are responsible for the learners (e.g. parents/carers/guardians/social workers)
- 5.10 Advise on housing and social benefits system in host country
- 5.11 Encourage the learners to attempt to complete a task for themselves

Unit Learning Outcome 5 focuses on the youth educator's ability to advise the young refugee or migrant regarding issues which affect their lives in the host country, such as housing, social benefits, employment, education and immigration processes.

Although not every youth educator will explicitly have the role of providing advice, it is very likely that their learners will question them regarding wider issues they are facing such as housing, further education opportunities, vocational opportunities and regarding the immigration system. Therefore a youth educator should be able to provide at least basic knowledge in these areas and should have the skills to communicate that information clearly. It is also important that they have knowledge of these systems and how their learners interact with them as this forms part of the wider picture of their learners' lives. If the learners encountering difficulty in any of these areas, it will have large impact on the mood of the student as well as having a disruptive effect on their lives which will have consequences on their ability to be consistent in their attendance, punctuality and attention. It is therefore important that the youth educator is aware of this possibility and can be empathetic towards the learner. Finally they should be able to research effectively or know the correct sources to consult to find answers to questions that they do not have knowledge of.

The ability to liaise effectively and professionally with external stakeholders such as carers, parents and social workers is also imperative when working with young refugees and migrants as well as

having the knowledge of local and statutory services which the youth educator can forward learners on to if they cannot deal with their enquiry.

ECVET Points	Unit of Learning Outcomes	Learning Outcome	ECVET Sub point	Knowledge	Skills/Attitude
	<b>Advise learner regarding life in their host country and refer them on to appropriate services</b>	Advise on host country's immigration system		I know how the host country's immigration system operates I know the support learners are entitled to while in the host country's immigration system I know the correct authorities or resources to turn to if I do not have the correct knowledge myself	I am able to communicate information clearly I am able to communicate information calmly and patiently
		Refer and signpost to appropriate local services		I know of local services which may be useful to learners such as legal centres, support centres, charities and governmental groups I know how to complete paperwork professionally	I can assess if learners may need extra help or support and can recommend appropriate place to seek that help
		Inform learners about employment and vocational opportunities in host country		I understand career support services in host country I understand welfare/support system in host country	I am able to assess skills and experience of learner and can apply to host country's job market I am able to discuss possible career paths with learners and help them make vocational decisions I can make connections between learners' strengths and available opportunities
		Inform and refer learner to health system		I understand the health system in host country and how it interacts with refugee and migrants' rights	I am able to assess whether a learner needs medical help I am able to deal with matters with discretion and confidentiality
		Advise on higher education systems in host		I understand the educational system in host country I know the educational opportunities	I am able to assess what educational opportunities are appropriate for each learner



		country		in host country for young refugees/migrants	
		Maintain confidentiality and discretion		I know the importance of confidentiality when working with young refugees and migrants I know when it is appropriate to disclose details of a learners' situation with colleagues and knowledge of who the appropriate colleagues are	I can speak with sensitivity when discussing personal issues affecting learners I can use direct and indirect questions in order to gain the relevant information to help the learner
		Basic IT and digital literacy		I know the IT skills necessary to complete tasks such as completing online forms and using search engines	I am able to use IT software and online tools effectively
		Conduct research to respond to learners' enquiries		I know how to undertake research online to answer questions posed by the learners I know the network of organisations which can be consulted to address common questions posed by learners	I am able to use problem solving and research skills
		Liaise appropriately with people who work with or are responsible for the learners (e.g. parents/carers/guardians/social workers)		I know the importance of good relationships with those responsible for learner I know the importance of clear and transparent communication with those responsible for learners I know how to address and resolve conflict	I can communicate clearly and consistently I can forge good relationships with external parties
		Advise on housing and social welfare system in host country		I understand the housing services in host country and the relevant entitlements for learners I understand the social benefits system in host country and the relevant entitlements for learners I know how to navigate bureaucratic processes efficiently and quickly	I can communicate complicated information clearly I can communicate complicated information patiently I can use problem solving and research to ensure I am advising the learners appropriately
		Encourage the learner to		I know the appropriate level of help I should give	I can assess the abilities of a learner and decide

		attempt to complete a task for themselves		the learners I know the importance of equipping learners with the knowledge and skills to complete tasks themselves	when it is appropriate to encourage them to complete work for themselves
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## UNIT LEARNING OUTCOME 6

### 6 Tailor support to different individuals

- 6.1 Demonstrate awareness and sensitivity towards political situation in learners' home country
- 6.2 Aware of common mental health difficulties experienced by young refugees and migrants and how they may affect the learners' abilities
- 6.3 Assess individual needs and be responsive to individual situations
- 6.4 Encourage individuals and give hope
- 6.5 Help learners make plans for their future
- 6.6 Monitor wellbeing of learners and conduct check-ins

Unit Learning Outcome 6 focuses on the ability of the youth educator to offer tailored support to individual learners.

The importance of this competency unit was emphasised throughout the survey. The process of seeking asylum and/or going through an immigration system is often considered dehumanising and has been linked to mental health difficulties, therefore it is important that a youth educator is able to counterbalance this experience by treating each individual with respect and recognising them as unique people. This involves making an effort to get to know the learners and communicating with them in a way which is appropriate to their personality.

Furthermore, it was deemed important that a youth educator should be able to work with a broad range of learners, each with varying journeys, backgrounds and abilities and that they should be able to see the potential in all learners and provide them with support tailored to their needs.

In our survey there was a noticeable emphasis on the importance of a youth educator's competency in identifying and possessing knowledge relating to common mental health difficulties experienced by young refugees and migrants. This highlights the pastoral role that many youth educators indicated that had to adopt, as well as highlighting the vulnerability of this demographic of young people and the huge responsibility youth educators take on as part of their role. It is therefore important that the youth educator is aware of the importance of checking in on students who may be at risk or who may be struggling.



ECVET Points	Unit of Learning Outcomes	Learning Outcome	ECVET Sub point	Knowledge	Skills/Attitude
	<b>Tailor support to different individuals' needs</b>	Demonstrate awareness of political situation in learners' home countries and can communicate with sensitivity regarding this topic		I understand the situation in learners' home countries and can understand how this might affect the learners' mental health and their motivation towards their work and other activities I understand how the learners may have been affected by events in their home country	I am able to communicate discreetly and sensitively in issues regarding the status of the learners' home country I can respect the learners' decisions regarding whether or not they wish to discuss the political situation in their home country
		Aware of common mental health difficulties affecting young refugees and migrants and how they might affect the learners' abilities and their wellbeing		I know the typical mental health issues associated with experiences of young refugees and migrants I know what the appropriate referral process is if I'm concerned about the mental health of the learner I know how to communicate in a manner that is sensitive towards those with mental health difficulties	I can identify potential triggers to learners' mental health and am able to minimise their exposure to those triggers I can communicate sensitively and discreetly with those who may be experiencing mental health difficulties I can assess when learners may require professional assistance due to their mental health difficulties
		Assess individual needs and is responsive to individual situations		I understand the broad breadth of experiences of the learners I know how to address each case with equal respect and importance	Can talk to all learners equally regardless of their country of origin or other distinguishing features
		Encourage individuals and give hope		I know coaching and mentoring techniques I understand importance of empowering learners to fulfil their potential I know positive affirmation techniques	I am able to speak in an encouraging manner I am able to see the positive qualities of learners and can encourage them to build upon them I can empower learners to believe in and realise their own potential
		Help learners make plans for their future		I know how to break down long term plans into a series of realistic steps	I can assess the learners' ability to achieve certain goals and can break down

				and goals I understand the importance of setting realistic goals and targets	the steps accordingly
		Monitor wellbeing of learners and conduct check-ins		I know organisational techniques for monitoring learners' progress and wellbeing I know appropriate techniques to discuss concerns and problems with learners I know safeguarding techniques and policies I know when it is appropriate to share knowledge and concerns among colleagues	I am able to identify changes in a learners' mood which indicates a change in their wellbeing I am able to keep clear notes regarding learners' progress I am able to conduct proper safeguarding techniques if concerned about a learners' wellbeing I am able to act sensitively and discreetly and to uphold confidentiality when dealing with personal information

## UNIT LEARNING OUTCOME 7

### 7. Understand the boundaries and purpose of the role (positioning)

- 7.1 Recognise power dynamics
- 7.2 Communicate appropriately with learners
- 7.3 Adhere to boundaries
- 7.5 Behave appropriately in an intercultural context
- 7.6 Maintain own wellbeing

Unit Learning Outcome 7 focuses on the way in which the youth educator positions themselves in relation to their learners.

The point of this Unit is to ensure that the youth educator can demonstrate an understanding of appropriate behaviour regarding their relationship with the learners.

Youth educators become involved in this area of work for many different reasons, however our survey suggested that there needed to be a way of ensuring that they all understood the purpose of their role and the appropriate behaviour to adopt. Many respondents cited a proper understanding of boundaries as being an important competency, both as a means of protecting the learner and of protecting the youth educator.

Many of the respondents also suggested that they struggled to understand the limits of their role, or struggled to resist becoming too invested in the lives of their learners. Therefore we thought it was essential that the competency profile should include techniques for self-reflection and preservation to protect the youth educator from becoming overwhelmed by their work and to safeguard the learner from developing an unhealthy relationship of dependency on the youth educator.



ECVET Points	Unit of Learning Outcomes	Learning Outcome	ECVET Sub point	Knowledge	Skills/Attitude
	<b>Understand the boundaries and purpose of the role (positioning)</b>	Recognise power dynamics		I understand what behaviour is appropriate towards students I know and am awareness of implicit power dynamics between youth educator and learners	I can show awareness and understanding of power dynamics implicit in role of youth educator and can interact with learners in a way which makes boundaries clear while still showing respect and empathy towards learners I can maintain a respectful attitude towards learners at all times
		Communicate appropriately with learners		I know appropriate language to use when addressing learners I know techniques for responding to learners who describe situations of extreme hardship and trauma I know what information is appropriate and inappropriate to share with the learners regarding my personal life	Able to use appropriate professional language Can respond appropriately to students who have experienced trauma Can maintain a calm disposition when dealing with students
		Adhere to boundaries		I know appropriate protocol regarding use of social media and photography around learners I know the boundaries between learners and youth educator as set out in my organisation's' guidelines I know why appropriate boundaries are important and should be respected	I can maintain a high level of professional conduct in interactions I can show respect for boundaries between youth educator and learners
		Behave appropriately in an intercultural context		I understand different cultural attitudes towards gender, religion, social conduct in common refugee and migrant countries of origin I know how to dress	I can act in a manner which is mindful and respectful of cultural background of learners



				appropriately when working with learners	
		Maintain own wellbeing		I know my own limitations and know it is important to monitor my own mental health I know when I am becoming overwhelmed by their work (both emotionally and regarding workload) I understands the potential difficulties they may encounter when working closely with vulnerable people	I can assess my own wellbeing I can utilise techniques to sustain my own wellbeing I am able to assess and maintain my own emotional and professional requirements and abilities