



ASEM - Mapping and Assessing the European Mobility Advisor (EMA)

IO1: The Competence Profile of EMAs

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Introduction

ASEM - Mapping and Assessing the European Mobility Advisor (EMA), is a project co-funded by the Erasmus+ Programme of the European Union - KA2 cooperation for innovation and the exchange of good practices.

The objective of the project is to develop the methodology for the assessment of the EMA, a youth worker (or youth educator or youth career counsellor), specialized in advising young people willing to go abroad for a learning experience, either through studying, working or volunteering.

ASEM aims to improve the current situation by mapping the competence profile of the EMA at European level, and by developing a methodology for assessment of their competence called “Expertise check-up”, an E-training course for assessors, a European certification and a register for EMAs.

The consortium is composed of organizations working with youth mobility and can rely on a wide European network:

- Etudes et Chantiers Corsica (ECC) - France
- Občianske združenie KERIC – Slovakia
- ZEMGALES NVO CENTRS – Latvia
- Fundacja Rozwoju Miedzykulturowego EBU – Poland
- Educational Mobility for Youth- Italy

This document defines the profile of a European Mobility Advisor (EMA) - identifying the competences, knowledge and skills of the information provider on European transnational mobility opportunities, with a view to standardization of the profession.

What is the EMA?

The EMA is defined as "a YOUTH WORKER, specialised in advising young people to gain **learning experience abroad for work, study or volunteering**".

EMAs provide assistance/guidance, defined as a series of activities that enable young people to make decisions about mobility opportunities related to study, work, volunteering, and to organise their stay abroad.

EMAs play a key role in promoting learning mobility abroad - ensuring/guaranteeing that mobility is experienced as a worthwhile opportunity for young people - although this profession is not standardised at European level and there are no tools to assess the competences of those who play this role.

What does the EMA do? Tasks and role

EMA's activities are varied and depend on the body/organisation/network to which he/she belongs. In general, he/she carries out the following activities:

- **welcomes, informs and guides young people in a physical space** (e.g. information desk in an office, school or organisation)
- **promotes mobility opportunities through different tools** (websites, newsletters, mailing lists, social media, press, radio, information boards, etc.)
- **motivates, inspires and accompanies young people** in the choice of the most suitable opportunities

- **organizes and participates in information events** for the promotion of the abovementioned opportunities
- **collaborates** with other bodies/organisations/networks to exchange information

Where to start? The networks

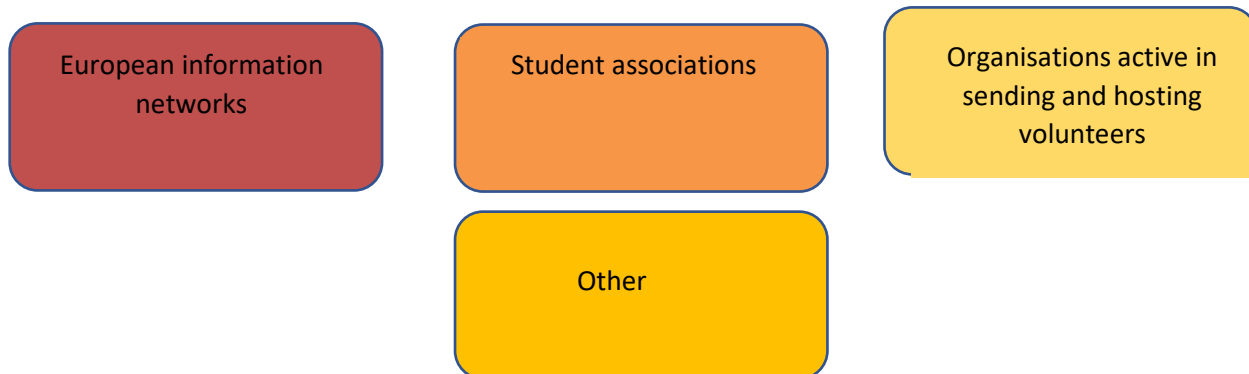
Considerations for building the EMA profile: EMA could be defined as an operator working/collaborating with **European information networks** and/or within **organisations active in the field of learning mobility**, on transnational mobility issues (as defined in the ASEM project).

The **main European information networks on learning opportunities abroad** are the following:

- **Eurodesk**: information network for young people on transnational mobility opportunities
- **EuroGuidance**: network that supports the professional growth of guidance practitioners at European level and promotes the value of international mobility for study and training purposes.
- **Eures**: a cooperation network of public employment services providing information and guidance on employment opportunities in Europe.

Organisations active in the field of information on learning mobility opportunities can be classified in:

- Student associations active in the field of learning mobility
- European Solidarity Corps and Erasmus+ or other mobility programmes/initiatives aimed at young people wishing to volunteer abroad



Possible organizations:

Student Organizations:

- ESN, Erasmus Student Network
- ELSA, European Law Students association
- AEGEE, Association des Etats Généraux des Etudiants de l'Europe
- ESAA, Erasmus+ Student and Alumni Association
- BEST, Board of European Students of Technology
- AIESEC, Association Internationale des Etudiants en Sciences Economiques et Commerciales
- IAESTE, International association for the exchange of students for technical experience)
- ESU, European Students Union
- Sending /hosting organisations of CES/SVE volunteers

Other possible actors with regard to European networks:

- Eyca: European Youth Card Association
- Eryca: independent European organisation consisting of national and regional youth information bodies and networks
- ICYE (International Cultural Youth Exchange): a world-wide network of organisations wishing to host and send volunteers

Taking into account the different types of information networks mentioned, but considering the common elements, such as:

- information, promotion and guidance on mobility opportunities in various sectors (study, employment, volunteering and training)
- support to young people and citizens in finding the opportunity best suited to their needs
- organisation of information events
- promotion activities on mobility opportunities (including online)
- networking activities with organisations present in other countries dealing with mobility,

4 reference areas were established for the creation and standardization of the EMA profile as presented further in this document.

Reference documents for the competence framework

The ASEM consortium took into consideration several criteria:

- the description of the EMA competence profile should be based on ECVET
- the competence profile of the EMA should be based on the EQF
- the Check-up on the European Council Recommendations on validation of non-formal and informal learning and the CEDEFOP guidelines on validation of non-formal and informal learning

Reference documents mentioned in the ASEM project for the EMA competence framework:

- Council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people (2013/C 168/03)
- Quality of youth work (2015, Directorate-General for Education and Culture, Youth policy and programme)

ECVET: European credit system for vocational education and training

The framework for the establishment of a qualification system for EMAs is based on the **European Credit System for Vocational Education and Training (ECVET), 2009/C 155/02.**

ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of learning outcomes with a view to achieving a qualification. The tools and

methodology of ECVET include the description of qualifications in terms of units of learning outcomes and their relative points, the process of transfer and accumulation.

ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the context of mobility, with a view to achieving a qualification.

Qualifications described in terms of units of results, defined as follows:

Learning outcomes: description of what a learner knows, understands and is able to achieve at the end of a learning process.

A unit is an element of the qualification consisting of a coherent set of knowledge, skills and competences that can be assessed and validated with a set of associated ECVET points. In principle, a qualification comprises several units and is made up of the totality of these units. An individual can therefore acquire a qualification by accumulating the necessary units obtained in different countries and contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation on accumulation of units and recognition of learning outcomes.

Outcomes are defined in terms of:

- 1) knowledge
- 2) skills
- 3) competences

- **“knowledge”**: the result of the assimilation of information through learning. Knowledge is a set of facts, principles, theories and practices related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or practical;

- “**skill**” means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (including the use of logical, intuitive and creative thinking) or practical (including manual skills and the use of methods, materials, tools);

- “**competence**” means proven ability to use personal, social and/or methodological knowledge, skills and abilities in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competences are described **in terms of responsibility and autonomy**.

EQF - European Qualifications Framework

The EQF is the European framework of reference for lifelong learning. It allows Member States to relate their vocational qualification systems to those of other countries in order to foster the mutual recognition of qualifications and certificates, and thus the transnational mobility of young people and workers.

Descriptors defining the levels of the European Qualifications Framework

Each of the 8 levels is defined by a set of descriptors indicating learning outcomes relevant to qualifications at that level in any qualification system.

		Knowledge
		In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual
Level 1	The learning outcomes relevant to level 1 are	Basic general knowledge
Level 2	The learning outcomes relevant to level 2 are	Basic factual knowledge in a field of work or study
Level 3	The learning outcomes relevant to level 3 are	Knowledge of facts, principles, processes and general concepts, in a field of work or study
Level 4	The learning outcomes relevant to level 4 are	Factual and theoretical knowledge in broad contexts in a field of work or study
Level 5	The learning outcomes relevant to level 5 are	Comprehensive and specialised theoretical and factual knowledge in a field of work or study, and awareness of the limits of such knowledge
Level 6	The learning outcomes relevant to level 6 are	Advanced knowledge in a field of work or study, involving a critical understanding of theories and principles
Level 7	The learning outcomes related to level 7 are	Highly specialised knowledge, part of which is at the forefront in a field of work or study, as the basis of original thinking and/or research; critical awareness of issues related to knowledge and at the interface between different domains
Level 8	The learning outcomes related to level 8 are	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields

Reference documents mentioned in the ASEM project for the framework of EMAs competences:

- Council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people (2013/C 168/03). Available online at: [https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:52013XG0614\(02\)&from=EN](https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:52013XG0614(02)&from=EN)
- Quality of youth work (2015, Directorate-General for Education and Culture, Youth policy and programme): [Quality Youth Work](#)

AREAS OF COMPETENCE OF THE EUROPEAN MOBILITY ADVISOR

On the basis of the previous documents, it was decided to structure the EMA profile into 4 distinct areas of competence, each with related knowledge and skills:

- **Area 1:** Informing / knowing how to inform
- **Area 2:** Providing guidance/ knowing how to provide guidance
- **Area 3:** Connecting and interacting with the public / knowing how to relate and interact with the public
- **Area 4:** Communicating and connecting with others / knowing how to communicate and connect with others (networking)

AREA 1: INFORMING/KNOWING HOW TO INFORM

Definition: the ability to provide clear, precise and timely information on topics related to mobility opportunities in the areas of study, work and volunteering

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"> ● Have in-depth knowledge of the mobility opportunities 	<ul style="list-style-type: none"> ● Be able to provide clear and precise 	<ul style="list-style-type: none"> ● Communicating using appropriate language according to the users

<p>provided by the European Union in the field of study</p> <ul style="list-style-type: none"> • Have in-depth knowledge of the mobility opportunities provided by the European Union in the field of work (work, apprenticeship and traineeship) • Have in-depth knowledge of the mobility opportunities provided by the European Union in the field of volunteering • Have in-depth knowledge of European mobility programmes • Have in-depth knowledge of databases, tools and portals of the European Union and beyond 	<p>information on topics related to study</p> <ul style="list-style-type: none"> • Be able to provide clear and precise information on topics related to work • Be able to provide clear and precise information on topics related to volunteering • Be able to select and identify relevant and quality information for the information activity • Know how to organize information and tools by selecting the most suitable ones to meet the needs of the beneficiaries • Know and know how to use the Portals and tools for the search of information and opportunities • Know how to use and learn about European mobility programmes 	<ul style="list-style-type: none"> • Keeping oneself informed and updated on the world of youth • Showing accuracy in terminology • Interested in finding out new information / keep oneself updated
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	<ul style="list-style-type: none">● Know how to synthesize and make information easily accessible● Be able to use different channels to communicate effectively with young people● Know how to use the English language at work level, be able to understand information, projects and mobility calls● Be able to communicate mobility opportunities in a clear and effective way through simple language	
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AREA 2: PROVIDING GUIDANCE/KNOWING HOW TO PROVIDE GUIDANCE

Definition: commitment to provide personalised and quality information according to the user's needs.

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"> Know how to provide assistance, suggestions and advice to people, help them to identify the choices and paths most consistent with their aspirations, attitudes, skills and motivations. 	<ul style="list-style-type: none"> Know how to listen actively and be able to interpret the problems, situations and specific needs of the young person Know how to ask the right questions to understand the needs of the young person better 	<ul style="list-style-type: none"> Having an emphatic mode of communication Listening to the young person's needs before giving advice, adapt the language according to users Communicating using appropriate language according to the users

	<ul style="list-style-type: none"> ● Be able to offer accurate and personalised information in line with the young person's needs ● Know how to accompany/counsel the young person in the process of strengthening his or her own abilities in order to achieve the goal ● Know how to communicate in a simple, clear and effective way using language understandable to the young person ● Offer knowledge and solutions without creating false expectations ● Be able to respect people from all backgrounds, from different social, racial or ethnic backgrounds 	<ul style="list-style-type: none"> ● Being able to handle one's emotions ● Showing interest in what's being said and engage in communication ● Knowing how to listen actively ● Open-minded, non-judgemental, accepting and positive ● Careful trustees of young people's growing vulnerability and openness ● Actively showing verbal and non-verbal signs of listening ● Inspiring change in behaviour of others ● Accepting all individuals with all their strengths and weaknesses ● Showing understanding of the individual learners' feelings and needs ● Strengthening learners'
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		<p>independence and believe in their existing abilities and potential</p> <ul style="list-style-type: none"> ● Being patient, persevering and empathic ● Having an open mind towards cultural diversity ● Showing equal respect and tolerance towards all young people
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AREA 3: RELATING AND INTERACTING WITH THE PUBLIC/ KNOWING HOW TO RELATE AND INTERACT WITH THE PUBLIC (face - to - face, online and through social media)

Definition: the ability to know how to relate with the public and with other subjects, in different contexts: face - to - face, online and at public events, workshops and group activities.

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"> ● Know how to relate to the user with an "equal" attitude, 	<ul style="list-style-type: none"> ● Respond to user requests within the 	<ul style="list-style-type: none"> ● Taking the initiative ● Showing a positive and proactive attitude

<p>communicating with a professional and positive attitude in different contexts (including public activities)</p>	<p>maximum time set by the service (eg. 48 h)</p> <ul style="list-style-type: none"> ● Know how to use the communication tools used by young people (eg. Social Network) ● Know how to communicate with an appropriate language according to the users ● Know how to communicate and interact with groups and a wider audience (eg. public speaking) ● Have leadership and mentoring skills ● Know how to manage groups of young people ● Know how to win their trust and know how to involve and motivate them ● Be able to respect people from different social, racial or ethnic backgrounds ● Be able to empower young people (in civic, 	<ul style="list-style-type: none"> ● Showing openness to young audience ● Interested in new ICT tools in social and professional context ● Perceiving new technologies and media as supportive tools for young people ● Showing accuracy in terminology ● Actively showing verbal and non-verbal signs of listening ● Showing interest in youth issues ● Showing interest in details ● Showing a participatory attitude ● Being open to provide constructive criticism and challenge accepted ideas ● Showing respect ● Thinking comparatively and without prejudice about cultural differences
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	social, economic, cultural, health sectors	<ul style="list-style-type: none"> ● Showing enthusiasm and willingness to investigate the "extra" requests of users
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AREA 4: COMMUNICATING, RELATING WITH OTHERS AND NETWORKING

Definition:

relational and behavioural skills to create a network of professional contacts that are maintained over time - locally, nationally and internationally;

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"> ● Know how to establish mutual relations - thanks to which an exchange of ideas, advice, information and contacts is generated - with other operators and bodies. ● See Communicating Area 	<ul style="list-style-type: none"> ● Map the associations /organisations/entities in the area working in the field of youth mobility ● Map the associations/ organisations/entities in the area working in the field of study ● Map the associations/ organisations/entities in 	<ul style="list-style-type: none"> ● Having a positive attitude of collaboration, sharing and openness ● Showing interest in youth issues ● Showing interest in details

	<p>the area working in the field work</p> <ul style="list-style-type: none"> ● Map the associations/ organisations/entities in the area working in the field of voluntary work ● Share information and good practice with other EMAs or operators of other services ● Participate in activities useful for establishing relationships with EMAs (e.g. information events, seminars, etc.) ● Be proactive and open to organize projects in collaboration with other EMAs that are also part of other information networks ● Establish relationships with other EMAs in order to build a network of knowledge and useful partners for young users ● Build a network of useful knowledge for the promotion of the service and for young users 	<ul style="list-style-type: none"> ● Showing curiosity - consider the difference as a learning opportunity ● Considering youth work, youth participation and inclusion as integral parts of social policies ● Being a systematic person who is able to analyse situations and reflect on practices ● Showing a pro-active attitude ● Enjoying professional development ● Inclining to teamwork to meet the needs of the people involved ● Showing a strategic vision ● Showing a positive attitude of collaboration,
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	<p>(schools, local media, other youth organisations, associations, employment services, etc.)</p> <ul style="list-style-type: none">• Speak English	<p>sharing and openness</p> <ul style="list-style-type: none">• Showing an inclusive attitude towards young people from disadvantaged backgrounds
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