



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

IO2: Guide to the Expertise Checkup for the EMA

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1. INTRODUCTION

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

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

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

The objective of the project is to develop a methodology for the assessment of the European Mobility Advisors (EMAs). An EMA is a paid employee or volunteer advising young people willing to go abroad (mainly in EU countries) for a learning experience, either by studying, working or volunteering. The EMA delivers mobility guidance, defined as a range of activities that enables young people to make mobility decisions related to study, working, volunteering and to manage their stay abroad. The EMAs play a fundamental role in promoting mobility abroad and assuring mobility is a fruitful experience for the young people. However, this occupation has not been standardized at EU level and there are no tools to assess the competence of those working in this role.

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 checkup”, a E-training course for assessors, a European certification and a register for EMAs.

The aim of the interview/selection process is mapping and assessing the competences of the European Mobility advisors.

The purpose of this assessors' guide is to provide guidelines for assessors who will be assessing the competence of European Mobility Advisors against the framework produced by the ASEM project. This guide gives information on the theoretical framework on which the assessment is based and describes the online tools used in the project. Observation, evaluation and feedback principles are also explained. The guide is one component of the assessor training and is complemented by an e-course for assessors.

2. Methodology

The methodology for assessment of competence is in accordance with the European Council recommendations on validation of non-formal learning and based on the European Guidelines for Validating Non-formal and Informal Learning by CEDEFOP, 2015. The guide contains a detailed competence model of EMA and an outline of the evaluation process.

The guide is aimed at European Mobility Advisors Assessors but it can also be a useful tool in self-assessment for EMAs and other stakeholders. EMAs can use this guide as a step by step instruction manual to their competence level, reflect on their knowledge and skills and recognize the clear path to improvement. Assessors will find this guide useful in preparing observations, interviews and in the overall evaluation process. We hope it will lead to some official certification of the advisors.

The core issue of the assessment methodology is the PFI – PERFORMANCE FOCUSED INTERVIEW. The performance-based interview is based on behavioral questions asked by the assessor. Thanks to these behavioral questions the assessor can identify situations when certain competences have been demonstrated. Behavioral questions aim to give concrete examples of how the competence has been demonstrated.

The candidate will answer the questions with concrete examples, including situations from his/her past experience. Assessors should avoid theoretical statements and discussions of “what if”. In

order to receive the necessary information from the candidate the assessor should provide guidance on how to respond on behavioural questions, for example:

"I'm going to ask you behavioural questions about your past experiences where these competencies have been demonstrated. In your answer, be sure to cover the situation, the task, the action and steps you took, and the results. If possible, I would also like to hear what you learned from this experience and how you've applied that lesson since. Here is the question..."

Examples of the questions that assessor can use while evaluating the youth worker (they can be specified to the answers of the EMA in his/her self-assessment exercise or in the portfolio):

- Have you ever participated in a mobility project abroad? Tell me how you use your own experience in motivating others.
- What was your intercultural learning process during your project? How did you deal with the cultural shock (if you faced one)? Tell me how you prepare candidates for such an experience during their learning mobility.
- Tell me about a time when you needed to motivate someone to go on a learning experience abroad.
- Describe a situation when you had to confront a team member about a problem and how you went about it.
- Tell me how you normally start an interview with a person willing to go abroad on a learning experience
- Which competences have you gained through the mobility activity and/or through working in an international team? How can you apply these new skills in your job and/or work with your community?
- To what extent did you develop intercultural sensitivity, flexibility and an enhanced understanding of differences?

3. ASSESSMENT PROCESS

The whole assessment process delivered by specially trained assessors to assess the competences of EMAs, should be delivered in the following steps:

1. The assessor explains the ASEM assessment goals and procedure to the EMA – either at a personal meeting, via phone or at a multiplier event organised by the partner organisation.
2. Upon the agreement of the EMA to participate in the assessment, the assessor sends the EMA an invitation link to the online platform (IO3).
3. Once the EMA has signed in in the online platform, he/she has the opportunity to create his/her portfolio to give more details about his/her competences and experience acquired through formal, non-formal and informal learning (CV, certificates, references, testimonies...). Then, the EMA individually completes the web-based tool with self-assessment statements aiming to identify his/her strong and weak points in various areas. At this point, the EMA is free to decide whether he/she wants to continue with an interview with an assessor, or not.
4. Upon receiving an online notification about the completion of the self-assessment, the assessor contacts the EMA and agrees a time and date for the interview – personal or online.
5. The assessor reviews the self-assessment by the EMA to see which competencies have been marked as advanced, intermediate, and basic. The assessor also looks at the portfolio provided by the EMA. This way, the assessor can think of questions to ask the EMA during the interview.
6. During the interview, the interviewer assesses the EMA using the methodology of a PFI (Performance Focused Interview)
7. The assessor provides feedback to the EMA
8. The assessor suggests to supports the EMA in creation of his/her individual improvement plan. The EMA can decide to complete the (IIP) individual improvement plan directly or to do it after the interview.
9. If the EMA is interested to receive support of the assessor, he/she agrees on a personal or online meeting with the EMA to discuss his/her individual improvement plan.
10. The results of the assessment and the individual improvement plan are uploaded in the online platform.

11. If required, feedback is provided to the organisation of EMA.
12. If needed, on-going support by the assessor to the EMA in realizing his/her individual improvement plan continues online or personally.
13. An evaluation questionnaire is sent to the EMA to receive feedback on the delivery of the expertise check-up.

4. FIELDS TO COVER IN TERMS OF PERSON'S COMPETENCES

Skills - it is the ability to use one's knowledge effectively and readily in execution of performance and a learned power of doing something competently.

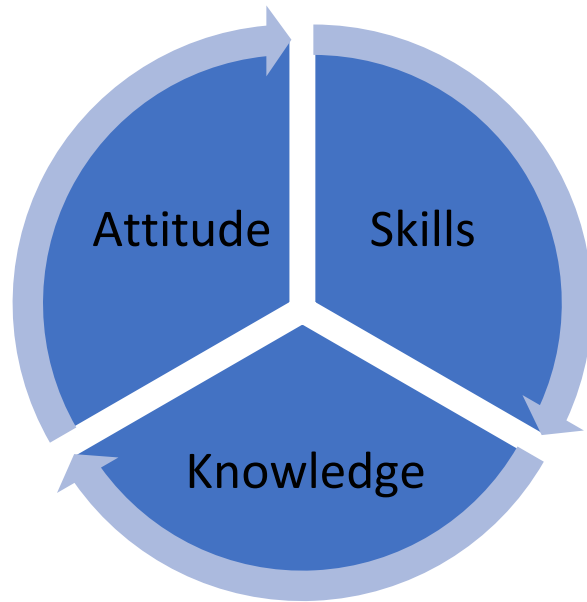
Attitude – a settled way of thinking or feeling about something.

Knowledge - facts, information, and skills acquired through experience or education as well as the theoretical or practical understanding of a subject and awareness or familiarity gained by experience of a fact or situation.

In the Work page for the interview there are four areas of the interest you are obliged to cover and analyze, and those are:

- informing/know how to inform.
- providing guidance/know how to provide guidance.
- relating and interacting with the public/ knowing how to relate and interact with the public (face - to - face, online and through social media).
- communicating, relating with others and networking.

There are three grades or levels, in what you can categorize the persons competencies in the fields of skills, attitude and knowledge and those would be - **basic, intermediate, high**.



5. THE INTERVIEW

Preparation for the interview

As soon as the assessor has identified the person who wants to, and is ready for the interview, the assessor should start to collect as much information as they can gather about this person. This information should be available in the electronic Portfolio of the EMA.

The only criteria for the best judgement of the EMA in terms of the professional task are his or her professional competences. Throughout all the interviewing process, the assessor should be able to abstract himself/herself from the subjectivity and make decisions according to the facts – concrete finding in the interviewing process.

One of the most important tasks of the assessor is to be consistent to all candidates. For certain questions and competencies, the assessor can create a numbered ranking system to compare each candidate against the requirements in the areas of knowledge, skills, and attitude for the European Mobility Advisor. The results of the interview and all information gathered is also tool and valuable reference for the creation of development plan for the EMA.

Behaviour through the interview

Here are a few practical suggestions:

Flexibility.

Please follow the framework given, but don't be afraid to be flexible throughout the interview. If the person says something additional or interesting about a particular skill set or describes some particular project, memory, concrete case of aspect – try to find out more. Encourage the person to speak and explain their views, but do not forget to observe them in their style of communication, grasp his/her understanding about the tasks he or she is willing to fulfil.

Respect of time is value.

Set up the interview, provide timely feedback. It is important to show the role model for the interviewee. It is also very important to provide the information required for the development plan, as from your actions depend other persons development in the future.

Development is priority over the process.

The person, who is executing the interview is the key for the other persons development, therefore, also development of the interviewing process should be planned accordingly – collect data, analyze it and discuss your findings with the person you are interviewing, it will help them to find out the gaps in their skills, attitudes and knowledge and speed up in their personal development to become European Mobility Advisor.

Dig for talents.

Look for talent that seems both capable and motivated to do more. Your team or any other team need team members, who have aspiration and will to create and develop themselves stepping outside of the natural comfort zone. It is not very often we can find them, therefore you have to be very careful sensing, and not only finding the new talents, but also recognizing them to support them in the future as capable European Mobility Advisors.

Down to earth questions

Ask candidates how their actions/behaviour/decisions influenced or brought added value to the organization in the past, what examples from their personal life they can remember and share with you. It will bring to you as an interviewer window of opportunity to recognize the persons skills to be pragmatic and use his/her knowledge, skills, and attitude in concrete circumstances. It also

recognizes the potential added value of the persons' potential loyalty to the organization or task he or she is planning to accomplish. It means for each question you design answers, describing the attitude you would be likely interested to see in someone's performance. Example: Question: What would be your action, if you have to finish report, but the internet connection was interrupted?

Possible answers:

- a) wait till internet will be fixed.
- b) will run to the closest Wi-Fi spot to finish the report.
- c) will call the service provider and fix the problem and then use my mobile for the internet to finish the report.

According to your most desirable answer, you can give points person can gain by providing answer a/b or c. In these cases, let us say a-1, b-2, c-3. When you will create questions with most desirable role model for the European Mobility Advisor, it will be the simple math to calculate – how competent the person is. An interview is not a process, where we find how we see the person, an interview is the process, where we identify one's level of skills, edges of attitude and deepness of knowledge.

Some tips to conduct the best interview ever:

- Show a real interest in the achievements of the person you plan to interview.
- Provide all the information and human support, necessary for the persons development.
- Advise and explain the person on unclear issues, listen to their experience and provide neutral feedback to it.
- Respect and show boundaries, ethics, and confidentiality during the interviewing process.
- Encourage the person to express his/her views and observations, encourage the person to write down and note his/her observations, as it might be important for these persons own development plan in the future.

Individual improvement plan

This is an individual action plan for competence improvement completed individually by an assessee with the support of the assessor.

FORM TEMPLATE

Name of candidate

Date

Based on the feedback of the assessor, decide on 5 competences, which you would like to maintain or improve. It is best to choose those elements, that the assessor assessed the lowest, or those that you personally feel you would like to/need to improve.

It is important to be realistic in achieving your learning goals. Prioritize your goals and seek to accomplish one or two goals every 6-12 months.

Competence to improve	Development activities (work-based learning, self-development activities, classroom training, coaching, mentoring, etc.)	Date when the activity is planned

Note that there are many **different ways to maintain or improve your skills:**

A. classroom learning, traditional

B. Learning in cooperation with other operators, through communities of practice on the web or mailing lists. In this case, this can help you:

- A. Define what you want to learn or improve
- B. Identify communities of practice on the web or mailing list which are for you and enroll
- C. Define what kind of help you can get from the communities of practice or the mailing list (for example bibliography, discussion of cases, other?)

C. self directed learning by using books and websites. In this case, this can help you:

- A. define which of your tasks you want to improve, possibly defining a measurable level of performance you want to reach, and / or what knowledge you want to improve
- A. determine in advance what days and how much time you will dedicate to learning
- B. keep a diary (a learning log, including the public, eg on Facebook) of your learning process
- C. periodically check the progress of your learning curve with a colleague, friend or counselor
- D. make a written final report of what you have learned

D. self-directed learning by observing and reflecting on your professional practice. In this case, this can help you:

- A. define which of your tasks and in which direction you want to improve, possibly defining a measurable level of performance you want to reach
- B. use structured grids of observation (if not available you can develop them directly)
- C. determine in advance what day you will self-observe
- D. periodically check the progress of your learning curve with a colleague, friend or counselor

E. at work in collaboration with a colleague or supervisor, in this case, this can help you:

- A. define which of your tasks you're going to perform better, possibly defining a measurable level of performance you want to reach

B. find a colleague or supervisor and obtain his cooperation to carry out your plan for improvement

C. agree with colleague or supervisor how he/she can support you (feedback after your observation, case discussion)

Helpful hints at the end:

- you can use one or a combination of different methods
- try to be as accurate as possible. For example, to write 'participation in conferences' is too generic. You must specify exactly which conference you refer to and, possibly, the date that it takes place. It is also too generic to write 'Learning in collaboration with a supervisor', preferably in your action plan already indicate the name of the person or persons who might fill this role.
- Discuss your plan with another colleague and see what his plan is. Maybe you can join forces or motivate each other for common improvement of skills.
- Set a deadline and try to keep it.
- In case you work in a youth organization, the individual training and development plan can be a part of annual performance appraisal. Your manager can then monitor the execution of the plan during the year and propose development activities which are supported by the organization.

6. BRIEFING OF ASSESSORS

There are three phases of assessors engagement which are observation/collecting evidence, evaluation and feedback. The assessment process consists of the generation and collection of evidence of a candidate's performance, and of judging that evidence against defined criteria (the four areas of EMA competences). Both the candidate and the assessor have a joint responsibility

for generating and collecting the evidence. The assessor is then responsible for describing the evidence and relating it to the competences.

The role of the assessor includes:

- observation;
- evaluation;
- agreeing on an overall rating in the assessors' conference.

One lead assessor will lead through the assessment process. The assessor will be responsible for the organization of the assessment, the implementation, the assessors' conference and for giving feedback to the candidate and the organization. The EMA assessment is undertaken using the web-based assessment tool. The tasks accomplished by the candidate are scored on and transferred to the EMA web-base from where the assessor can access them via different Results Views. Assessors can view and print all answers and prepare the evaluation adequately.

Observation and collecting evidence

The most important task of the assessor is to observe behaviour and collect evidence about the competences of the EMA. The observation should aim to collect evidence of all components of competences, including both verbal and non-verbal behaviour. T

he first step in the assessment process is to observe, the second to make notes, the third to relate certain observations to one or more of the four dimensions of EMA's competence.

The fourth step is to evaluate the observations made.

For the observation process *checklists or observation sheets* can be used. Those are extremely useful for the structure of the observation. Every assessor has to find a format for his observations, to which he/she should stick for the entire assessment.

Evaluation

Evaluation means looking at something a candidate has done or produced (evidence) after the activity has been completed and rating it as: **low, intermediate, expert**. There is no zero level of competence, as we assume that every candidate will demonstrate at least a certain level of willingness, competence or progress.

After the candidates have given their responses, assessors have to look at every single observation they have made and recorded on the observation sheets and at the answers given by the candidate,

and rate them as of one of the four competences. A certain kind of observation may even indicate full competence in one dimension and at the same time only basic competence in another dimension. Reminder, you are looking for talents in these fields.

1. informing/know how to inform.
2. providing guidance/know how to provide guidance.
3. relating and interacting with the public/ knowing how to relate and interact with the public (face - to - face, online and through social media).
4. communicating, relating with others and networking.

Feedback

There are two kinds of feedback for the EMA assessment. On the one hand, the participant is made aware of how he/she performed on the assessment. On the other, the organization receives feedback on the results for all of the participants – if agreed. It is crucial to uphold the obligation of secrecy and keep the results confidential.

Feedback to the candidate (EMA)

Feedback is given in a semi-standardized manner on four areas of competence. First the participant is asked what he/she thought of his participation in the assessment. Then the four areas of EMA competence are described, and these descriptions are underpinned using examples from each exercise. The feedback is structured accordingly. It is important that the participant is told if feedback on his results from the assessment is to be passed on to the organization.

Feedback to the organization

Feedback is provided to the organization after consultation. There are several different ways of providing this feedback: a verbal summary of the results, a statement in writing, or result profiles on each individual participant.

7. BLUEPRINT OF SELF ASSESSMENT

Areas of the competencies of the European Mobility advisor:

1. **informing**/know how to inform.
2. providing **guidance**/know how to provide guidance.
3. relating and **interacting** with the public/ knowing how to relate and interact with the public (face - to - face, online and through social media).
4. communicating, relating with others and **networking**.

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.

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.

Level	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 1	Basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5	Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7	Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the	specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take

	basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	procedures and to integrate knowledge from different fields	responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Self- evaluation tool consists of four work pages, each responding to one of the competencies. Every person, undergoing self- evaluation has to provide also self-rating, by concluding what level he or she is appropriate in concrete competency – basic, intermediate or high and more as well as there is one column, for individual to mark possible comments about the development needed in concrete area.

Self assessment is an support instrument to potential European Mobility Advisors, candidates for this position to first of all – as a information tool, informing, what competencies are needed as well as potential career development guide, find out possible “whit spots” in somebodies knowledge, skills and attitudes to be developed.

4 - I know the opportunities offered by European programs to exchange with other educational institutions (e.g. Erasmus - Education and VET)								
5 - I know the opportunities not funded by European programs to be able to carry out a study period abroad (e.g. School year abroad)								
6 - I know the opportunities the EU offers to young people to study in another country (e.g. loans, Erasmus Master Loans)								
7 - I know the opportunities for integrated studies (e.g. joint Masters, Erasmus Mundus)								
8 - I know information on recognition of qualifications and educational qualifications								
9 - I know the training opportunities to further study in Europe (e.g. Summer / Winter School)								
SCORE – 1.1 STUDY								
TOTAL	(SUM SCORE)							

Between 9 and 27 LOW (30%)
Between 28 and 54 MID (60%)
Between 55 and 72 HIGH (up to 100%)

5 - I know the information on the recognition of qualifications and professional titles								
6 - I know the rights and duties of workers in Europe								
7 - I know the trends, functioning, and fluctuations of the labour market, career options, wages, unions, working population and the supply and demand of certain professions in a sector								
8 - I know the governmental policies concerning educational curricula and the approved curricula from specific educational institutions								
SCORE – 1.2 WORK								
TOTAL	(SUM SCORE)							

<p>Between 8 and 24 LOW (30%) Between 25 and 48 MID (60%) Between 49 and 64 HIGH (up to 100%)</p>

7.1.3 KNOWLEDGE

SCORE – 1.3 VOLUNTEERING								
TOTAL	(SUM SCORE)							

Between 5 and 15 LOW (30%)
 Between 16 and 30 MID (60%)
 Between 31 and 40 HIGH (up to 100%)

PROGRAMMES

KNOWLEDGE	LEV	LEV	LEV	LEV	LEV	LEV	LEV	LEV
	EL 1	EL 2	EL 3	EL 4	EL 5	EL 6	EL 7	EL 8
1 – I'm familiar with the European programs aimed at young people (e.g. Erasmus Plus, European Solidarity Corps)								
SCORE – 1.4 EUROPEAN MOBILITY PROGRAMMES								
TOTAL	(SUM SCORE)							

Between 1 and 3 LOW (30%)
 Between 4 and 6 MID (60%)
 Between 7 and 8 HIGH (up to 100%)

7.1.4 DATABASES, TOOLS AND PORTALS

2 – I know the self application methodologies (curriculum vitae, motivation and cover letters)								
3 – I know assessment methods and procedures in order to evaluate prior experience, learning needs, demands, motivations and learners' wishes								
4 – I know about the non-verbal part of communication (e.g. facial expressions, speech patterns, gestures, body language, proxemics, posture, appearance, habitus, respiration and body reactions)								
5 – I know about 'Active Listening' communication techniques								
SCORE – 2 GUIDANCE								
TOTAL	(SUM SCORE)							

Between 5 and 15 LOW (30%)
 Between 16 and 30 MID (60%)
 Between 31 and 40 HIGH (up to 100%)

9 – I understand Computer Security and Privacy								
10 – I know about Digital Lifestyles such as film, digital image editing, animation, social media, game making								
11 – I know about text forms and text structures								
12 – I know about EU project terminology								
13 – I know about barriers to effective communication								
14 – I know about Digital Lifestyles such as film, digital image editing, animation, social media, game making								
15 – I know about learning approaches and methods in Media Literacy programmes								
16 – I understand the importance and relevance of media in young people and youth workers' lives.								
17 – I know development-appropriate methods based on an understanding of youth dynamics and sub-culture (e.g. youth cultural activities, outreach youth work, community work,								

3 – I know the social context: local authorities, social services, NGOs, local organisations								
SCORE – 4 NETWORKING								
TOTAL	(SUM SCORE)							

Between 3 and 9 LOW (30%)
 Between 10 and 18 MID (60%)
 Between 19 and 24 HIGH (up to 100%)

7.5. OVERVIEW TABLE: SELF ASSESSMENT

WORK PACKAGE	TOTAL SCORE	LEVEL OF KNOWLEDGE
1.1 - STUDY		

1.2 - WORK		
1.3 - VOLUNTEERING		
1.4 – EU PROGRAMMES		
1.5 – DATABASES AND TOOLS		
2 - GUIDANCE		
3 - INTERACTION		
4- NETWORKING		

7.6. INTENSITY OF KNOWLEDGE TO ASSESS

Low:

Individual has the level of experience gained in a classroom and/or experimental scenarios or as an internship, assistant on-the-job. It is expected to receive help or assistance when performing any tasks. Focus is on developing through on-the-job experience, he/she understands and can discuss terminology, concepts, principles, and issues related to any competency. Individual is able to use the full range of reference and resource materials in his/her performance.

Intermediate:

Individual is able to successfully complete tasks in this competency as requested. Help from an expert may be required from time to time, but person can usually perform the skill independently. Focus is on applying and enhancing knowledge or skill; Individual has applied this competency to situations occasionally while requires limited guidance to perform accordingly in any situation. Person understands and can discuss the application and implications of changes to processes, communication, networking, mobility opportunities, work and volunteering.

High and more:

Individual can perform the actions associated with this skill without assistance. Individual is recognized as a competent, independent and self-driven person in challenging situations. Individual has consistently provided practical/relevant skills and performance as well as perspectives on process or practical knowledge in more than three areas of competency. Individual is capable of coaching others in the finding possibilities of EMAS, would it be studies, work or volunteering.

7.7. STRUCTURE OF THE INTERVIEW

STRUCTURE OF THE INTERVIEW	
INFORMING/KNOW 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	LIMITED	INTERMEDIATE	HIGH OR MORE	COMMENTS – FOR DEVELOPMENT
STUDY				
I know relevant information about education in Europe (admission requirements, education systems)				
I know the initiatives in support of studies (e.g. Scholarships)				
I know the opportunities offered by European programs to carry out a period of study in a European university (e.g. Erasmus Study)				
I know the opportunities offered by European programs to exchange with other educational institutions (e.g. Erasmus - Education and VET)				
I know the opportunities not funded by European programs to be able to carry out a study period abroad (e.g. School year abroad)				

I know the opportunities the EU offers to young people to study in another country (e.g. loans, Erasmus Master Loans)				
I know the opportunities for integrated studies (e.g. joint Masters, Erasmus Mundus)				
I know information on recognition of qualifications and educational qualifications				
I know the training opportunities to further study in Europe (e.g. Summer / Winter School)				
WORK				
I know the European initiatives to promote the employment of young people in Europe (e.g. Your First Eures Job)				
I know the internship and job opportunities offered by the institutions and agencies of the European Union (e.g. Traineeship)				

in European Institutions / Job opportunities)				
I'm familiar with the employment opportunities for young people offered by the European Union (e.g. European Solidarity Corps - occupational strand)				
I know the main internship opportunities for students (e.g. internships organized by student associations in Europe)				
I know the information on the recognition of qualifications and professional titles				
I know the rights and duties of workers in Europe				
I know the trends, functioning, and fluctuations of the labour market, career options, wages, unions, working population and the supply and demand of certain professions in a sector				

I know the governmental policies concerning educational curricula and the approved curricula from specific educational institutions				
VOLUNTEERING				
I know the opportunities offered by the European Union in the field of volunteering (e.g. European Solidarity Corps, EU Aid Volunteers))				
I'm familiar with the opportunities offered by the European Union in the field of cultural exchanges (e.g. Erasmus Plus - Youth Exchanges)				
I know the international opportunities for volunteering in Europe - also self-financed (e.g. Workcamps, Wwoofing, Workaway)				
I know the main national volunteer programs also open to young people from other EU countries				

(e.g. Service civique, German Federal Voluntary Service)				
I'm aware of the opportunities for self-financed cultural / international exchanges in Europe organized by associations (e.g. University Summer Week, School Camps, etc.)				
EUROPEAN MOBILITY PROGRAMMES				
I'm familiar with the European programs aimed at young people (e.g. Erasmus Plus, European Solidarity Corps)				
DATABASES, TOOLS AND PORTALS				
I know the main portals of the European Union for job search (e.g. Eures - The European job mobility portal)				
I know how to find information on the main sites of the European				

networks dealing with mobility opportunities (e.g. Eurodesk database, EuroGuidance)				
I know how to use the European Commission's portal to search for information (e.g. European Commission)				
I know the sites and portals useful for finding internships (Traineeship Portals)				
I know the sites of the European Union dedicated to young people and youth workers (e.g. European Youth Portal, Salto Portal, etc)				
Knowing the main opportunities for students and young people (National Youth portals)				
SKILLS				
Be able to provide clear and precise information on topics related to study				

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				
Know how to synthesizing and making information easily accessible				

Being 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				
ATTITUDE				
Communicating with an appropriate language according to the users				
Keeping himself informed and updated on the world of youth				
Showing accuracy in terminology				
Interesting in finding out new information / updating himself				

PROVIDING GUIDANCE/KNOW HOW TO PROVIDE GUIDANCE	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	LIMITED	INTERMEDIATE	HIGH OR MORE	COMMENTS – FOR DEVELOPMENT
I know about counselling techniques used in different settings and with various groups and individuals, especially concerning methods of supervision and mediation in the counselling process				
I know the self-application methodologies (curriculum vitae, motivation and cover letters)				
I know assessment methods and procedures in order to evaluate prior experience, learning needs, demands, motivations and learners' wishes				

I know about the non-verbal part of communication (e.g. facial expressions, speech patterns, gestures, body language, proxemics, posture, appearance, habitus, respiration and body reactions)				
I know about 'Active Listening' communication techniques				
SKILLS				
Know how to actively listen and be able to interpret the problems, situations and specific needs of the young person				
Know how to ask the right questions to better understand the needs of the young person				
Be able to offer accurate and personalized information in line with the young person's needs				
Know how to accompany/counsel the young person in a 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				
ATTITUDE				
Having an emphatic mode of communication				
Listening to the young person's needs before giving advice, adapt the language according to users				
Communicating with an appropriate language according to the users				
Be able to handle one's emotions				

Showing interest in what's being said and engaging in communication				
Active listening				
Open-minded, non-judgmental, accepting and positive				
Careful trustees of young people's growing vulnerability and openness				
Actively showing verbal and non-verbal signs of listening				
Acceptance of all individuals with all their strengths and weaknesses				
Showing understanding of the individual learners' feelings and needs				
Strengthening learners' independence and believing in their existing abilities and potential				
Being patient, persevering and empathetic				

Having an open mind towards cultural diversity				
Showing equal respect and tolerance towards all young people				
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	LIMITED	INTERMEDIATE	HIGH OR MORE	COMMENTS – FOR DEVELOPMENT
I know about media basics (definitions, key concepts and terminologies)				
I know about 'Active Listening' communication techniques				
I know about the non-verbal part of communication (e.g. facial				

expressions, speech patterns, gestures, body language, proxemics, posture, appearance, habitus, respiration and body reactions)				
I know about models, components, patterns and types of communication				
I know about campaigning				
I know about journalism basics				
I know about Alternative Media				
I know about Computer Basics and the World Wide Web				
I understand Computer Security and Privacy				
I know about Digital Lifestyles such as film, digital image editing, animation, social media, game making				
I know about text forms and text structures				

I know about EU project terminology				
I know about barriers to effective communication				
I know about Digital Lifestyles such as film, digital image editing, animation, social media, game making				
I know about learning approaches and methods in Media Literacy programmes				
I understand the importance and relevance of media in young people and youth workers' lives.				
I know development-appropriate methods based on an understanding of youth dynamics and sub-culture (e.g. youth cultural activities, outreach youth work, community work, gender specific work, adventure education, group work etc.)				

SKILLS				
Respond to user requests within the maximum time set by the service (e.g. 48 h)				
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 (e.g. 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				
ATTITUDE				
Taking the initiative				
Showing a positive and proactive attitude				
Showing openness to young audiences				
Interesting 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 constructive criticism and the challenging of accepted ideas				
Showing respect - thinking comparatively and without prejudice about cultural differences				
Showing enthusiasm and willingness to investigate the "extra" requests of users				
Taking the initiative				
COMMUNICATING, RELATING WITH OTHERS AND NETWORKING	DEFINITION: RELATIONAL AND BEHAVIORAL SKILLS TO CREATE A NETWORK OF PROFESSIONAL CONTACTS THAT ARE MAINTAINED OVER TIME - LOCALLY, NATIONALLY AND INTERNATIONALLY;			
KNOWLEDGE	LIMITED	INTERMEDIATE	HIGH OR MORE	COMMENTS – FOR DEVELOPMENT
I know the information networks that deal with mobility and create contacts				
I know the contexts of education, training and work: public and				

private subjects, policies and objectives				
I know the social context: local authorities, social services, NGOs, local organizations				
SKILLS				
Map the associations/organizations/entities in the area working in the field of youth mobility				
Map the associations/organizations/entities in the area working in the field of study				
Map the associations/organizations/entities in the area working in the field work				
Map the associations/organizations/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 (schools, local media, other youth organizations, associations, employment services, etc.)				
Speak English				

ATTITUDES				
Having a positive attitude of collaboration, sharing and openness				
Showing interest in youth issues				
Showing interest in details				
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 analyze 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, sharing and openness				
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8. CONCLUSIONS

The objectives of the guide is to validate and evaluate the competences of **the European Mobility Advisors position/status**, but also give them feedback on the areas of improvement. We believe this in return will help the advisors to develop their professionalism and promote the field of employment. The methodology proposed here allows EMA to learn about their professional development, reflect on the competence they have and the scope of work they do. It also helps the assessors to recognize all the important check-ups and

follow the clear guidelines. We have chosen observation and collecting evidence as the very common methods used within this line of work. Both are effective and give a certain amount of flexibility to suit specific needs of different organizations.