

**Guiding you
through your
learning journey.**



Publisher

Eurodesk Brussels Link
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1000 Brussels, Belgium

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New edition in September 2022

Framework

The delivery of high-quality services has been at the heart of Eurodesk since its foundation. As stated in the Eurodesk 10 Key Principles, this would not be possible without 'qualified and trained staff'.

Despite national differences, and beyond our shared values and principles, the competence framework contributes to creating better coherence in several areas such as training, individual and peer learning and quality. It is the backbone of Eurodesk's learning and development plan.

In a rapidly evolving and uncertain context, setting a competence framework contributes to assisting Eurodesk in fine-tuning the training and learning provision based on the actual learning needs of those implementing the service.

Indeed, the COVID-19 pandemic revealed the importance of having developed an agile learning and development plan. For instance, the digitalisation of our training activities led us to develop more personalised offers to our network - and in turn, ensure greater effectiveness in the youth information service delivery. The pandemic also contributed to the analysis and modernisation of our membership services.

It is in this particular context that we are launching the second edition of the competence framework of Eurodesk mobility advisors. In a rapidly evolving environment, in which one crisis comes after the other, the importance of developing the resilience of our network through competence development is more crucial than ever.

This new edition aims to bring even more clarity to the role of a Eurodesk mobility advisor. It incorporates important dimensions such as supporting youth wellbeing. It will be supplemented by several training assessment tools and activities. The competence framework is also better aligned with the Eurodesk six-year strategy for the period 2022-2027*.

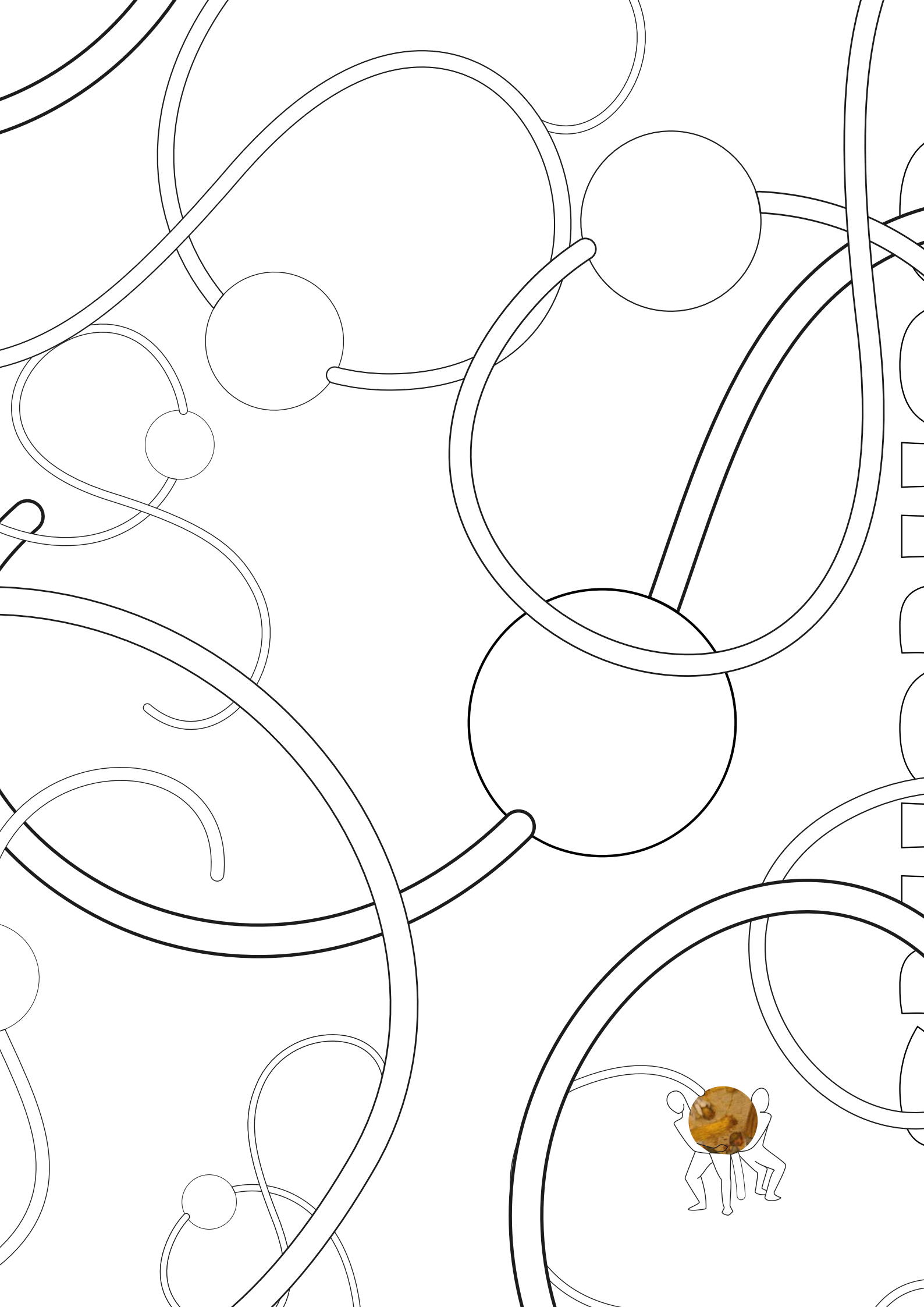
I hope you will recognise yourself in the competences described in this publication and you will actively use it to reflect on your own practices, grow and learn with your peers. Looking at competences is an exercise supporting lifelong learning as well as peer learning and should be understood as such. It is certainly not a way to formalise or standardise things, on the contrary. It's an invitation to think and innovate!

Audrey FRITH
Eurodesk Director



* Eurodesk 6-Year Strategy

Our vision is a European area in which young people have a place to turn to get information and support in accessing European and international opportunities. We aim for all our national offices to use the resources at hand to federate a diverse network of multipliers that is present throughout their country's territory, in urban and rural areas, and in capacity to reach various youth groups. Today, access to such services remains too unequal. A Europe in which European opportunities are accessible for all will result in a more resilient and equal society, increasing the opportunities for active participation.



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Eurodesk is an **international youth information network** created in 1990. With a network of national coordinators connected to over **2000 local information providers** in almost 40 European countries, Eurodesk raises awareness on learning mobility opportunities and encourages young people to become active citizens. Eurodesk information services are public and free of charge.

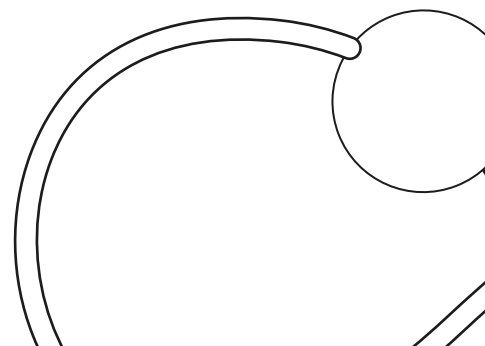
Eurodesk is the main source of **youth information on European opportunities** (related to studying, volunteering or learning abroad) **and initiatives** (youth events, consultations, competitions, etc.). It aims to broaden participation by ensuring this information is comprehensive and accessible to all young people and to those who work with them; as such it is a support organisation of the Erasmus+ programme.

About Eurodesk

Eurodesk **answers enquiries and provides guidance for young people and those who work with them** in building their mobility projects. It updates and manages content on the [European Youth Portal](#), and answers enquiries coming from its helpdesk in addition to those received via other channels (around 250.000 per year).

Eurodesk specific know-how relates to **working with young people** (informing, counselling and engaging youth), offering a **wide range of opportunities** (Erasmus+, European Solidarity Corps, local, national, bilateral, international programmes), delivering strong **digital outreach** while **being present at the grassroots level** through a wide and diverse network of local multipliers.

Among the European-wide activities, Eurodesk organises a **flagship campaign** in October each year called [Time to Move](#) aimed at informing young people on international opportunities and on the Eurodesk services (around 1.000 events per year). Eurodesk also takes part in European-level campaigns such as the European Youth Week alongside running national and local information campaigns.



Eurodesk structure

The work of the Eurodesk network is coordinated by a European office (AISBL) called **Eurodesk Brussels Link** (EBL). EBL runs information management tools, provides guidelines, support and training to its network.

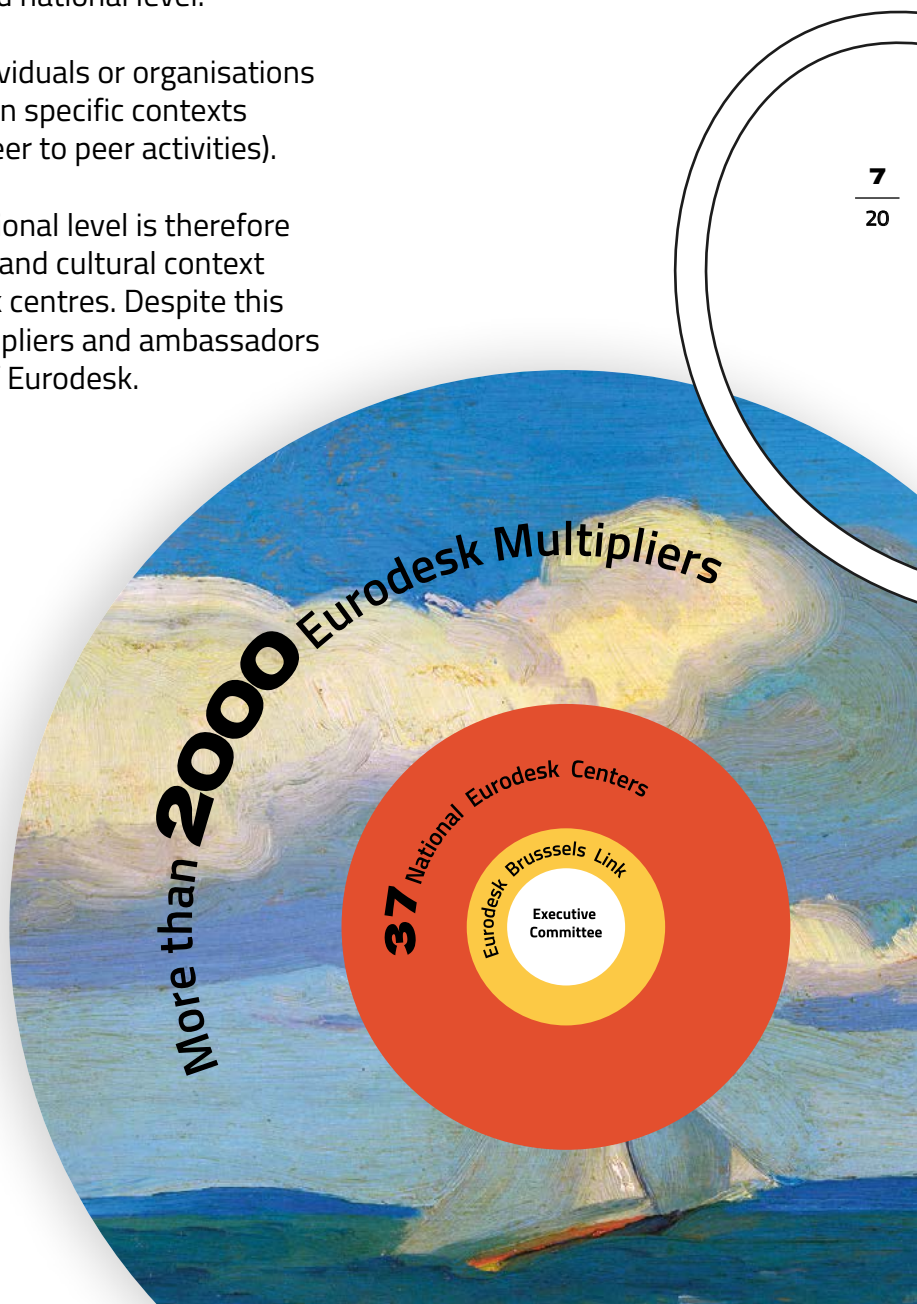
There are **almost 40 Eurodesk national coordinators** who deliver youth information services and manage a network of national/local/regional youth (information) contact points, the Eurodesk multipliers and ambassadors.

Eurodesk **federates over 2000 local youth information providers**, the so-called Eurodesk multipliers and ambassadors.

Eurodesk Multiplier refers to a broad category of organisations that Eurodesk national coordinators choose to work with to further disseminate Eurodesk information towards young people and those working with them. These can be youth information centres, youth organisations, libraries and municipalities at local, regional and national level.

Eurodesk Ambassadors are either individuals or organisations that promote Eurodesk opportunities in specific contexts (e.g. youth ambassadors involved in peer to peer activities).

The way Eurodesk is structured at national level is therefore very diverse based on the legal, social and cultural context and the choices made by the Eurodesk centres. Despite this diversity, Eurodesk coordinators, multipliers and ambassadors share the core values and principles of Eurodesk.



Eurodesk model and national realities: Adaptability of the framework

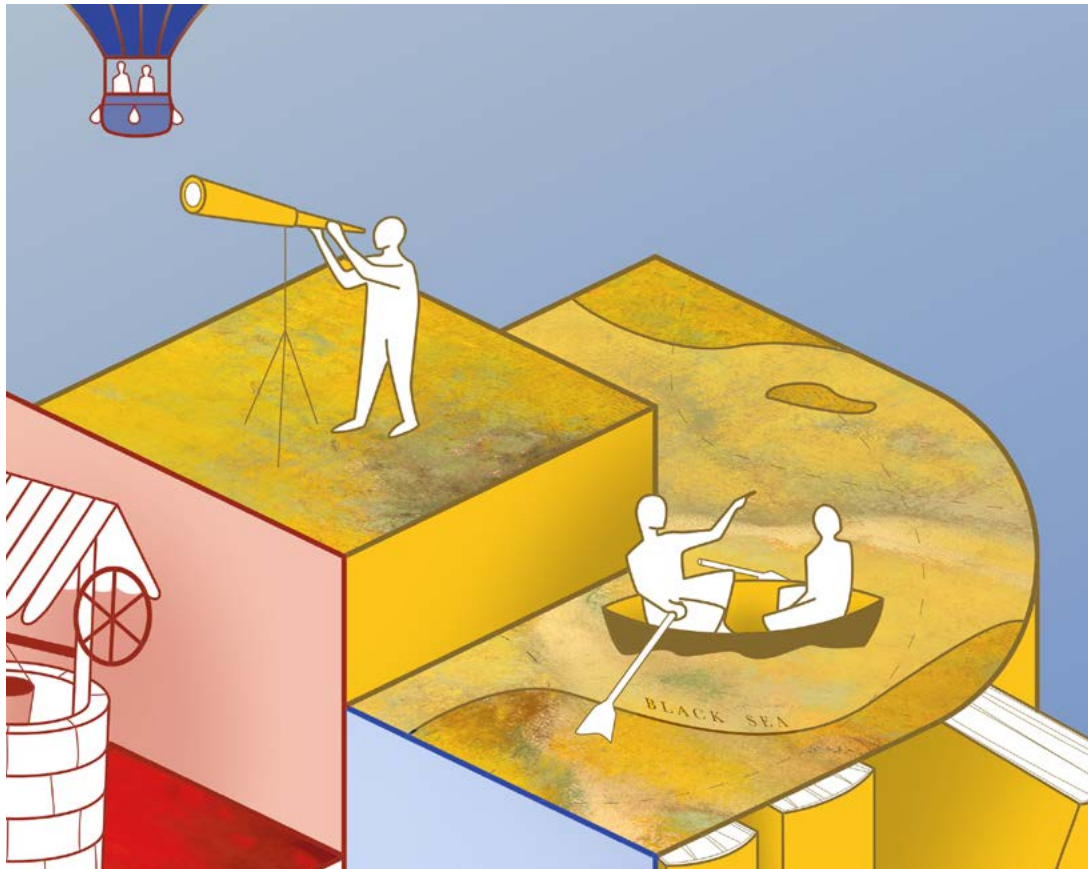
The **Eurodesk model is adapted to national realities, cultures and structures.** The diversity in Eurodesk practices at national level is one of the Network's major strengths, but it also brings a challenge when there is an attempt to set common standards at European level.

This concerns the diversity of practices in terms of how the national networks are organised (paid or voluntary engagement, one person for all Eurodesk tasks, simple or complex network of multipliers, etc.) and what the profiles of the Eurodesk multipliers and ambassadors are (it ranges from professional youth workers and youth NGOs, to local authorities, libraries and school inspectors), etc.

Due to a **vast diversity** in the ways Eurodesk operates at national level, it is clear that any attempt to impose a common standard from the European level would be seen as 'over-formalisation' and therefore not applicable in a number of national contexts.

At the same time, there is a lot in common across the network, especially when it comes to values (e.g. empowering and informing all young people). This Competence Framework is an attempt to be **a common framework, flexible enough to be used in diverse national Eurodesk realities.** Therefore, it will require some additional work at national level to fit the needs and specificities of each country.

EURODESK MOBILITY ADVISOR, THE BACKBONE OF EURODESK



The term 'Eurodesk Mobility Advisor' has been coined to give a common name and recognition to all different formats of delivering the 'core business' of Eurodesk – namely, providing information about European opportunities to young people all over Europe.

In some countries, this 'core business' is done by a national network of multipliers and ambassadors, while in others it is done by one person who acts as a national coordinator and mobility advisor at the same time.

Key functions and responsibilities of a Eurodesk Mobility Advisor:

- Answers enquiries and informs young people about European and international opportunities related to going abroad and youth participation;
- Delivers non-formal learning activities for young people and youth workers;
- Regularly promotes youth opportunities online, including through social media;
- Initiates and implements promotional events (e.g. fairs, presentations in schools, workshops);
- Participates in the planning and the implementation of information campaigns;
- Cooperates and exchanges information with other Eurodesk colleagues (at local, national and European level);
- Pro-actively maps and collaborates with relevant European, national, regional and/or local partners;
- Works with European/national/regional/local media in order to promote Eurodesk and youth opportunities;
- Continuously updates own knowledge about mobility opportunities and youth information and improves relevant skills (e.g. self-learning, training seminars);
- Evaluates quality and results of own work and takes part in quality processes.

Due to the **diversity of ways to implement Eurodesk** activities at national levels, this list may differ. In some cases, the Mobility Advisors would do less tasks than those listed

above, while in other cases, the list would get even longer (e.g. including the development of content for the European Youth Portal).

What do we mean by competencies?

Competencies are coherent patterns of knowledge, skills and attitudes needed for successfully performing a certain job or a certain role. Competencies are visible in behaviours and can be assessed through behavioural indicators.

To focus on competencies is also about questioning how people go about having the work done and considering the behaviours an individual demonstrates (without focusing exclusively on job or task requirements).

FOCUS ON COMPETENCES

What we do



How we do it

Those competencies are then grouped into broader competence areas within a coherent framework as further presented below.

Why a competence framework for Eurodesk Mobility Advisors?

The Eurodesk Mobility Advisor Competence framework aims to:



Provide a common language about ways of doing things in the network.



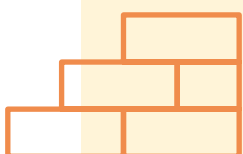
Provide a framework for self-assessment and feedback.



Make implicit (desired) performance standards explicit.



Connect training and development activities with Eurodesk quality standards.



Offer a basis to assess learning and training needs within the network and to plan related training activities at local, national and European level.



Contribute to a better recognition of the role played by Eurodesk Mobility Advisors.

Competence framework and quality assurance

The delivery of high quality services has been at the heart of Eurodesk since its foundation. As stated in the charter of **Eurodesk principles**, this would not be possible without 'qualified and trained staff'. In that context, the competence framework may assist Eurodesk coordinators and management in fine-tuning the training and learning provision based on the actual learning needs (identified as competency gaps).

The implementation of the competence framework provides insights for the **Eurodesk Learning and Development Plan** and related training and support offer that encompasses a whole range of opportunities (training, coaching, mentoring, e-learning, peer learning, etc.)

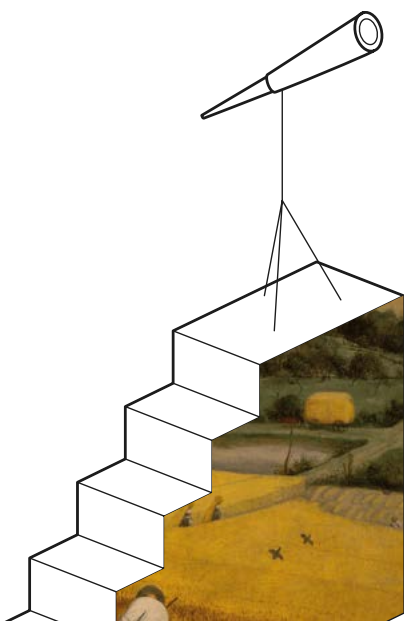
Process of development of the competence framework for Eurodesk Mobility Advisors

As participants in the online survey stated, the task was to develop a practical framework - 'real and common competencies that define the network, not something theoretical that only exists in a legal document'.

It is important to underline that the work on the development of the competence framework has been built on the outcomes of the Multipliers' Seminar in Trieste (October 2016), but foremost on all previous work done in the area of the Eurodesk Qualifying Training Programme for multipliers.

The development process of this competence framework has included:

- Desk research of Eurodesk materials (reports, handbooks, training manuals, etc.)
- Participation in two Eurodesk events: Multipliers' Seminar (June, 2017) and national coordinators' Network Meeting (September, 2017)
- Interviews and focus groups (June-September 2017)
- Online survey for both national coordinators and multipliers (July-August 2017)
- Drafting of the first version (October 2017), followed by feedback (October -November 2017)
- Drafting the final version (November-December 2017)



These inputs served as a basis to develop this competence framework, with the support of an external expert, Darko Markovic. The process of development was conducted as 'bottom-up': from the identified behaviours to competencies, and from competencies to competence clusters. The competence framework contained 12 competencies, grouped into 3 competence areas. Each competency contained a short definition and a list of behavioural indicators. After a period of consultations and feedback, the competence framework was finalised in 2018 and served as a basis for the development of tools for its implementation.

In 2020-2021, Eurodesk worked in partnership with the European Youth Information and Counselling Agency (ERYICA) on a European Competence Framework for Youth Information Workers ([#YouthInfoComp](#)) and on an [ESCO](#) occupation of Youth Information Worker released in 2022. This process was highly important for raising awareness on the need to recognise both the profession and the youth information field.

The main difference between the [#YouthInfoComp](#) and the Eurodesk Competence Framework is that it is broader and does not tackle Eurodesk specific competencies. Of course, the two are connected. The process that led to the adoption of the [#YouthInfoComp](#) made us reflect on our own framework and therefore a revision process was initiated by Eurodesk Brussels Link (EBL).

EBL started developing a new version of its competence framework taking into account changes in the field, the impact of the COVID-19 crisis, the development of the [YouthInfoComp](#), the inputs collected from the network (e.g. during Network Meetings), from a group of experts and the Eurodesk Executive Committee. One goal was to make the competence framework clearer to the Eurodesk coordinators, multipliers and ambassadors, for instance by changing the titles of the three competence areas.

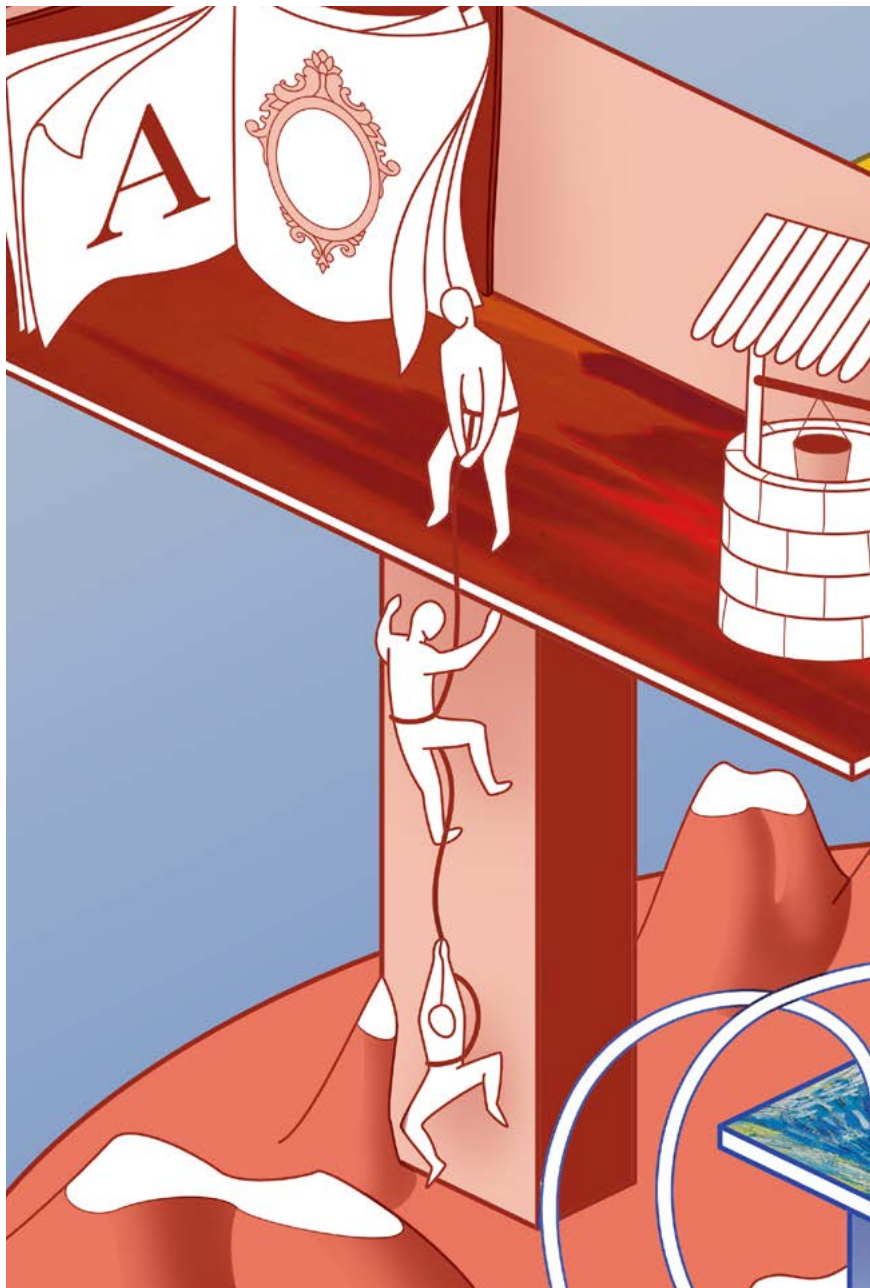
Overview of the process leading to the revised Eurodesk Competence Framework:

- Internal consultation of national coordinators on the Training Needs Assessment Tool (January-February 2020)
- Working group on the revised Competence Framework (22 March 2021). The group supported a soft revision, keeping the general approach and the three competence areas but revising their titles and the competencies.
- Experts contributed to a MIRO board showing the current and revised edition of the framework (March-April 2021) to collect further inputs.
- Presentation and piloting of the new framework at the Network Meeting (April 2022) and Multipliers' Seminar (May 2022).

Synthesis of the changes made:

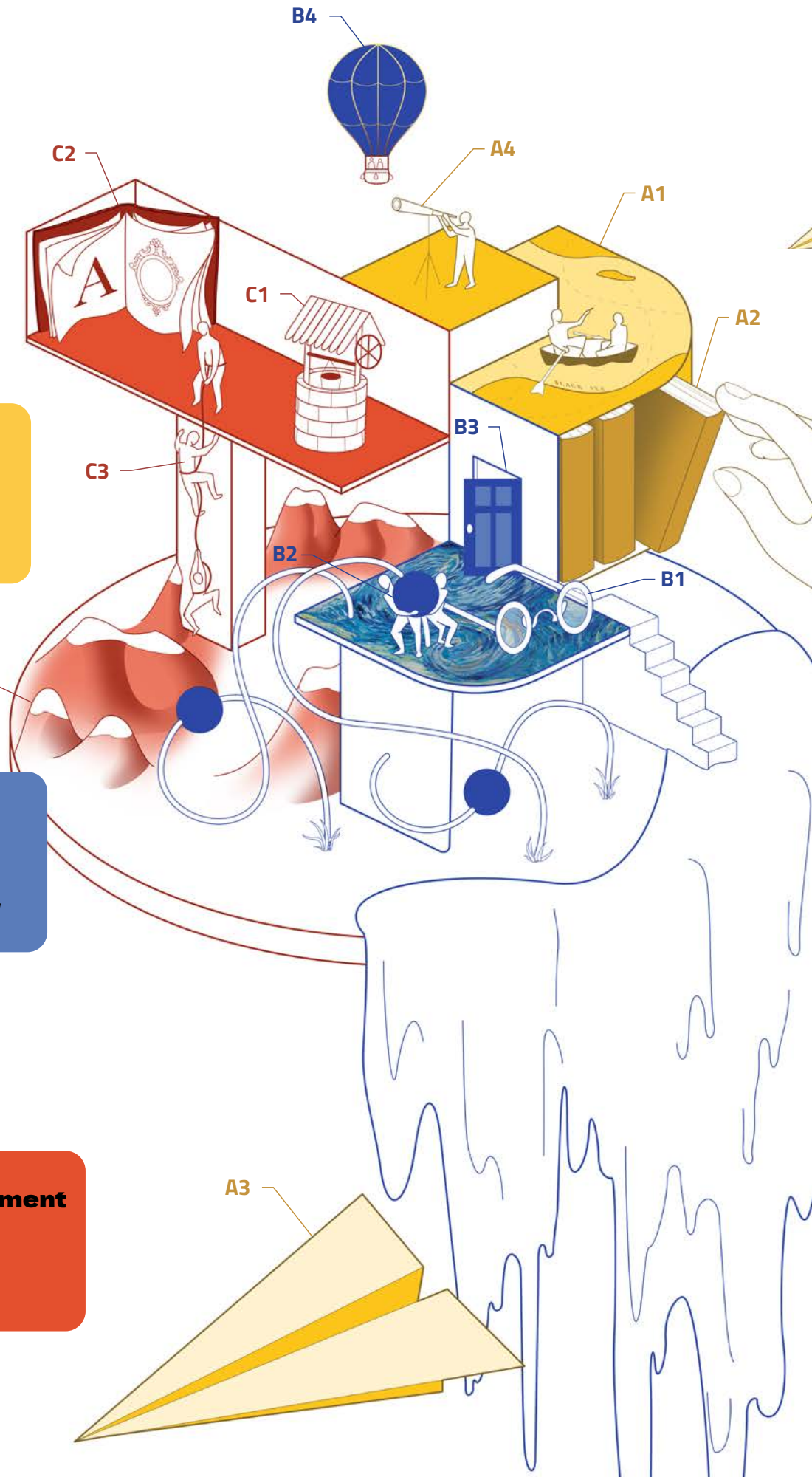


EURODESK COMPETENCE FRAMEWORK



The competence framework contains **12 competencies, grouped into 3 competence areas** as illustrated in the diagram below. Each competency contains a short definition and a list of behavioural indicators.

3 competence areas and 12 competencies



Youth Information and Support

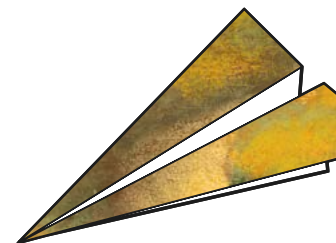
- A1. Service orientation
- A2. Information management
- A3. Empathic communication
- A4. Mentoring

Youth Outreach and Empowerment

- B1. Youth focus
- B2. Targeted communication
- B3. Media and information literacy
- B4. Ethics and values

Personal and Community Development

- C1. Eurodesk knowledge
- C2. Continuous learning
- C3. Network and partner
- C4. Quality



Competency:
Service orientation

Definition:

Commitment to providing personalised and reliable information in accordance to the young person's needs and rights.

Behavioural indicators:

- Shows openness and accessibility towards young people and other users of the service
- Responds to an enquiry in a timely manner
- Respects young people's right to privacy, confidentiality and anonymity
- Provides accurate and personalised information in line with the young person's needs and rights

Competency:
Empathic communication

Definition:

Using capacity for empathy in communication to build trust and a better understanding of youth needs.

Behavioural indicators:

- Uses active listening and effective questioning to grasp a young person's needs, motives and feelings
- Practices cultural and emotional safety and cares for youth well-being
- Communicates in a way that is appropriate for each person's abilities, age and background
- Builds a positive relationship with young people based on mutual trust and respect

Competency:
Information management

Definition:

Ability to manage information to address the information needs of its audience.

Behavioural indicators:

- Identifies and serves the information needs of young people
- Researches, selects and curates information and publishes it on relevant channels
- Designs informational products adapted to its target audience (online and offline)
- Translates complex information into a communication that is easy to understand and adapted to young people's attention span

Competency:
Mentoring

Definition:

Guiding young people in discovering their potential and implementing their ideas.

Behavioural indicators:

- Opens doors and guides young people in developing their ideas/projects further, building on own experience and knowledge
- Creates a comfortable, safe and accepting atmosphere when in contact with a young person
- Recognises the young person's potential for development
- Provides (corrective) feedback to the young person in a sensitive way

Youth outreach and Empowerment

Competency: Youth focus

Definition:

Ability to take on the perspective of young people based on the true understanding of their realities and encourage their participation.

Behavioural indicators:

- Keeps up-to-date on youth trends and understands the various factors affecting their lives
- Assesses the needs of young people to determine appropriate activities that match their personal situations and abilities
- Encourages young people to take part in the production, dissemination and evaluation of youth information
- Actively searches for ways to reach out and include disadvantaged youth

Competency: Media and information literacy

Definition:

Understanding the nature of various types of media (offline and online), how to work with them and evaluate them critically.

Behavioural indicators:

- Understands how different media (offline and online) work and uses them in an appropriate way
- Is able to analyse and interpret information
- Critically evaluates the credibility and reliability of information and its sources
- Incorporates activities which require users to develop media and information literacy skills

Competency: Targeted communication

Definition:

Ability to use different channels of communication and adapt targeted communication style to each user.

Behavioural indicators:

- Demonstrates knowledge of effective methods and tools to reach target groups
- Adapts communication style to users (young people, parents, educators, partners...)
- Develops non-formal activities based on young people's interests and needs
- Actively uses various channels and methods to communicate information to its target groups

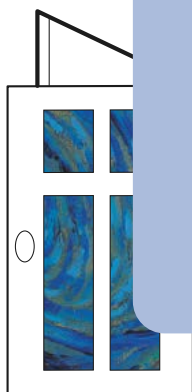
Competency: Ethics and values

Definition:

Ability to act in line with the values and purpose of Eurodesk and of the youth (information) field.

Behavioural indicators:

- Values the importance of making youth information (services) safe, open and accessible to all young people
- Is aware of the European Youth Information Charter (ERYICA) and complies with its values and principles
- Aims to empower young people through information
- Understands mobility as a tool to foster youth participation and active citizenship



Professional and Community Development

Competency: Eurodesk knowledge

Definition:

In-depth understanding of the Eurodesk network and knowledge of the key resources/initiatives.

Behavioural indicators:

- Understands how Eurodesk works both at local, national and European level
- Has a broad knowledge about local, national, European and international youth (mobility) opportunities
- Uses peer learning with other multipliers to exchange and build own knowledge about Eurodesk
- Implements services and initiatives that contribute to the overall mission and values of Eurodesk

Competency: Network and partner

Definition:

Readiness to act as part of a local, national and European network of actors and with relevant partners.

Behavioural indicators:

- Participates in a European community of practice within Eurodesk and beyond
- Actively takes part in Eurodesk networking activities (training, webinars, events, campaigns, etc.)
- Actively uses the Eurodesk Intranet to stay in contact with other Eurodesk mobility advisors
- Maintains a wide network of local, national and European partners and works with communities

Competency: Continuous learning

Definition:

Readiness to continuously update own knowledge and reflect on own practice.

Behavioural indicators:

- Actively searches for developmental opportunities and for testing new tools/methods
- Shows readiness to receive feedback in order to improve own practice
- Is aware of own strengths and areas for development as a mobility advisor
- Keeps abreast of relevant local, national and European socio-economic, cultural and policy developments

Competency: Quality

Definition:

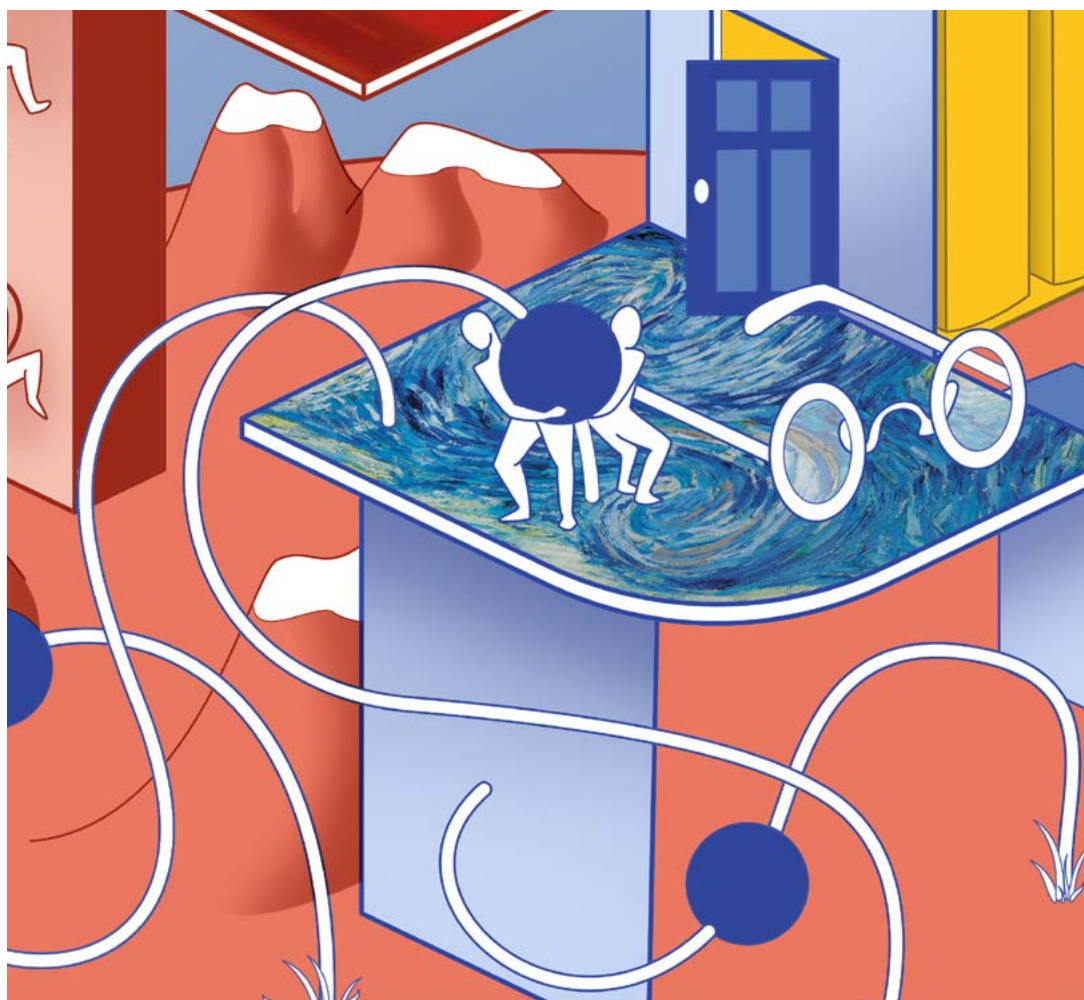
Takes responsibility for applying high standards and measuring progress.

Behavioural indicators:

- Knows and applies the Eurodesk 10 Key Principles in service delivery
- Tests new approaches and continuously innovates to reach all young people
- Takes an active part in the planning, implementation and evaluation of Eurodesk services and activities
- Knows how to plan, organise and evaluate the youth information services in line with quality indicators



EURODESK LEARNING AND DEVELOPMENT PLAN



The Competence Framework supports Eurodesk Learning and Development Plan and its related activities by helping us identify training needs, encouraging lifelong learning and peer learning. It comes with practical training tools and tasks for individual and group use. The Competence Framework is incorporated in our training tools such as the Eurodesk Qualifying Training Programme for multipliers.

Training and (self) assessment tools

Together with the Competence Framework, a practical manual and training tools reinforce the role clarity, recognition and identity of Eurodesk mobility advisors.

The learning tools are:

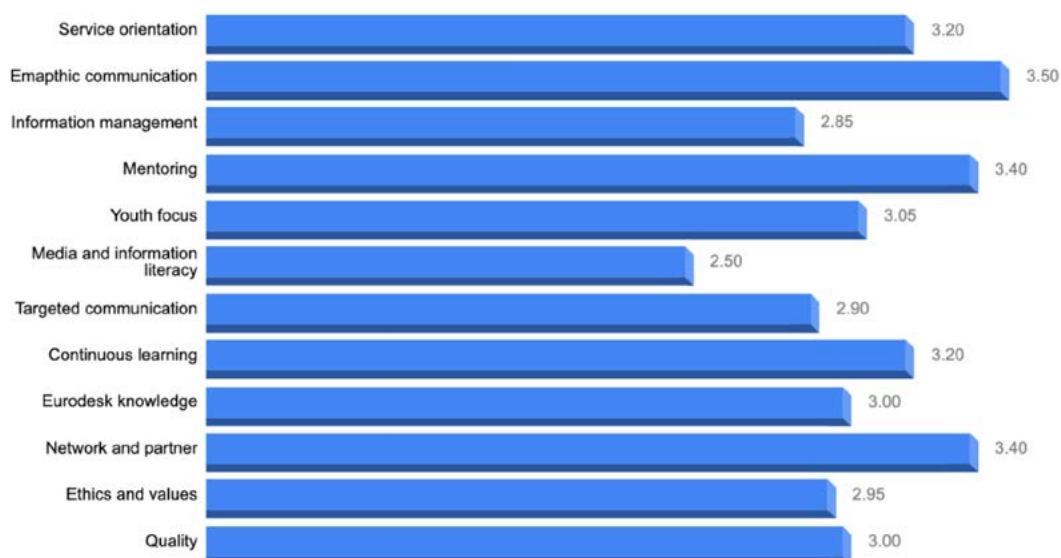
Training Needs Analysis (TNA)

The purpose of this questionnaire is to help Eurodesk to better design its training plan for mobility advisors. The statements are about typical behaviours in the role of a Eurodesk mobility advisor.

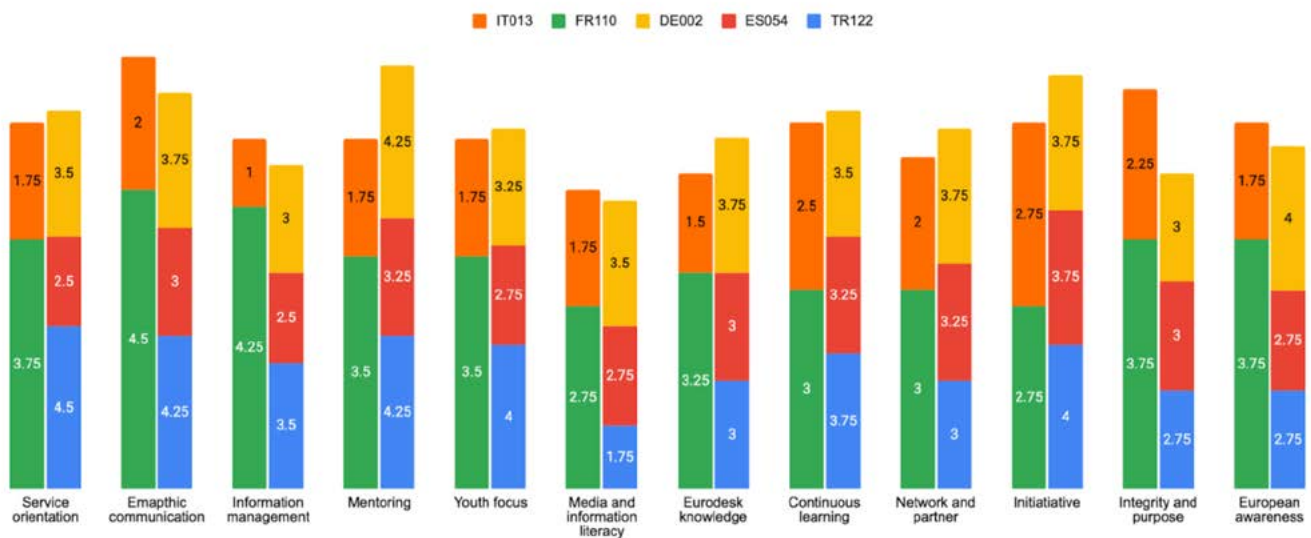
The results can be compiled in order to give a group picture, e.g. the multipliers from one specific country. For that, national coordinators have to request a specific survey to EBL.

More information can be found in the Eurodesk Resource Centre.

Example of results for TNA for groups



Example of TNA individual results as compared to the group (fictitious results)



360° assessment

A 360 evaluation is a peer appraisal methodology. The main purpose of this 360° assessment is to get a better insight about one’s own competences by contrasting the self-assessment with the assessments done by other people. Normally, the other assessors should be the persons that know well the person being assessed (e.g. the coordinator or other mobility advisors).

Often, there’s a big gap between how we think of ourselves and how others perceive us. The use of a 360° assessment can help you close that gap. For example, as a Eurodesk mobility advisor, you might think you are doing really well at communicating,

only to find out that from the point of view of others you don’t communicate clearly enough. Or you might have found that although you are not confident about being a mentor, others around you perceive you as a strong mentor. Either way, a 360° assessment aims to ensure that you become aware of how others perceive you. Remember that the data collected is based on perceptions and is not an accurate measure of skills, however, it will help you identify areas for personal development and training.

How to use it

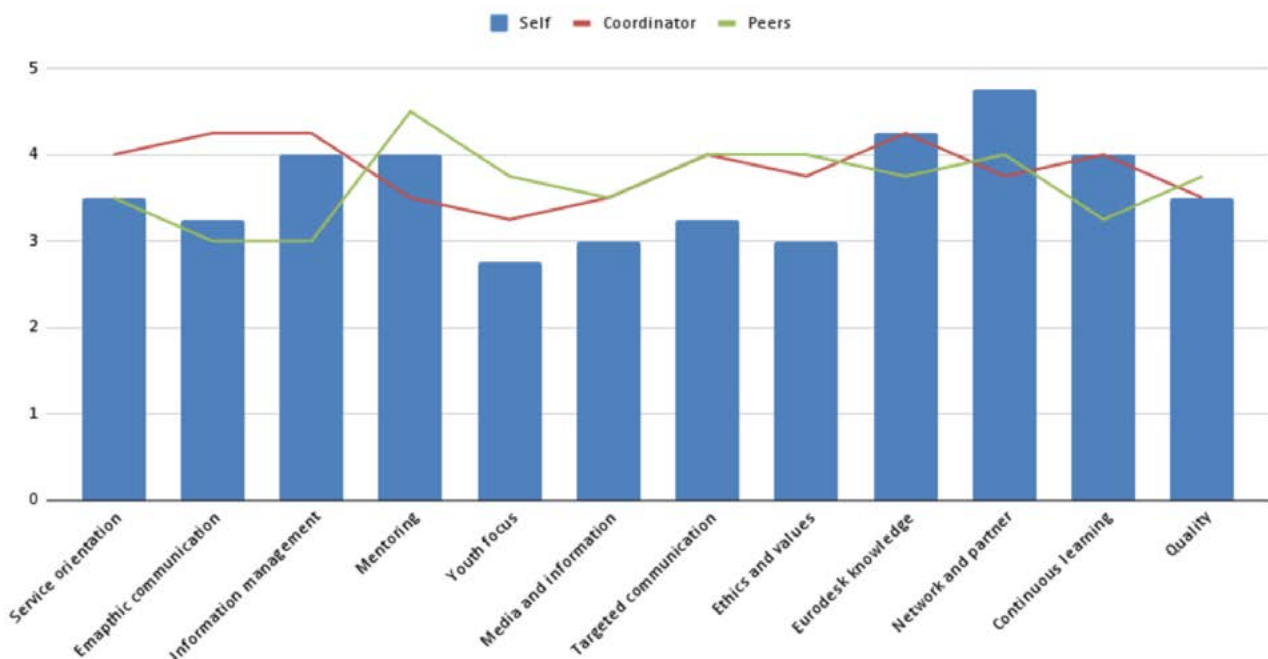
1. Ask for feedback from the people you work with when carrying out Eurodesk tasks. Explain that the answers provided are anonymous and that you will involve more than one person in the process. The more colleagues you can involve the better it will be for identifying patterns.
2. Make sure you explain the purpose of the exercise: you want to receive a broad feedback (360° perspective) on how you perform your tasks as a Eurodesk mobility advisory. The feedback will be for your eyes only and people should feel comfortable being truthful, without worrying about damaging their relationship with you.
3. Each person performs the assessment individually without sharing their evaluation with the others. You will be the only one to collect and compile the data.

4. Once this is done, you will get a detailed report (diagram) about how you self-assess yourself and how others have observed

What do the results show?

Here are some guiding questions:

- Is there a different assessment between your peers, your manager(s) and yourself?
- Do your peers and manager(s) share the same perspective about your strong and weak competencies? Are they the same as your own?
- What does it mean in terms of training and development?
- Is there an area you would like to discuss with your manager(s) and peers? You on the job (see chart below).



You will find more information in the Eurodesk Resource Centre.

Training sessions

Training session outlines are developed in order to use the Eurodesk Mobility Advisor competency cards and wheel in the context of national Eurodesk meetings and training sessions. In the following section, you will discover how to use the tools.

Cards for self-assessment (Annex 1)

The main purpose of this deck of cards is to support the development of Eurodesk mobility advisors. The cards can help you get an insight about what are your strengths and what are your areas for further development in connection with the 12 competencies of the competence framework.

How to play

You may play it on your own, but it could be very beneficial to play it with somebody who knows you well (e.g. your coordinator or your colleague). The other person is more there to listen and act like a mirror that can add some additional information to your own self-assessment. If you wish, you may ask the other person for their feedback.



Place the four grey cards face up on the lower part of the table. On the cards you will find the following statements:

- This is a strength
- This is a weakness
- With a little improvement, this could become a strength
- Not applicable.

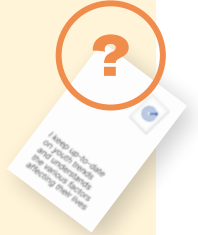


These cards provide a structure for the self-assessment.

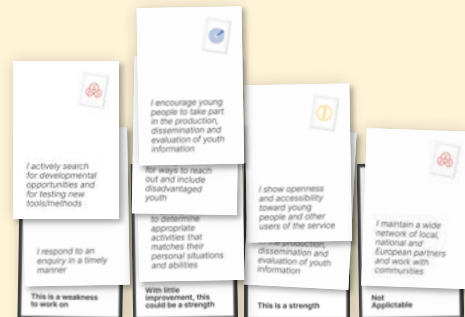


Shuffle well the deck of the rest of 48 cards and turn them face up. Each of the 48 cards indicates one behaviour demonstrated by a Eurodesk mobility advisor.

Take one card from the deck and read it aloud. Think about your own practice as a Eurodesk mobility advisor: Would you consider this behaviour as your strength, your weakness or something that could become your strength? Or perhaps it is not applicable in your context?



Place the card on the top of the selected grey card (not covering up the statement) that indicates your answer. Repeat the same process for all 48 cards.



Take a look at each pile of cards, where do you have more? Where do you have less? What does it tell you? Now, turn each pile of the cards face down, so you can read what is on the back of the cards. For each pile, which colour do you have more cards from? Which colours do you have less? Blue? Red? Yellow?

Now read the titles of the competencies on the back of the cards. Do you have more cards from the same competency in the same pile? Each competence is represented with 4 cards in the deck. Are there more in strengths or in weaknesses?



After getting an insight about your competencies, the questions are:



- What are the competencies you would like to focus on developing in the following months?
- How do the other competencies that you consider your strengths can support you develop those ones?
- What are the opportunities that you can see in a Eurodesk context or outside of it that can help you in this development?
- Are there any people who are good role models for that particular competency?
- Who can support you on the way?
- What are the first actions you may take already next week?



<p>This is a weakness to work on</p>	<p>With little improvement, this could be a strength</p>	<p>This is a strength</p>	<p>Not Applicable</p>
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Diamond Ranking (Annex 2)

When we are told to rank options, people sometimes want to give the same rank to multiple options. In some cases, it may be more important to know the most and least preferred options than to take the time to evaluate the middle choices. A technique known as Diamond Ranking can help you focus on the most and least preferred options. It can be used as a method to allow you to facilitate discussions, share information, consider others' perspectives, negotiate and seek consensus.



How to play

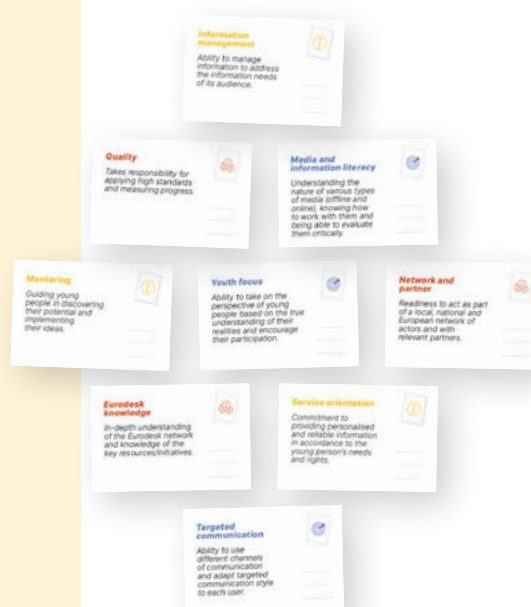


Divide participants into small groups (4-6 per group). The group's task is to agree on a ranking of Eurodesk Mobility Advisor competencies, in a diamond shape.

As a facilitator you can decide if you want just one top competency, two on the next row, and so on, or you can leave the exact shape up to the group.

Each of the small groups receives a set of 12 competency cards with definitions. Ask them to read the competencies and their definitions on the cards.

Then, they place their first priority card at the top, followed by two in second place, three in third place, and a further two and then the card which represents the lowest priority at the bottom, or other shape at the discretion of the group. The groups discuss the competencies and try to come to an agreement about the order of importance. When the small groups have settled on a ranking they are happy with, share the results and the whole group can discuss what they mean and why they agree to this order. In this way you will be able to get an overview of the participants' understanding of the role of the Eurodesk Mobility Advisor.



most important

least important

Competence Framework Wheel

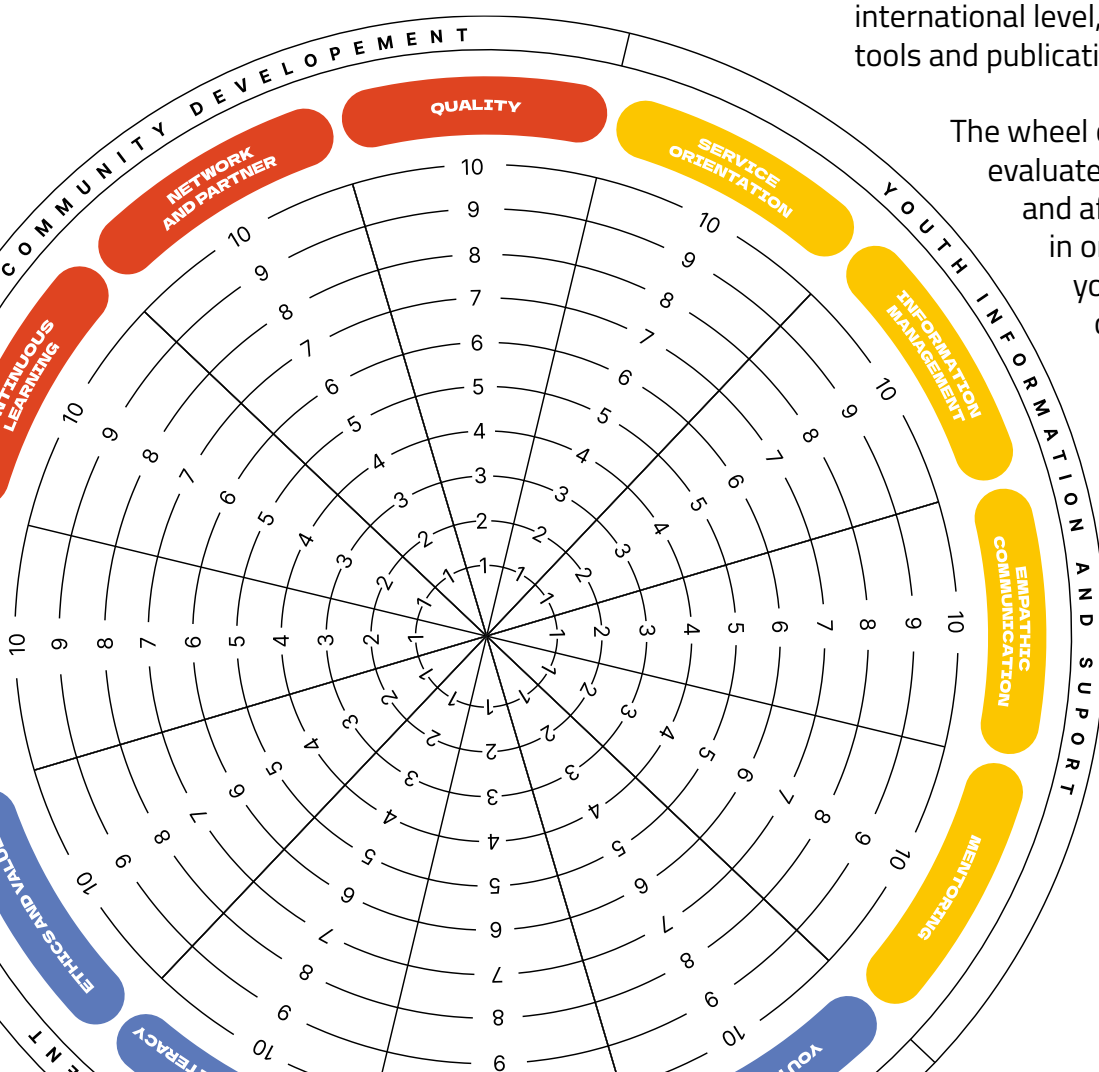
(Annex 3)

Let's take a "helicopter view" of your competencies in the role of the Eurodesk Mobility Advisor. The wheel gives you a visual representation of what level your competencies currently are, compared to what level you would like them to be, so that helps you to identify areas that need more attention.

Distribute to participants the Eurodesk Mobility Advisor competence wheel. Check with them if they know the meaning of each competency. If not, distribute the competency cards on which they will find definitions. Then, ask participants to reflect on each competency separately, and to rate their own level of competencies for each of them on a scale of 0 (low) to 10 (high). Tell the participants that they may colour the marked areas.

Invite the participants to take a look at their wheel, ask them what they think about it, and invite them to share their thoughts. Then, ask the participants to consider their ideal level in each competency. Their task in this part is to select all competencies which they would like to improve and mark to which level. Remind them that an ideal set of competencies does not always mean being at level 10 on each of them. Everything depends on their tasks and roles in the organisation / institution.

Now all the participants have a visual representation of their current and ideal level of Eurodesk Mobility Advisor competencies. Check with the group which are the 2-3 competencies on which they would like to work on in order to improve them. Write them down on the flip chart or the board. Once you have identified the areas that need attention, it's time to plan the actions. Ask the group to brainstorm together on what they could do, where they need to achieve an ideal level and how the Eurodesk network could help them? Use this opportunity to present to the participants, educational opportunities at the national and international level, as well as educational tools and publications available for them.



The wheel can also be used to evaluate competency levels before and after a network meeting in order to measure whether you have increased the level of certain competence areas and competencies during the activity.

**Exercise based on the wheel of life.*

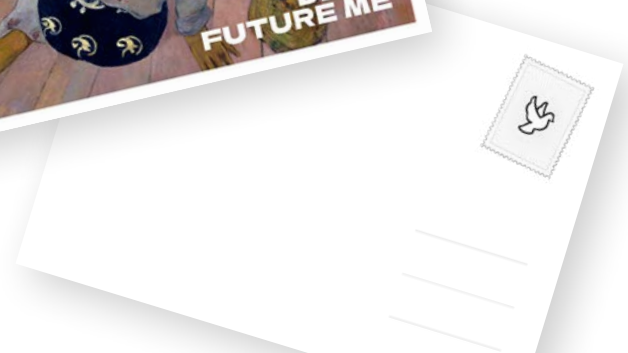
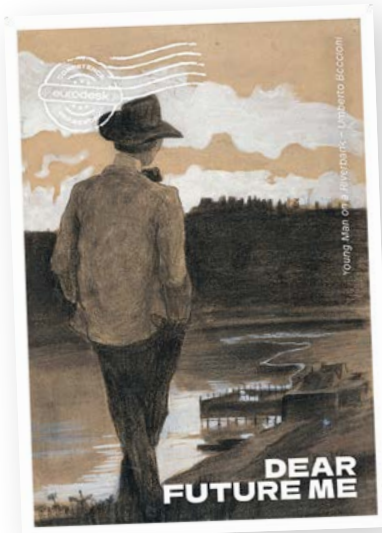
Dear Future Me (Annex 4)

Once the learning objectives have been set, it is time to solidify them. One way to do this is to write a letter to your future self. Writing these letters is a perfect exercise for building self-awareness: have you made progress on your goals? How have you changed and evolved as a Eurodesk Mobility Advisor? What have you done and achieved?

Invite the participants to write a personal postcard to their future self (remind them that they will be the only person to read it). The content of your letter is a personal choice, however, I would recommend the inclusion of some of the topics: achievements, changes that have taken place over the next six months, important events / training you took part in. Don't forget to add some advice to your future self.

When enough time has passed, distribute envelopes to participants and ask them to address them to themselves (preferably the address of the office). Inform participants that postcards will be sent to them in six months (and remember to do so).

These are some examples of learning and development activities that can be carried out with the competence framework tools. More are included in the Qualifying Training Programme for Eurodesk Multipliers.



Annexes

The annexes coming together with this publication are:

- The Self-assessment Cards - Annex 1
- The Diamond Ranking Card - Annex 2
- The Competence Framework Wheel - Annex 3
- Postcards for the 'Dear future me' exercise - Annex 4

This ready-to-print documents can be found in the Resource Centres.

When printing the cards, be cautious to select the "two-sided" option as well as the "long-edge binding".

