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European Network to Support
Guidance and Counselling

Euroguidance Insight

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Open the Door to the World Mobility guidance – as seen from the north

“I needed the distance from home to understand that I was going in the right direction”, says 19-year-old Samuel from Finland after a year of unemployment in Finland and three months as a volunteer in a kindergarten in Portugal. You can read more about Samuel in the recently published compendium from the eight Euroguidance centres in the Nordic and Baltic countries. Samuel would never have taken the step to go abroad without the help of Heidi, his guidance counsellor in Finland, who drew his attention to the possibilities of the European Voluntary Service.

Open the Door to the World

VIEWS ON MOBILITY GUIDANCE FROM UP NORTH



The compendium is published by the Euroguidance centres in Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway and Sweden.

The purpose of the publication is to contribute to the debate about the challenges faced by the mobility guidance counsellors from all over

- Open the Door to the World Mobility guidance – as seen from the north
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- Find the right people! – joint event for civil and state organisations in Hungary
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- The 2nd Annual Euroguidance Conference in Serbia

Europe and to provide inspiration for future mobility work and guidance. It includes several articles and interviews produced by counsellors, employers and mobility experts from the eight countries.

The aim of the EU’s education programme Erasmus+ is to increase by 50 per cent the number of young people on a work placements or exchanges

abroad in the period from 2014-20, compared to the previous Lifelong Learning Programme. Guidance counsellors are expected to play an active role in achieving this goal.

Fremtidslinjen (the Way to the Future) in Køge educates and guides young on the STU education programme; an individually designed youth programme for pupils with special needs. Morten Ellehauge, the head of Fremtidslinjen, says that it places heavy demands on the employees and counsellors arranging the visits for the young pupils, but that the benefits they gain,

both in terms of education and personal growth, far exceed the challenges.

In the chapter about 'hidden competences' the Finnish Euroguidance Centre CIMO writes about the results of a major study on the hidden competences that young people gain from work placements or from studying abroad. Traditionally a study period abroad results in stronger foreign language competence and an enhanced intercultural understanding. The survey additionally reveals however, that the young people return from their stay abroad more productive, resilient and curious. These

are all qualities which employers value, but they rarely recognise these competences as being the result of having studied or worked abroad.

The compendium (in English) in PDF format is available here: <http://euroguidance.eu/about/publications-and-resources-2/>

**Birtha Theut and Alexandra Ejby
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The mobility process and “coping skills” as a first aid

The Euroguidance ‘Mobility Workgroup’ has developed a number of tools based on both theories and practice in the field of guidance for mobility for people studying, training and working abroad. The group wishes to provide some reflexions for guidance counsellors working in the field of mobility advice.

Based on literature, research and the experiences of guidance counsellors of mobility in the Euroguidance network, the group exploited models, concepts and methodologies that can help counsellors to better understand what is happening in the mind of (young) people undertaking a stay abroad. Experience has shown that this understanding is also useful in other context: e.g. for soldiers on a mission in another country, missionaries, migrants, political refugees, etc. All those individuals have to deal with uncertainty, the feeling of being lost in unpredictable situations with which they must cope as best they can. That in itself is an enriching experience and a form of career learning that they can use later in a context of lifelong and life-width guidance.

How can counsellors assist in the mobility process before the stay abroad or if something goes wrong during the mobility experience? It is clear that if a youngster is running into heavy problems, he or she should look for professional help.

What are coping skills?

Challenging behaviour can often be the result of the youngsters' inability to manage their emotions. What skills have youngsters learned that can help them cope with the everyday problems they face while being abroad? There can be a gap in the youngsters' own ability to take the responsibility for their own actions and employ their coping skills which are necessary to help them to survive difficult emotions, thoughts and experiences.

Coping skills as first aid?

Counsellors can develop some pictures based on ideas for self-reflection and self-help that the youngsters abroad can use online in interaction with the counsellors. They can also be used before or after the mobility experience as a preparation or a follow-up of the youngsters and their environment (family, friends, etc.).

The page on coping skills can be found by following the link and then clicking on 'Coping skills for mobility' in the left menu:

<http://euroguidancemobility.wikispaces.com/>

The Euroguidance's Mobility Workgroup' has 4 webpages.

Workgroup mobility in English: <http://euroguidancemobility.wikispaces.com/>

Workgroup mobility in French: <http://mobilite-euroguidance.wikispaces.com/>

Workgroup mobility in Latvian: <http://mobilitate-euroguidance.wikispaces.com/Par+mums>

Werkgroep mobiliteit Dutch: <http://euroguidance.wikispaces.com/Werkgroep+mobiliteit>

**Jef Vanraepenbusch
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“Image in Coaching (Counselling)” - Interview with Dorota Raniszewska, a Polish expert in visual counselling techniques and Certified Points of You Trainer



Euroguidance: What does it really mean “Image in Coaching”?

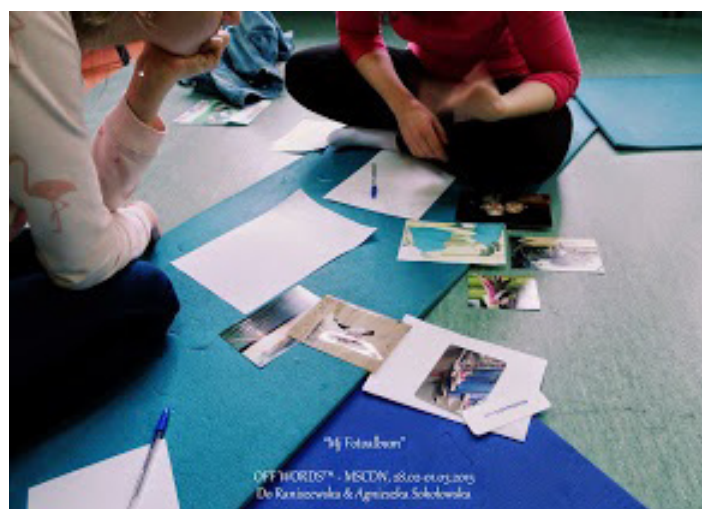
Dorota Raniszewska: When I say “Image in Coaching” I mean using photographs and drawings in an open, creative, and nonjudgmental way during a coaching or therapy sessions. It covers using photographs as objects (developmental tools), taking photographs or drawing as activity (developmental activities), and exploring images as vehicles of the meaning – of the clients’ thoughts and ideas (developmental content).

Euroguidance: What is the purpose and what are the benefits of using images in coaching?

Dorota Raniszewska: **First of all**, to **bypass verbal barriers and politically correct thinking**. Often, it is difficult for people to express with words what they feel, have experienced in their lives or want in a relationship. Either because of self control, which is the result of what is culturally “stamped” as right or wrong,

decent or not, etc. Just think of family expectations, gender issues, personal growth or low self-esteem which blocks self-expression. Or poor linguistic skills due to e.g. age (children), social origin or impairment such as speech or hearing defects. Linda Berman, one of the phototherapy pioneers, wrote “Sometimes concepts, feelings or visual experiences can be difficult to express linguistically and we may use

photographs to enhance or replace our verbal description”. **Secondly**, to **visualize change and raise the self-esteem**. Visualization is often used in coaching or therapy in order to strengthen a person’s motivation to change. Let’s take an example of a young graduate who wants to start a freelance career but has doubts and fears as a result of his/her inner voice but also what he or she has heard from family or friends. To describe an action plan and create a “TO DO” list is one step for this person. But to “SEE THE DREAM” is another important step. SEEING one’s dream as a poster or a series of photographs illustrating “What will I look like and how will my life be when I follow my dream” can bring a new quality in believing in and in thinking of life projects that are not only about risk taking and fulfilling an action plan but also about having a VISION. **Thirdly**, to **use actively visual memory** in development. Visual memory represents a natural human mental process. Human minds use visual memory to perform even the simplest operations: from remembering the face of someone we’ve just met in the office, to remembering what time it was last we checked.



Or how did the child feel in the morning before going to school. Every day, in every moment of life, experiences are stored in the form of images. Without visual memory, we wouldn't be able to store - and later retrieve - anything we see. Children often express their thoughts and feelings by drawing. Later, when they become verbal, they express the same with language and language is metaphoric.

Euroguidance: What kind of images do you use during coaching sessions?

Dorota Raniszewska: I use the clients' photographs, my own collections as well as coaching games. I like to ask clients to bring or to take their own pictures. This is very useful when they need to explore more about their values, what is important to them, what is their personal story, a personal journey so to say, or to understand better about the process or a change that is happening in their lives. In this case I use a phototherapy technique called "My Photoalbum" which consists of a series of pictures organized by the clients individually and subjectively which navigate them through their personal stories. Secondly, I have a series of pictures representing various life topics and show them to my clients so they can choose them as metaphors for their narrative. Thirdly, I use tools developed by Points of You, which are "The Coaching Game" which includes 65



topics illustrated with photographs and "Puctum" which includes 33 pictures. Finally, I use drawing as an activity, either as a separate activity or combined with photographs.

Euroguidance: Are there any typical coaching topics when images are especially useful?

Dorota Raniszewska: Yes. First, to understand what is happening in one's life and how to move on, connecting to one's dreams, values, wishes, understanding what impacts relationships. Secondly, social integration in a team, family, group of children at school, developing a common listening attitude, acceptance, tolerance and respect among

people in a group. Thirdly, strengthening one's identity, by connecting to one's deep needs and resources, supporting the self-esteem, changing negative thinking into a more positive one and improving self-image.

Euroguidance: Are there any fundamentals or theories justifying the use of images in coaching or therapy?

Dorota Raniszewska: For me, the most powerful justification comes from practice; when the clients say that it helps them. But I would also like to refer to the theory of the [Sociology of Body](#) (Body and Social Theory), to [Brain Sciences](#) and specifically to the [Visual Memory](#) (visual memory describes the relationship between perceptual processing and the encoding, storage and retrieval of the resulting neural representations) and to [Phototherapy](#) which has developed significantly since the 1960s. It is already used successfully by many therapists.

Euroguidance: Last year you made a research entitled "Image in coaching". Can you say few words about it?

Dorota Raniszewska: Yes, I did a questionnaire-based research fol-



lowed by in-depth interviews with coaches and coaching clients. I focused on challenges in coaching and how the use of images can be helpful.

Euroguidance: For how long have you been using images in coaching?

Dorota Raniszewska: Since 2013. I completed an international “Points of You” certification program. It is a method and set of tools based on phototherapy techniques and adjusted to coaching.

Euroguidance: Last question: how would you propose to start using images in coaching?

Dorota Raniszewska: I would propose the following: select three of your photographs and choose one to represent your past, one your current life and one your future. Start expressing: What does the picture representing your past tell about your life values? What does the picture representing your current life tell about what important things you are experiencing in your life now-

adays? And what does the picture representing your future tell about your dreams for the future? Give each one a title and one common title to your whole “Photoalbum”. You can do this exercise alone or together with your family members or friends – as a “Sunday game”. Enjoy! And if you want to share your reflections, you can write to me at : dorotaraniszewska@gmail.com.

I will be very happy to receive an email.

Dorota Raniszewska is a certified business trainer and coach. Certified Points-of-You™ Trainer (<http://points-of-you.us>). Co-creator of the OFF WORDS, a developmental approach combining use of Image, Body and Movement, based on Phototherapy, Points of You™, Laban Bartenieff Movement System™ and contact improvisation techniques (<http://offwords.com>). Licensed Motivational Maps™ Consultant (www.motivationalmaps.com). Lecturer at two universities: SWPS in Warsaw – University of Social Sciences and Humanities (<http://swps.edu.pl>) and WSL – High School of Linguistics in Częstochowa (<http://wsl.edu.pl>), where she teaches “Image in Coaching” and Points of You™ approach at the postgraduates coaching and mentoring studies. She provides professional training in the area of “tools, techniques and processes involving Image, Body and Movement in people development” for school teachers in cooperation with The Masovian Centre for Teachers Development (public institution) and for accredited coaches under the Continuous Coach Education Units program by the International Coach Federation (ICF). Currently pursuing Doctorate studies in Sociology at Collegium Civitas in Warsaw in the area of Body sociology. Graduated from French philology at the University of Warsaw. Between 1997-2012 has worked in the commercial sector as a management and human resource manager and consultant, trainer, mentor.

A link to the Raniszewska’s results:

<http://www.slideshare.net/dorotaraniszewska/research-image-in-coaching-pointsofyoudorraniszewska>



Jerzy Bielecki
Euroguidance Poland

Find the right people! – joint event for civil and state organisations in Hungary

The Hungarian Euroguidance centre organised an international conference at the end of 2014 with the focus on making the connection between the administration sector and the NGOs even smoother than it has been so far.

The conference provided an opportunity for both sectors to consider their roles, to communicate more effectively with each other and enhance their success. Experts engaging in career orientation, career choice and career change at NGOs in the Southern Region of Hungary (called the “Great Plains”) attended the conference. In the fields of career choice and employment the role of civil organisations has grown considerably in recent years.

At the conference, the Euroguidance Centre provided information on labour market services and policy objectives. Presentations were held by various organisations: National Labour Office, the Government Office of Csongrad County and the Klebelsberg Institution Maintenance Centre. Activities of European networks, such as Euroguidance, Eures and Europass were also presented. Counsellors from Active Youth in Malta and Studio Progetto in Italy gave an overview of their international projects. At the forum Hungarian NGOs introduced themselves, their projects and their request for cooperation.



At the conference an accredited training course was promoted for the participants. The course is organised every month by the Social Renewal Operational Programme 2.2.2. It consists of 30 lessons and leads to a qualification as career orientation consultant and user of the National Career Orientation Portal. This is a good opportunity for counsellors to expand their knowledge. So far, near twenty counsellors from various NGOs

have attended the training course.

The international conference had multiple consequences; it gave an opportunity for colleagues at NGOs to pursue active networking activities and cooperate more closely in their everyday work, and indirectly increased their professional toolbar with a new qualification.

Considering the number of participants, the Euroguidance Centre is planning to organise a similar conference at national level in 2015.



**National Office of Vocational Education
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National Career Counselling Awards 2014 in the Czech Republic and Slovakia



NCCA in the Czech Republic

The Creative guidance tools (<http://www.b-creative.cz/>) (enhancing the creativity of both career practitioners and clients) and the publication Getting to know the World of Work (http://www.ekscr.cz/sites/default/files/obrazky/soubory/publikace/Navigace_AJ.pdf) (containing many exercises supporting the job searching process) were awarded in 2014 the National Career Counselling Award in the Czech Republic. Moreover, 6 other organisations received the Award for:

- innovative and creative activities;
- quality guidance services provided for students;
- open career services available for different target groups;
- support of European cooperation;
- successful implementation of counselling method at national level;
- cooperation with employers for harmonisation of working- and

family life.

(<https://www.youtube.com/watch?v=4uc1Xw3fkWY&list=PLMy5R1niB69hfL4Ro87ZnDzSRLKltxpdt&index=2>)

The National Career Counselling Award supports the dissemination of information on career counselling and raising awareness of it in the Czech Republic. There are an increasing number of projects in the field of career counselling and their quality has improved. The six year history of the awards has shown many benefits:

- increasing international cooperation among guidance practitioners;
- significant respect for the winners and;
- creating and supporting guidance community in the Czech Republic.

NCCA in Slovakia

Since 2009 more than 50 institutions and individuals have participated in the contest in Slovakia. In 2014 applications from 14 organisations and

individuals were evaluated by an expert jury and these six were awarded:

- “My portfolio – a programme for profile development of students before their entrance to the labour market.”, Mrs. Katarína Markovičová, Catholic University in Ružomberok;
- “Grafton Street Journal”, Grafton Recruitment Slovakia, s. r. o.;
- Mr. Štefan Vendel – for his lifetime achievement in the field of career counselling, publications, research and support of European cooperation;
- Mrs. Ľubomíra Dunčáková – for her successful activities, creation and dissemination of methodologies in the field of career guidance and counselling for young people;
- “What next? – an educational theatre which assists young people when choosing an occupation”, Dielňa Vekker;
- “European day for graduates”, Office of Labour, Social Affairs and Family in Nitra.

The Euroguidance centres in the Czech Republic (hosted by the Centre for International Cooperation in Education) and in Slovakia (hosted by the Slovak Academic Association for International Cooperation – SAAIC), annually give out the National Career Counselling Awards where the aim is to support the providers of career guidance and counselling services for various target groups through identification and awarding best practices in this field. Since 2012 an English booklet with information about the awardees has been published. The Compendium for 2014 is available here. <http://www.euroguidance.cz/cz/publikace/compendium-national-career-counselling-awards-2014.html>



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Profile based counselling

The importance of face to face counselling becomes prominent once again.

The Job and Vocational Counselling Service is one of the active labour market programs in Turkey, provided by the Turkish Employment Agency (İŞKUR) to jobseekers, employers and students. It has a multi-disciplinary structure and serves various types of target groups, offers counselling service where needed through events such as conferences, congresses, seminar etc which enables their staff to use different disciplines to generate solutions towards providing better services in the field of counselling. In this context, the “II International Job and Vocational Counselling Congress” was organized by Euroguidance Turkey on 26-27 November in Antalya. More than 500 people participated: from the career guidance field, universities, national stakehol-

der institutions and guidance practitioners. The Congress’ Scientific Committee consisted of 35 academics and keynote speakers from 22 universities/institutions (from 7 different countries). Throughout the two days, 56 papers were presented in 14 sessions; all of which were collected into a congress book and translated from Turkish to English. The book will be published in the coming weeks and can be found at:

<http://kongreug.iskur.gov.tr/tr-tr/>
and
<http://euroguidance.iskur.gov.tr/>



Profile-analyse based counselling was one of the main outputs of the congress where the importance of face to face counselling became prominent once again. This requires making a career management plan in line with the personality and talent/skills of each person and according to this plan an individual action plan and CV should be designed. It was

mentioned in the sessions that, *“the most effective way of providing career interventions is through individual counselling and related to that issue, counsellors’ free intervention are not as effective as any other interventions that involve a counsellor”*. This was a result from a research that was conducted in the USA. Another aspect of counselling is *providing insight*

to clients, helping them to become more self-aware and also challenging some of their assumptions about the world of work and about themselves. It is important to assess and explore their interests, identify their strengths by looking at their skills and abilities but also looking at their values and what is important to them.

The 2nd Annual Euroguidance Conference in Serbia

On December 17th 2014, the national Euroguidance centre organised the second annual Euroguidance conference in the Republic of Serbia. The conference was organised in cooperation with the Ministry of Education, Science and Technological Development and the Ministry of Youth and Sports. It attracted around 150 guidance practitioners from all sectors (education, employment, youth and non-governmental organisations).



Following the success of the first Euroguidance conference in 2013, which focused on sharing examples of good European practice with the local guidance community and included presentations of guidance practitioners from Croatia, Germany, Denmark and Bulgaria, the conference this year had as its theme the development of the guidance system in Serbia. The first session focused on the policy development, with a

keynote speech given by Mr. Vuorinen, Coordinator of the European Lifelong Guidance Policy Network, because Serbia has just become a full member of this European network. His presentation was followed with an overview of the policy developments in Serbia.

In the next two sessions the key stakeholders presented the latest developments in their sectors, in-

cluding the new framework for quality standards of guidance in higher education, new online career information tools developed by PES, results of the project which introduced guidance in all primary schools in the country, as well as an analysis of the current situation of career guidance in secondary schools and the importance of career guidance in improving the efficiency of VET.

A special importance was given to the presentation of the newly published Guidebook for secondary school teachers. This publication of the national Euroguidance centre is a collection of examples of good practice – activities implemented by secondary school teachers through-out the country. It was published in cooperation with Belgrade Open School and it includes 38 career guidance activities, classified into the following sections: Career, Self-Evaluation, Gathering Information, Planning and Decision Making, Presentation (to employers), Activities of School Guidance Team, and Individual Work. Recent policy changes created

the conditions for the introduction of guidance in secondary schools and made it obligatory for schools to organise guidance teams, but the teachers still lack both training and the materials or resources they can use. Therefore, the aim of this publication is to provide teachers with materials and concrete activities they could implement in their schools, but also to foster peer learning and sharing of the good practice examples within the country. These activities also served as a starting point for the online database of good practice examples in guidance which is published on the euroguidance website (<http://euroguidance.rs/>) and which will be

extended with in 2015. Furthermore, this activity was followed by a series of one-day seminars for secondary school teachers across the country. The seminars were held by teachers who contributed texts for this publication and the Euroguidance centre staff. It included presentations of the activities from the guidebook, followed by workshops on developing guidance activities for secondary school pupils and an overview of European resources for guidance practitioners. The new series of these seminars will start in April 2015.



www.euroguidance.eu

Scripts are very welcome and should be sent to the following email address: Dora.Stefansdottir@Rannis.is