



Dear NICE Members,

We are delighted to announce and start with the first issue of the NICE Newsletter. Every Issue will include two sections, but we are open to add more sections according to the interests of our members.

The first section focuses on NICE Life. Here news, events, forthcoming activities will be announced, and information shared on how to participate in these events.

The second section, Projects and Proposals about Practices and Professionals' Growth, highlights international projects on Career Guidance and Counselling, both implemented or ongoing projects, with a closer attention to Erasmus+ Projects. The aim is to share outcomes, provide information on and access to tools, programs, educational activities relevant for professionals and researchers working on the topics at the core attention of our community.

We hope you enjoy reading this issue. We also invite you all to actively contribute to the Newsletter by participating when an action is proposed or directing our attention to projects and programs relevant for professional practice. The NICE Community Team working on the Newsletter will consider them for description in forthcoming issues.

We wish you good health, success in your work, and happiness in 2024! Have a joyful Holiday Season and a Happy New Year!

Anne Chant - Chair and on behalf of the Board of the NICE Foundation

Section 1

NICE life

NICE academy 2024

We remind you that next Academy will take place in Deventer, Netherlands from 18th to 21st September 2024. It will be an especially important event as it will be the 10th anniversary of the NICE Foundation. With the beginning of the new year, we will keep you updated. Follow us on the website! (www.nice-network.eu)

NICE members voice: share your opinion!

As announced by the Chair, we are developing additional activities for the NICE community, and we are interested in hearing your voice. We would like to know your interests, topics you would like to be featured in our webinars and also any you might also be able present or host.

Please, fill in the short questionnaire you will find at the link below.

Questionnaire

Section 2

Career Guidance and Counselling and Innovative International Projects



Name: Counselling for Refugee and Migrant Integration into the Labour Market – Development of Courses for Higher Education and Public Employment Services (CMInAR)

Project No. 2016-1-DE01-KA203-002883

Period: 2016 – 2019

Programme: Erasmus+

Coordinating institution: University of Applied Labour Studies (HdBA)
(Hochschule der Bundesagentur für Arbeit), Mannheim, Germany

Website: <https://www.cminar.eu/>

Contact person: peter.weber@hdba.de , www.hdba.de

The program is addressed to: Career counsellors, School counsellors.

The aim

The aim of CMinaR is to provide pilot courses of higher education and further training in public employment services to strengthen vocational and career counselors in coping with new challenges that arise from a growing refugee population and subsequently rising numbers of clients and settings with refugee backgrounds.

The structure and the content of the outputs

1. Introduction.

to the course The course starts with an introduction module, which combines determination of participants' experience in conducting, sitting in on or just hearing or reading about career guidance and counselling sessions with refugees with evidence on specific challenges and demands in such settings. Having thus built the base we focus on participants' interests and on the course's programme highlighting matches and desiderata.

2. Critical Reflection As we are all predetermined by a specific culture we have been raised in, by a specific socialization in our professional sphere and by the public and political discourse on common topics especially in questions of migration, refugees and integration of new immigrants, we are now addressing the impact of all of this on our thinking, working, teaching and learning before we start with concrete content issues. We need a critically reflected perspective on all that follows while teaching and learning.




3. Language Skills in the language of the receiving country is a base for the effectiveness of all further steps on refugees' ways to their integration into society and into the labor market. As language is the main instrument in counselling settings, the course addresses ways to foster language acquisition of refugee clients; counselors' skills in using language as a counselling instrument when counselors' and consultants' native language speaks in different language systems. The module on language is best positioned as a bridge between critical reflection and the following content subjects.

4. **Migration Complexity** The module is about culture in perspectives that help interact interculturally and understand processes of cultural adaptation of new immigrants in their receiving societies and of cultural change in those societies being stimulated by the resulting growing diversity. Different concepts of cultural awareness, cultural differences and acculturation are not only presented in theoretical lectures but also made practical by exercises and case studies to deepen the perspectives on the process career guidance and counselling must play its role in.




5. **Access and Inclusion into System** The module addresses a variety of subjects closest to the topics of VAT and the labor market analyzing already developed ways and instruments to lower and transcend these borders and building up competences to find new ways of counselling and fostering which are very likely to be needed within future developments of migration into the labor market. We change here from the academic disciplines of psychology, linguistics and sociology that built the path in the preceding modules to legal, political and administrative matters.

6. **Moving Beyond** In the last module we explicitly deal with future perspectives. Theories of courage, practices of reinforcing strength and concentrated work on setting and pursuing future goals are put at the end of our course thus reinforcing images of and trust in coping with and transcending challenges that in the beginning may have perceived as nearly unmanageable for themselves and their clients.



Moving beyond supportive measures

Future orientation for setting and pursuing goals



T15 Grid N.2
Sketching Future Map

Let us set one goal you would like to pursue

Identify the kind of outcome: are we searching a new work, to change the current one, to modify some work activities?

.....

To reach a goal there it is particularly useful to develop a plan and to carry out several actions. What actions can you undertake to reach you goal?

a _____

b _____

c _____

d _____

e _____

We can check now for the most effective order in which we can address them or to find out whether there are steps we need to further detail it. Number them in the square provided at the end of each line)

ACTION 1

How long do you think it will take to carry it out in terms of weeks, months, or years?

What kind of barriers you might expect? Where are they coming from?

Are there supports you might expect?

Are there supports you can search from services, from your neighbours or from your family?

ACTION 2

How long do you think it will take to carry it out in terms of weeks, months, or years?

What kind of barriers you might expect? Where are they coming from?

Are there supports you might expect?

1

- Higher Education course – didactical framework and course units <https://www.cminar.eu/lecturers/course-for-higher-education-participants/>
- Course for counsellors from Public Employment Services <https://www.cminar.eu/lecturers/course-for-practitioners/>
- Media Centre and online learning environment: complementary content, material and resources <https://www.cminar.eu/moodle/>
- Web portal for lecturers, students and career counsellors <https://www.cminar.eu/>

AVAILABLE LANGUAGES

English, Deutsch, Italiano, Lietuvių, Svenska, Türkçe



Name: Strengthening the Socio-Emotional Competences of Career Practitioners (STRENGTH)

Project No. 2019-1-RO01-KA202-063198

Period: 2019-2021

Programme: Erasmus+

Coordinating institution: Centrul Municipiului București de Resurse și Asistență Educațională (CMBRAE), România

Website: <https://projectstrength.net>

Contact e-mail: m_marcinschi@yahoo.com

The program is addressed to: Practitioners specializing in career guidance, Practitioners with more than 3 years' work experience in career guidance, Graduates and students of career counselling departments.

The aim

The STRENGTH project focuses on increasing Social and Emotional competences of career counselors. It is expected to help guidance practitioners to acquire transversal and social skills to improve their effectiveness and furthermore the employability of themselves and their clients' as well. The project proposes an innovative training program for improving social-emotional competences in guidance and career counselling area, The structure and the content of the outputs The toolkit focuses on 13 social-emotional competences were identified as important for career practitioner's efficacy, combined in five clusters:

1. **Empathy Skills:** Affective empathy and Perspective taking/Cognitive empathy.
2. **Emotion-Management Skills:** Understanding emotions, Emotional self-awareness and emotional self-control.
3. **Diversity Management Skills:** Social concern, Tolerance, Diversity and intercultural competence
4. **Active Listening Skills:** Attentiveness & Active listening
5. **Cooperation Skills:** Collaboration, Conflict Resolution Innovative training modules for all five clusters.



Each section has four parts:

A. Theoretical background: Important definitions, principles and useful information on methods for improvement are presented.

B. Activities to improve socio-emotional skills: Taking into account that socio-emotional intelligence is best learned by actually engaging in activities and “learning by doing” (Cockburn-Wootten & Cockburn, 2011) and through rehearsing, shadowing, and role models, the program activities focus mainly in using participatory activities and exercises. the training activities have as basis the following principles and learning concept:

- Cognitive training
- Cognitive and Behavioural training
- Role-play, experimenting.
- Awareness / Mindfulness
- Feedback and Supervision/Reflection
- Critical incidents

C. Self- evaluation exercises: including 5 questions for testing whether trainees have learned basic concepts of the training unit, and


D. Resources for further study and references.

AVAILABLE MATERIALS FOR TRAINING AND PRACTICE

- *Social Intelligence Skills Training Program for Career Guidance Practitioners*
A training program including several learning strategies, training material and exercises for improving the most important Social Intelligence Skills.
[IO3 Training Program EN.pdf \(projectstrength.net\)](#)
- *Self-evaluation Guide for Improvement* It is a practical, “how-to-do” guide for guidance practitioners to implement as a self-evaluation methodology relating to Social Intelligence Skills as well as other emerging skills needed to maintain efficacy and potential in everyday counselling and guidance practice.
[IO5 STRENGTH Self-evaluation guide EN.pdf \(projectstrength.net\)](#)


AVAILABLE LANGUAGES

English, Deutsch, Ελληνικά, Italiano, Português, Română, Suomi



STRENGTH
STRENGTHENING THE SOCIAL INTELLIGENCE SKILLS TRAINING PROGRAM FOR CAREER GUIDANCE PRACTITIONERS

Co-funded by the Erasmus+ Programme of the European Union



5.2 Suggested activities to improve Cooperation Skills

Activity 1: Help me out

Information for IT programmer: Combination of two types of activities. Type G: online form to fill in & Type B: room to meet.

The trainees will be given the form of “conflict sheet” to fill it in (both parts A & B). After 20 minutes they will get in a room to discuss with other trainees.

We could also have the conflict sheet in pdf version in case the activity is done in class.

Activity: Experiential

Learning goals: The goal of this activity is to make participants recall 3 conflicts they have experienced in the past 3 days, reflect on the words that triggered them, and receive some solutions from others.

The aim is to draw attention to the number of conflicts and similar stressful situations experienced by delegates in one week and use partners to come up with reasonable solutions for each conflict.

Specificities: Group activity

Material Needed: A copy of “Conflict sheet”

Duration: 1 hour

Useful information for the trainer:

Inform trainees that they will be provided with a “Conflict sheet” (online in the platform, and in downloadable form) where they have to write down 3 conflicts they have experienced, the persons involved, the words that triggered the conflict etc. After they have completed part A, they have to go through part B, where they shall recall the emotion they felt in each case and try to think how they could have handled the situation differently.

When all trainees have finished the assigned tasks, get them all in a group to discuss their experience. In the group, ask each trainee to share one of their conflict cases and invite the other trainees to make suggestions on how/he could have handled the situation in a different way.



An innovative model for career counselling services to mental health NEETs

Name: An innovative model for career counselling services to Mental Health NEETs (Work4Psy)

Project Reference No. 2019-1-DE02-KA202-006253

Period: 01.09.2019 – 31.08.2022

Programme: Erasmus+ KA202, Strategic Partnerships for Vocational Education and Training“

Coordinating institution: University of Applied Labour Studies (HdBA) (Hochschule der Bundesagentur für Arbeit), Seckenheimer Landstrasse 16, Mannheim, Germany

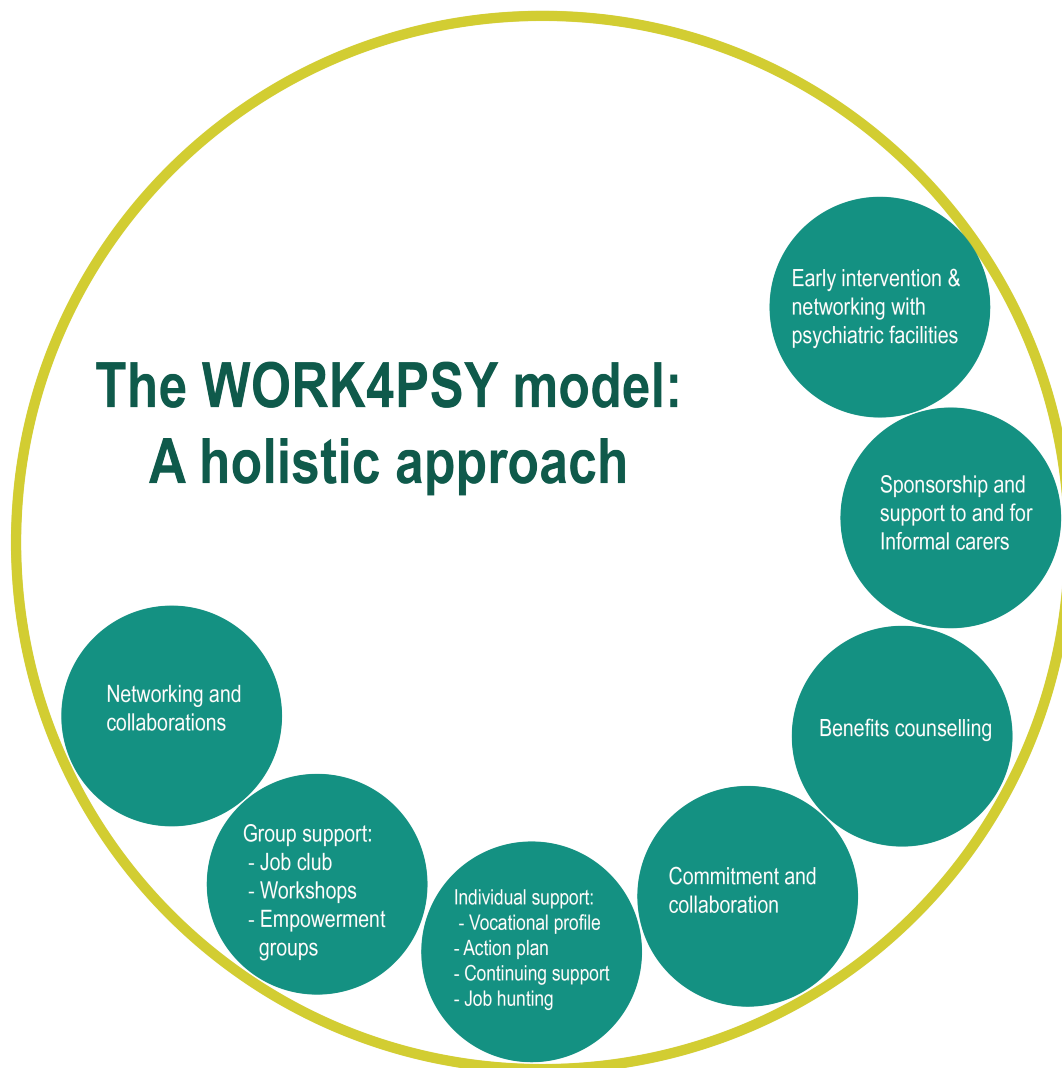
Contact e-mail: peter.weber@hdba.de , silvia.keller@arbeitsagentur.de

Website: <https://work4psy.eu/> , www.hdba.de

The program is addressed to: Mental Health Professionals, Career Counsellors, Mental Health NEETs and their Informal Carers, local agencies, and authorities

The aim

The platform, based on the project Work4Psy didactical framework of the Curriculum, including all the information and interactive career counselling tools of the Toolkit, as well as a variety of extra resources and material aims to become a digital environment where Mental Health Professionals and Career Counsellors and everyone interested will be able to find every information, material and resources needed regarding work and education integration of MH NEET.



The structure and the content of the outputs


The WORK4PSY Toolkit (PART A): Career Services for Mental Health NEETs. The toolkit provides the necessary knowledge and Interactive Career Counselling tools, to enhance MH NEETs work and education integration. The psy-KIT guides all interested parties through the work and education process of MH NEETs from the first stage of self-assessment to the final stage of on-going monitoring, aiming to achieve a higher number of MH NEETs in the labour market and education.

The WORK4PSY Toolkit (PART B): the Work4psy career intervention model. The model is based on the theoretical frameworks of social constructionism and narrative perspectives and borrows elements and characteristics from the Supported Employment framework, in particular the IPS model and PEPSAEE's model of work rehabilitation for MH users. It emphasizes early intervention, benefits counselling and collaboration with a multidisciplinary team of psychiatrists, psychologists and social workers. It focuses on meaning making and co – constructing a vocational self through commitment and active involvement both from the MH NEETs part and the career counsellor's part. Networking, collaborations and the active involvement of informal carers as well as their support, are significant elements of the proposed model.


The WORK4PSY Toolkit (PART C):

Tools and Activities.

The tools and the 39 activities that are included in the toolkit are practical, easy to use and oriented to each target group: MH needs, informal carers and/or MH needs, health professionals and/or career counsellors.



Work4Psy
An innovative model for career counselling
services to mental health NEEs



Co-funded by the
Erasmus+ Programme
of the European Union

26. THE WHEEL OF COMPETENCES (MH PRO & CAREER COUNSELLORS VARIANT)

The activity refers to MH Professionals and/or Career Counsellors

3.1. Aim of the activity

This activity is designed to strengthen your sense of competence by making you aware that you already have many of the subjectively important to you competencies that an "ideal professional" should have. Besides, you will see that those competencies that are still low in intensity can be trained. For this purpose, you will determine how you will develop them and plan activities aimed at their improvement so that you are able to help your clients the best you can.

3.2. Theoretical framework

This exercise allows the individual to assess their competences and abilities and provides an opportunity to present them graphically. Moreover, it assumes that identifying competences subjectively important for a given person, and then realising that some of them this person already has, strengthens the sense of competence and agency of the individual, consequently increasing self-confidence and motivation. The second part of the exercise allows you to plan activities aimed at improving those competencies which are low on the intensity scale.

3.3. Description

Instructions: Draw a large circle on a piece of paper. Divide it in half, again in half, and then in two diagonals so that you get eight parts of the cake. Below is an overview drawing that you can use.

AVAILABLE MATERIALS FOR TRAINING AND PRACTICE

- The WORK4PSY Toolkit (PART A):
https://work4psy.eu/wpcontent/uploads/2022/11/WORK4PSY_Toolkit_PART_A_EN.pdf
- The WORK4PSY Toolkit (PART B):
https://work4psy.eu/wpcontent/uploads/2022/11/WORK4PSY_Toolkit_PART_B_EN.pdf
- The WORK4PSY Toolkit (PART C):
https://work4psy.eu/wpcontent/uploads/2022/11/WORK4PSY_Toolkit_PART-C_EN.pdf

AVAILABLE LANGUAGES

English, Deutsch, Ελληνικά, Italiano, Lietuvių, Polski



Happy New Year!
Wishing you a year filled with warmth, good health, and happiness.
Thank you for your continued support

The newsletter team

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