



<https://www.ejo4youth.eu/>

# **Training Curriculum and Toolset for Youth Workers (practitioners) based on Symbol Work**

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<b>Title:</b>	Training Curriculum and Toolset for Youth Workers based on Symbol Work
<b>Result 2</b>	Youth Workers F2F training Curriculum and Toolset based on Symbol Work
<b>Description:</b>	<p>The curriculum and toolset for Youth Workers (practitioners) based on Symbol Work will be piloted with the target group of young people, who will be the main actors in the use of the EJO4Youth Method. This youth intervention provision will be a unique project milestone in identifying skills and competencies gained by young people through non-formal and informal learning.</p> <p>In this document we provide you with: Framework of the Curriculum, Description of Learning Outcomes (following EQF guidelines), Quality Assurance measures, Training material including the description of Symbol Work interventions</p>
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## 1 EJO4Youth – The Project

The EJO4Youth projects aims to improve job orientation for young people in Europe by providing youth workers and professionals with training and methodologies based on the Symbol Work approach. Thus, the project fosters the competences of youth workers to apply effective, motivating and impactful job orientation with interactive and engaging methods and practices.

The project's primary objective is to help young people from disadvantaged backgrounds improve their vocational and professional skills by using a career counselling methodology based on Symbol Work. Various interventions will be implemented in order to assist young people in "designing" a roadmap for their career and educational paths. Moreover, young people will receive assistance that is relevant not only to the labour market, but also to increasing social inclusion and active citizenship, as well as reducing discrimination and obstacles in their lives.

EJO4Youth main results:

- **Blended Learning Approach and Accreditation:** These guidelines will provide more information on the requirements and competences necessary for the implementation of the Symbol Work approach as well as on differences between participating countries.
- **Face-to-face Training Curriculum and Toolset:** This curriculum includes more information on how to implement the Symbol Work approach and job orientation. The training is focused on improving the skills and competences of youth workers (practitioners) in Europe.
- **Distance Learning Course:** Transferring the curriculum into an online format, allowing for professionals without direct access to the face-to-face training to improve their skills and competences online in an easy and user-friendly way.

As a long-term project objective, policymakers in Vocational Education and Training will be informed about the significance of the EJO4Youth project methodology, and at national levels, we will encourage decision makers and the general public to take concrete steps and bring solutions for the inclusion of young people who face educational and labour market barriers.

## 2 Symbol Work in a nutshell

„The world is a forest of signs and they need to be interpreted.“  
(Umberto Eco)

With the help of symbols we are able to provide people with an additional language when they cannot find the right words. In this context, symbols work similarly to an interpreter and furthermore, they transmit information one cannot or does not want to share.

What is the meaning of symbols in connection with consultancy work?

According to individual experience, a symbol may have many if not infinite meanings and is interconnected with multiple feelings, depending on the matter. From the perspective of interplay between meanings and feelings there are no identical meanings corresponding to a symbol.

Donald Sandner<sup>1</sup> describes a symbol as follows: „A symbol is something that can convey a concept. It can be a word, a mathematical formula, an act, a gesture, a ritual, a dream, a work of art, everything that can transport a concept of linguistic-rational, imaginative-intuitive or emotional-evaluative nature. The key is an effective transfer by the symbol itself. The concept is the meaning of the symbol.“ In his definition, Donald Sandner refers to an extensive and important work by Susanne K. Langer with the title "Philosophy in a New Key - A Study in the Symbolism of Reason, Rite, and Art"<sup>2</sup>. In this publication, there is a chapter with the title „The Logic of Signs and Symbols“, which is especially relevant for our work.

In a nutshell, Symbol Work is about getting a person to reach him- or herself. The main goal is not the achievement of something.

Furthermore, working with symbols is always about “grasping” something, in both meanings of the term. This is the essential and fundamental difference in comparison to other points of view.

Working with symbols means: To do something. I always am what I do. I do what I am.

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<sup>1</sup> Sandner, Donald: „So möge mich das Böse in Scharen verlassen – Eine psychologische Studie über Navajo-Rituale“, Walter Verlag, Solothurn und Düsseldorf, 1994, S. 22

<sup>2</sup> Langer, Susanne K.: „Philosophie auf neuen Wegen-Das Symbol im Denken, im Ritus und in der Kunst“, Fischer Taschenbuch Verlag, Frankfurt am Main 1984

Any item can be used as a symbol. Items are selected by a person who is working with symbols; the choice is connected to a story or one or more feelings. This way we are able to approach queries and ambiguity and gain a quick understanding.

This is why items, things, objects play a central role in Symbol Work.

Symbols stand in when there are situations that are hard or impossible to describe through other means of communication such as gestures or mimicry.

One of the main interests of Symbol Work is to find out how people can act autonomously right from the beginning and how processes, including solutions and changes, can be accelerated or shortcut. This also refers to the processes and activities taking place during the training course. Participants refer to it as „getting to the point quickly“.

If one is neck-deep in the waves he shall better not hang his head.

In a real situation, this happens surprisingly quick. There are factors that prevent the participants from becoming emotionally overstrained in such situations.

The single working steps are most successful if certain skills can be detected and experienced at an early stage.

Skills and strenghts (resources) are taken into consideration the same way as understanding a problem and setting clear goals.

Symbol Work is constantly demanding the practical and committed use of these elements.

All Interventions and creative media have been created through practical work. These are the tools that can literally be „grasped“ by the participants.

The materials are suitable for all kinds of settings and for the use by people of all ages. They can be used for anamnesis, diagnosis, as therapeutical intervention as well as for supervision, team support/coaching, consultancy, training and prevention.

*This introduction on Symbol Work originates from the working paper **“Grundlagen für die Arbeit mit Symbolen“ (Fundamentals of Symbol Work), written by Wilfried Schneider in 2012.***

*The materials and interventions used in the EJO4Youth Methodology are based on his approach of “Psychologische Symbolarbeit”.*

### 3 Fundamental pedagogical approach

The practitioner's fundamental pedagogical approach is crucial for the successful implementation of Symbol Work sessions. Therefore, you will find the description of this approach in the beginning of the handout.

#### 3.1 Basic systematic approach in developmental pedagogy

EJO4Youth assumes a belief in a client's developmental capabilities and aims at reinforcing the client's personal strengths. Development is possible in any situation, and clients are capable of assuming responsibility for their own development.

Systemic-oriented counsellors assume the autonomy of the person seeking help and advice and view this person as a 'self-expert'. The unique experience of the individual is understood to be the subjective processing of his personal history and emotional and cognitive experiences of relationships. In the fields of therapy and counselling, systemic practice is oriented towards the concerns of the client (customer) and dispenses with pathologizing and setting normative goals. Within the framework of care-oriented, social-pedagogical procedures, systemic practice links into the resources of the individual involved in order to achieve ethically justifiable conditions.

(<https://systemische-gesellschaft.de/systemischer-ansatz/was-ist-systemisch/>)

#### 3.2 An open, client-centric basic attitude

Throughout the entire counselling process, the young people decide on the content of the work carried out together. They define the subject matter, together with the goals, objectives, and pace of the work, with the support of their counsellor and peers.

The practitioners run the risk of judging, categorizing, and failing to listen and perceive with an open mind. This causes them to focus on their own issues, hypotheses, value systems or goals, and force their ideas upon the clients. A specific time is, therefore, planned into the counselling for them to express their own theories, ideas and suggestions. The client listens to these and can decide which ones he will take on board and heed. He retains the responsibility for the content of the counselling.

#### 3.3 An accepting, appreciative basic attitude

The young people are first and foremost to be accepted and valued for who they are – with their own stories and personal backgrounds, character traits, unique characteristics, skills, strengths and weaknesses. This may initially sound banal or simple, but happens to be a great challenge in practice. In addition to the *accepting and supporting* aspects, value also involves *fostering and challenging independence and assumption of responsibility*. The purpose of the counselling is not to relieve young people of their struggles or carry them through life, but to empower them to take the necessary steps themselves. At times, clients tend to avoid taking responsibility for their actions. They try to get the counsellor or the group to do the work for



them. In such cases, it is important to push the ball back into the client's court and to motivate him to work. Resource- and solution- orientated as well as unpleasant, provoking, or confrontational questions can sometimes be helpful here.

When a young person violates the rules, or exhibits asocial behaviour or behaviour that is not conducive to achieving the goals, the person should still be valued, but his behaviour should be questioned. The person should be confronted with the existing agreements, rules, the opinions of others, and the consequences of his behaviour. This technique is part of an approach that values the client and takes him seriously.

### 3.4 A resource- and solution-oriented basic attitude

One of the goals of EJO4Youth is to help young people to discover (or rediscover) their abilities and skills and to expand on these. EJO4Youth begins with these personal competencies and personality traits and brings in social, material, and infrastructural resources. Social resources include people from the client's family, friends and acquaintances, and people from his school, work and social environment; infrastructural resources include people, institutions, associations and public spaces from his living environment.

The basic assumption is that all behaviours make sense and are advantageous to the person exhibiting them. It is important to continue to appreciate the person even in the event of supposedly incomprehensible or 'negative' behaviours. The counsellor should address the utility of these behaviours, and identifying and fostering any resources.

Symbol Work counselling primarily focuses on solutions, not the young people's problems. Biographical research serves to form a case history and highlights the resources listed above, which are helpful in defining and achieving goals.

## 4 EJO4Youth practitioner skills

The fundamental condition to become a EJO4Youth practitioner is the high interest in Symbol Work and the readiness to try out different roles within various sessions. Because of the effect and the power, Symbol Work can develop, it is important to have experienced all different roles, before applying and teaching the method:

- the person being counselled
- the observer
- the counsellor

The description of EJO4Youth practitioner skills distinguishes between the following:

- Basic skills for counselling and coaching,
- key skills required for counselling and coaching, and
- specific skills required for Symbol Work.

### 4.1 Basic skills for counselling and coaching

- The ability to assume the basic pedagogic attitude as described above.
- The ability to reflect on one's own work: the practitioner should be willing and able to reflect on his/her work – his/her own approach, the precise wording of the questions, the proportion of the time he/she spent talking, body language (facial expression, posture, hands) and distance from the client.
- The ability to act as a moderator for group processes – see special abilities.
- The ability to think holistically, to consider people's situations holistically, and provide goal-oriented counselling.

### 4.2 Key skills required for counselling and coaching

The International Coach Federation (ICF) defines coaching:

*"... as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential".*

(see <https://coachfederation.org/about>)

The description of the core skills of a EJO4Youth practitioner (trainer) is based on a list of skills issued by the ICF, modified with regard to the requirements of EJO4Youth trainers as coaches

and counsellors. The core skills are grouped in four clusters. The groups themselves and the individual skills are not weighted, i.e. are not ranked in any way.

### **A. Setting the Foundation**

1. Compliance with ethical guidelines and professional standards: Understanding of coaching and counselling ethics and standards and the ability to apply them appropriately in all situations.
2. Establishment of an agreement: this includes a clear understanding of roles, a professional level of intimacy with the client, and clear goal agreements. At the beginning of a counselling session, opportunities and limits, as well as the role of the trainer, should be clearly identified. Clear goals should be agreed while maintaining an appropriate level of intimacy throughout the counselling session.

### **B. Co-Creating the relationship**

3. The ability to establish a trusting relationship with the client and create an appropriate group atmosphere: it is important to establish a safe, goal-oriented framework and to ensure respectful, trusting interaction.
4. Coaching presence: The ability to act consciously and remain mindful throughout the entire counselling process: it is important to observe, listen, and feel what the client is communicating and to feel one's own resonances and, if necessary, integrate these into the counselling process.

### **C. Communicate effectively**

5. Active listening: The ability to concentrate entirely on what the client is saying and not saying, to understand the meaning of what is said in the context of the client's goals and desires, and to support the client's expressive ability.
6. Open, resource- and solution oriented, goal-focused questions: The ability to pose appropriate questions depending on the circumstances and phase of the counselling. Open-ended questions serve to facilitate understanding and foster productive work with the client; resource-oriented questions support the client in discovering skills and abilities, and solution-oriented, goal-focused questions allow solutions to be found.

### **D. Facilitate learning and goal achievement**

7. Establish awareness: The ability to integrate several sources of information, assessing and interpreting these in such a way that it helps the client to achieve awareness, thus to enable him or her to reach his agreed goals.

8. Planning and setting goals: The ability to develop an effective plan of action together with the client, assign responsibilities to peers, and, if necessary, agree deadlines.

An extensive description of the core competencies can be found at:

<http://www.coachfederation.org/icfcredentials/core-competencies/>

### 4.3 Specific skills required for Symbol Work

1. Well-grounded methodology: personal experience in the role of counsellor, client and observer, as well as in counselling clients using Symbol Work methods.

2. The ability to moderate the counselling processes in Symbol Work sessions: this means introducing the individual phases of counselling, involving the group and peers, supporting the young people as they establish their own ideas and hypotheses, leaving the client with primary responsibility for the process, summarizing, helping to develop a tangible action plan, distributing responsibilities among peers, and wrapping up the process. Experience in group work is an advantage.

## 5 Ethical guidelines for practitioners

### Background:

Like any effective guidance methodology, the use of EJO4Youth tools must be underpinned by ethical considerations and guidelines in order to safeguard those involved in its use. The ethical guidelines outlined below derive from both the Code of Professional Ethics of the Psychological Society of Ireland (2010), and the Code of Ethics of the Institute of Guidance Counsellors (2012). As a European partnership, these guidelines should be used in conjunction with each country's own national ethical codes and practices of professional conduct.

The Code of Ethics of the PSI (2010) and the Code of Ethics of the Institute of Guidance Counsellors (2012) categorize ethical conduct into four distinct domains which can help to inform and guide the practice of EJO4Youth practitioners:

- Respect for the rights and dignity of the person
- Competence
- Responsibility
- Integrity

### 5.1 Respect for the rights and dignity of the person

#### a) General respect:

- Practitioners of the EJO4Youth methodology should have an awareness and respect for their clients' moral and cultural values, and not allow their service to be diminished
- due to factors such as gender, sexual orientation, disability, religion, race, ethnicity, age, national origin, party politics, social standing or class.
- EJO4Youth practitioners should always use respectful language in written/verbal communication and act to protect the dignity and wellbeing of clients at all times throughout the EJO4Youth process.

#### b) Privacy and confidentiality:

- EJO4Youth practitioners should, to the best of their ability, ensure that sessions occur in a private environment and that only essential and relevant information needed for the purpose of the EJO4Youth methodology is collected.
- Practitioners should avoid unjustified intrusion of the clients' psychological boundaries. EJO4Youth practitioners should ensure that information regarding the client, is shared only with the client's informed consent and that client files and documents are stored confidentially for an appropriate amount of time (determined by law and national professional requirements) and then destroyed.

- All clients should be informed of the confidentiality of their participation in the EJO4Youth methodology, and the situations (determined by law) in which this confidentiality may be broken (e.g. in the case of danger to oneself).

### **c) Informed consent and freedom of consent:**

- EJO4Youth practitioners must take all reasonable steps to receive informed consent (via written consent forms), free from coercion or in situations where the client may feel obligated or under pressure to consent. In the case of a child/minor, practitioners must receive the informed consent of a parent/guardian.
- Clients should be provided with enough accurate and detailed information to depict the activity for which they are participating, prior to their agreement to participate.
- Clients should also be informed of their right to withdraw from participation, even after the beginning of the process.
- Consent must be provided prior to any video, audio or written recording of the client, and the client must give permission for any third party to be present for the given activity.
- Information regarding the client must only be published or shared with others with the client's informed consent.
- External ethical reviews should take place for any client of a vulnerable group or of diminished capacity to provide informed consent, prior to the participation of the client.

### **d) Self-determination:**

- EJO4Youth practitioners should aim to achieve as active participation as possible of the client in decisions which affect them.
- EJO4Youth practitioners should respect the right of clients to protect their own dignity, and to withdraw their participation at any time. Practitioners should also be aware of and responsive to non-verbal indicators of the desire of the client to withdraw their participation.

## 5.2 Competence

### **a) Ethical awareness:**

- EJO4Youth practitioners must accept their professional responsibility to be aware of ethical guidelines, in order to ensure their practice is safe and beneficial to all parties involved.
- EJO4Youth practitioners should avoid engaging in professional activities which may conflict with professional ethical best practice.

### **b) Limits of competence:**

- Practitioners must be mindful of how their own attitudes and beliefs may impact upon a client and act to prevent this having a negative effect on clients.
- Practitioners must be aware of their own limits, and not exceed the limitations of their education/training or experience when engaging professionally with a client.
- EJO4Youth practitioners should act to refer a client to a more appropriate service or professional if they deem this service would be of greater benefit to the client.

**c) Limits of procedures:**

- EJO4Youth practitioners must be aware of both the strengths and limitations of the tools they use with clients and communicate these with clients and relevant third parties.
- Practitioners should base their interventions on clear objectives and cease intervention if the objective has been met or is impossible to meet.
- Practitioners should carry out pilot studies prior to the implementation of new processes, and withhold from engaging in any activity in which the harm caused to a client may outweigh the benefit.

**d) Continuing Professional Development:**

- EJO4Youth practitioners have a responsibility to continuously maintain their professional competence through individual education, training and supervision.
- EJO4Youth practitioners should engage in self-care to avoid the development of conditions (e.g. burnout) which might reduce their own wellbeing or impact negatively on the client, and to seek support from colleagues or supervisors should they need it.
- Practitioners should remain up-to-date with recent research methods, techniques and progress, and ensure that the tools they use or train other practitioners in, meet the theoretical developments of the most recent research in the field.

**e) Incapacity for practice:**

- EJO4Youth practitioners should recognize and refrain from engaging in professional interactions in which their ability to benefit the client is impaired (e.g. a significant physical or psychological condition which may harm a client).

## 5.3 Responsibility

### a) General responsibility:

- EJO4Youth practitioners have a responsibility to act in a professional and reputable manner, befitting the behavior of their professional field, and to promote the best practice of this field where possible.
- EJO4Youth practitioners also have a responsibility to report or make known policies, procedures or regulations which ignore or oppose their professional code of ethics.

### b) Promotion of high standards:

- EJO4Youth practitioners have a responsibility to maintain high standards in their professional practice and to act in a way that does not undermine the principles or reputation of their professional field.

### c) Avoidance of harm:

- EJO4Youth practitioners have a responsibility to prevent or avoid activities which may cause harm to a client.
- Practitioners should avoid engaging with clients who are likely to be harmed or negatively impacted by their participation.
- Practitioners should postpone or stop activities as soon as harm to the client is observed.
- Practitioners must ensure that tools are only used by professionals who are trained to use them.
- Practitioners must ensure that client information is stored in a confidential manner and cannot be used to inflict harm or loss of dignity/integrity.

### d) Continuity of care:

- If the practitioner deems the referral of a client to be necessary, contact and support should be maintained with the client until the contract has ended and the client has contacted the recommended professional.

### e) Resolving dilemmas:

- All arising conflicts should be resolved in accordance with the EJO4Youth Ethical Guidelines and each partner's national ethical codes and professional guidelines.

## 5.4 Integrity

### a) Honesty and accuracy:

- EJO4Youth practitioners should honestly and accurately portray their own education, training and experience, and act to avoid distortion or exaggeration of their own competence, the capacity of the tools being used or other relevant factors.



- Practitioners should be careful to differentiate their own views and opinions from that of research findings when communicating with clients or other professionals.

**b) Straightforwardness and Openness:**

- Practitioners should provide clients with a clear understanding of any results or observations of their session in language they clearly understand.

**c) Actions of colleagues:**

- EJO4Youth practitioners have a responsibility to stop, make known or report the behavior of a colleague which is deemed to be harmful or unethical.
- Practitioners should offer appropriate support or supervision to colleagues who request it.

For more information regarding ethical best practice see:

<https://www.psychologicalsociety.ie/footer/PSI-Code-of-Professional-Ethics-3>

<http://www.igc.ie/about-us/our-constitution/code-of-ethics>

## 6 How to become a certified EJO4Youth Practitioner?

The Symbol Work-Method is a very successful and powerful counselling approach. To use this in a responsibly way, one has to be an experienced practitioner in the field of youth welfare to apply for our certified training process. In concrete terms, this means, that all applicants for the training programme have to be aware about our fundamental pedagogical approach, the trainer skills and ethical guidelines as presented in this Curriculum.

The face-to-face training is currently divided into 10 Learning Units, and the distance training course (online learning) units will later be integrated. An online platform is being created so that practitioners can access training materials and instructional films, and later, individual learning paths can be generated.

The graph below depicts the structure of the EJO4Youth Practitioner training.

### 6.1 Overview Certification Process

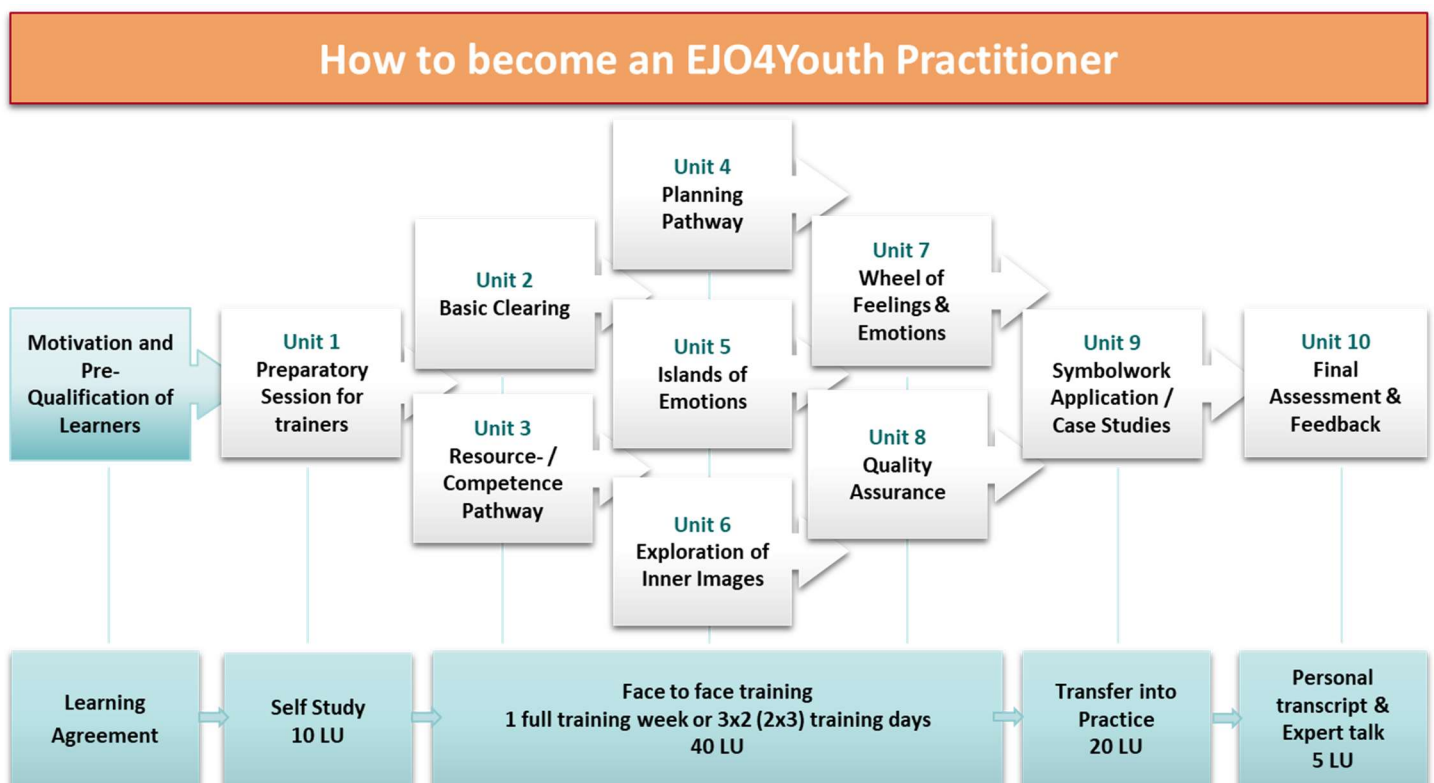


Figure 2: certification process

## 6.2 Description of the training procedure

As a prerequisite for applying for our certified training process, you must be an experienced practitioner in Job and Career Counselling. In practise, this means that all applicants for the training programme must understand our fundamental pedagogical approach as well as the required EJO4Youth trainer skills as described in this document.

The training process begins with the Learning Agreement, which clarifies prior qualifications and the learner's individual motivation. Before attending the face to face training sessions, basic literature on Symbol Work and the EJO4Youth-approach must be studied. Depending on the training providers' different offers, these can either take place in one full training week or be split into some 2 or 3 day training modules.

The face to face sessions are followed by a practise transfer. Future EJO4Youth practitioners should incorporate the method into their own work environment. At least three case studies must be documented, as well as a reflection on the transfer. Finally, practitioners must complete a personal transcript to document their individual learning process. The final expert talk evaluates compliance with the EJO4Youth criteria and is required for certification.

## 6.3 Description of Units & Learning Outcomes (EQF)

The EJO4Youth training programme is broken down into ten units: Face-to-face training includes 40 Learning Units (LU) and is accompanied by Self Study Units (including Transfer into practice and the final Expert Talk) as described above.

This section will introduce you to the individual Learning Units. We give an overview on the main aim of each unit and the desired learning outcomes.

Following the European Qualifications Framework (EQF) a table with the respective Learning Outcomes for Practitioners is provided below the description of each Learning Unit. For more information, please refer to the section "Blended Learning Approach and Accreditation", where you find a comprehensive description on the purpose and use of the EQF.

See: <https://www.ejo4youth.eu/results/>

Let's start to discover the individual Units and their learning outcomes:

## Unit 1: Preparatory Session for practitioners (trainers)

All participants receive relevant literature about Symbol Work in general and the EJO4Youth approach to get prepared for the next steps in the training. This preparatory session is the base for all the following training units.

EJO4Youth Training - Unit 1 - Preparatory Session for practitioners	
Description of Learning Outcomes (EQF)	
Aim of Preparatory Session for practitioners	To prepare for the face to face training sessions, all participants receive relevant literature about Symbol work in general and the EJO4Youth approach for self-centred learning.
	In the run-up to the course, each practitioner deals in detail with the aims of the EJO4Youth project and symbol work. The method is clearly described in the above sections of this Curriculum, that practitioners receive for their preparatory session. These documents shall be used during the whole TTT course.
	In addition we provide learners with a wide range of information on the website: <a href="https://www.ejo4youth.eu/">https://www.ejo4youth.eu/</a>
	As soon as practitioners have filled the "EJO4Youth Learning Agreement" they will be provided with all necessary documentation.
Learning Outcomes (EQF)	
Knowledge	<p>Practitioners know how to</p> <ul style="list-style-type: none"> <li>describe the main idea and concept of the EJO4Youth project by studying the Blended Learning Approach and the Curriculum</li> <li>name the different guidance tools used within EJO4Youth method</li> <li>respect the fundamental pedagogical approach, practitioner skills and the ethical guidelines</li> </ul>
Skills	<p>Practitioners are able to</p> <ul style="list-style-type: none"> <li>apply the project-specific language and the theoretical background of the EJO4Youth method</li> <li>explain the method including the pedagogical approach, the required practitioner skills and ethical guidelines</li> <li>use the main EJO4Youth tools as presented in this Curriculum and on the training platform</li> </ul>

<b>Responsibility and autonomy</b>	<p>Practitioners acquired competences on how to</p> <ul style="list-style-type: none"> <li>• prepare for the training independently (self-study) in order to follow the content presented during the training</li> <li>• autonomously review one's own pedagogical attitude and practise in relation to the Curriculum's fundamental pedagogical approach</li> <li>• freely gather additional information on symbol work</li> <li>• document results from interventions by following the rules of GDPR</li> </ul>

## Unit 2: Basic Clearing

This program's basic clearing section was established to provide practitioners with an adequate assessment tool for identifying the needs of the young people they consult. By the end of the assessment, practitioners will have determined, in collaboration with the young person, the level of counselling required for their clients.

### EJO4Youth Training - Unit 2 – Basic Clearing

#### Description of Learning Outcomes (EQF)

<b>Aim of Basic Clearing Intervention</b>	<p>The EJO4Youth Project looks to establish the use of symbols as a guidance tool for young people. Not all of them will need the intense interventions that can be offered through symbols work, while others will benefit from a tailored use of this technique throughout their guidance experience.</p> <p>The basic clearing section of this programme has been established to provide practitioners with an adequate assessment tool to establish the needs of the young person they meet. By the end of the assessment practitioners will have decided, in conjunction with the young person, the need level of counselling that is applicable to their clients.</p>
<b>Learning Outcomes (EQF)</b>	
<b>Knowledge</b>	<p>Practitioners know how to</p> <ul style="list-style-type: none"> <li>• delineate the aim of the basic clearing intervention</li> <li>• interpret the EJO4Youth Counselling Process Chart which enables practitioners to work independently with their young clients on the first clarification of their aims</li> </ul>

	<ul style="list-style-type: none"> <li>work with the Basic Clearing Concept in an efficient way: Practitioners know how to use the material for basic clearing in order to guide their clients through this important first step of the EJO4Youth training</li> </ul>
Skills	<p>Practitioners are able to</p> <ul style="list-style-type: none"> <li>act on their own initiative to support their clients to define their individual goal(s) by encouraging them to select symbols for relevant aspects</li> <li>complete the action plan together with the client and evaluate the situation in each area by using the evaluation pathways</li> <li>conduct the counselling session in order to clearly identify the level of intervention required for their clients after the basic clearing assessment</li> </ul>
Responsibility and autonomy	<p>Practitioners acquired competences on how to</p> <ul style="list-style-type: none"> <li>independently prepare and structure the EJO4Youth Basic Clearing Process in order to professionally guide the clients through this process by applying the material developed for this unit (as described above)</li> <li>actively initiate sessions with other practitioners/colleagues in order to inform them on the outcomes and to share their experience with them</li> <li>autonomously document and evaluate the outcomes of this clearing phase by following the rules of GDPR</li> </ul>

### Unit 3: Resource-/Competence Pathway

The Resource & Competence Pathway is to support self-reflection on acquired resources and competencies. Resources are viewed as sources of supply or support for clients, and competencies are defined as strengths, abilities, and skills that have been experienced in concrete situations. Both are valuable and important assets to have if clients can rely on them. Be careful with this intervention!

#### EJO4Youth Training - Unit 3 – Resource-/Competence Pathway

##### Description of Learning Outcomes (EQF)

<b>Aim of Resource-/Competence Pathway Intervention</b>	<p>The Resource-/Competence Pathway intends to facilitate supported self-reflection on acquired resources and competencies.</p> <p>Resources are viewed as sources of supply or support for clients, as all available means to achieve individual goals, particularly career and educational needs. Competencies are defined as strengths, abilities, and skills that have already been applied and demonstrated in real-life situations. Both acquired resources and competencies are valuable and important assets to have if clients can rely on them.</p> <p>Discovering these is a process that must be approached with caution. Clients must be able to rely on their resources and competencies in the real world; all must pass the reality test. As a result, great care must be taken during the consultation to avoid "inventing" or "giving away" numerous resources and competencies. Clients must find their own trustworthy ones. In general, "less is more," which means that one "real" resource is far more useful than several shaky ones.</p> <p>The Resource-/Competence Pathway is appropriate for a review, a look back on the client's life, as well as an anamnesis, an in-depth knowledge of the client's entire personality.</p> <p>It also serves as the foundation for a preview and the development of a detailed action plan.</p>
Learning Outcomes (EQF)	
<b>Knowledge</b>	<p>Practitioners know how to</p> <ul style="list-style-type: none"> <li>work conscientiously with the intervention "Resource-/Competence Pathway": The practitioners understand how to use the material to guide the client through the consultation process (specific to his or her topic), particularly to assist the client in relying on his or her own resources and competencies.</li> <li>manage the method's functionality and dynamics</li> <li>carefully accompany and guide the client using the effect of symbols and the depth of biography work</li> </ul>

Skills	<p>Practitioners are able to</p> <ul style="list-style-type: none"> <li>independently assists clients define their goals by encouraging them to select symbols for the relevant aspects of the intervention; and help clients discover, perceive, and explore their own resources and competencies in order to achieve their goals.</li> <li>moderate the counselling processes in symbol work sessions: introducing the individual phases of counselling, involving the group and peers, supporting the young people as they establish their own ideas and hypotheses, leaving the client with primary responsibility for the process, summarizing, helping to develop a tangible action plan, distributing responsibilities among peers, and wrapping up the process</li> <li>work with the client to develop an action plan for the next steps after consulting with this intervention</li> </ul>
Responsibility and autonomy	<p>Practitioners acquired competences on how to</p> <ul style="list-style-type: none"> <li>independently prepare and structure the EJO4Youth Resource-/Competence Pathway Process in order to professionally guide the clients through this process</li> <li>actively initiate sessions with other practitioners/colleagues in order to inform them on the outcomes and to share their experience with them</li> <li>autonomously document and evaluate the outcomes of the Resource-/Competence Pathway intervention by following the rules of GDPR</li> </ul>



## Unit 4: Planning Pathway

The Planning Pathway is to assist clients in developing a detailed action plan and efficiently utilising the resources and competencies that they have acquired throughout their lives and that have become visible through the 'Resource & Competence Pathway'. The detailed Planning Pathway assists clients in defining their future path and achieving their goals in small, manageable steps. The path also serves as a "reality check" for individuals.

### EJO4Youth Training - Unit 4 - Planning Pathway

#### Description of Learning Outcomes (EQF)

<b>Aim of Planning Pathway Intervention</b>	<p>The Planning Pathway intends to assist clients in developing a detailed action plan and in making efficient use of the resources and competencies acquired throughout their lives as made visible in Unit 3. As a result, these two interventions are inextricably linked.</p> <p>This intervention is a major step in the counselling process that builds directly on the Resource-/Competence Pathway and assists the client in breaking down their goals into realistic and small steps while also serving as a reality check. The young people develop a plan to use their "real" resources and take responsibility for their future with the help of the practitioner and – possibly - accompanied by buddies in the group.</p> <p>The action plan in this intervention defines the clients' concrete next steps. The practitioner - and the buddies - will assist the clients in reaching the individual goals of their action plans by actively participating in the counselling process.</p>
<b>Learning Outcomes (EQF)</b>	
<b>Knowledge</b>	<p>Practitioners know how to</p> <ul style="list-style-type: none"> <li>• use the EJO4Youth method following the Training Chart.</li> <li>• work with the Planning Pathway in an efficient way in order to guide their clients through this step</li> <li>• counsel the clients carefully because of the depth of biographical work and advise them to use their own helpful resources and competencies (from Unit 3)</li> </ul>
<b>Skills</b>	<p>Practitioners are able to</p> <ul style="list-style-type: none"> <li>• carry out this intervention independently in accordance with the EJO4Youth Training Chart</li> <li>• decide, which additional EJO4Youth interventions can be useful for the further development of the client</li> </ul>

	<ul style="list-style-type: none"> <li>professionally moderate the counselling processes in various symbol work sessions, including introducing the individual phases of counselling, involving the group and peers, supporting young people as they establish their own ideas and hypotheses, leaving the client with primary responsibility for the process, summarising, assisting in the development of a tangible action plan, distributing responsibilities among peers, and wrapping up the process.</li> </ul>
<b>Responsibility and autonomy</b>	<p>Practitioners acquired competences on how to</p> <ul style="list-style-type: none"> <li>independently prepare and structure counselling sessions with the Planning Pathway in order to professionally guide the clients through this important step of career guidance</li> <li>actively initiate sessions with other practitioners/colleagues in order to inform them on the outcomes and to share their experience with them</li> <li>autonomously document the outcomes of this planning step, and the action plan by following the rules of GDPR</li> </ul>

## Unit 5: Islands of Emotions

The intervention 'Islands of Emotions' is well received by many young people and can address a wide range of issues such as feelings, characteristics, and goals. They can be used for clarification in the sense of 'I don't know what's going on right now,' diagnosis, decision-making, group situation analysis, or relationship aspects. The materials make it much easier to access the often difficult-to-verbalize theme of emotions.

### EJO4Youth Training - Unit 5 – Islands of Emotions

#### Description of Learning Outcomes (EQF)

<b>Aim of Islands of Emotions Intervention</b>	<p>The intervention 'Islands of Emotions' is very well accepted by many young people and can treat diverse topics like feelings, characteristics and goals.</p> <p>They can be used for clarification in the sense of 'I do not know what's going on at the moment', for diagnosis, decision-making, analysis of group situations or relationship aspects.</p> <p>With the materials, access to the often difficult-to-verbalize theme of emotions is much easier.</p>
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	Similar to the Unit the 'Islands of Emotions' it can be used by clients to treat complex and holistic topics. Working with these materials is frequently regarded as visually appealing and advantageous, with a high diagnostic value.
<b>Learning Outcomes (EQF)</b>	
<b>Knowledge</b>	<p>Practitioners know how to</p> <ul style="list-style-type: none"> <li>• work efficiently with the intervention 'Islands of Emotions': they know how to use the material to guide the client through the counselling process</li> <li>• take advantage of the versatility of the material. Practitioners know how to invite the young people to work on holistic topics</li> <li>• accompany their young clients in a solution-oriented way</li> </ul>
<b>Skills</b>	<p>Practitioners are able to</p> <ul style="list-style-type: none"> <li>• independently assist clients in defining their theme, question or aim</li> <li>• encourage and help them to work with the material to make individual feelings conscious and to discover, perceive and explore them</li> <li>• perform independently to create an action plan in collaboration with the young clients</li> </ul>
<b>Responsibility and autonomy</b>	<p>Practitioners acquired competences on how to</p> <ul style="list-style-type: none"> <li>• independently prepare and structure counselling sessions with the Islands of Emotions in order to professionally guide the clients through this important step of career guidance</li> <li>• actively initiate sessions with other practitioners/colleagues in order to inform them on the outcomes and to share their experience with them</li> <li>• autonomously document the outcomes of this intervention by following the rules of GDPR</li> </ul>

## Unit 6: Exploration of Inner Images

The intervention 'Exploration of Inner Images' allows young people to visualise inner images using more archaic materials. The material makes it easier for clients to overcome their resistance and gain direct access to the topics and feelings that are important to them. During the course of work, unconscious, repressed, and previously withheld information is revealed.

### EJO4Youth Training - Unit 6 - Exploration of Inner Images

#### Description of Learning Outcomes (EQF)

<b>Aim of Exploration of Inner Images Intervention</b>	<p>The intervention 'Exploration of Inner Images' allows young people to visualise inner images using more archaic materials. The material makes it easier for clients to overcome their resistance and gain direct access to the topics and feelings that are important to them. During the course of work, unconscious, repressed, and previously withheld information is revealed.</p> <p>Working with these materials is frequently regarded as visually appealing and advantageous, with a high diagnostic value.</p> <p>This intervention can also help clients identify hidden resources and potentials, gain clarity on important life issues and goals, and plan concrete next steps in education or the labour market. The 'Exploration of Inner Images' pathway allows them to treat more complex and holistic topics than the previous pathways.</p>
<b>Learning Outcomes (EQF)</b>	
<b>Knowledge</b>	<p>Practitioners know how to</p> <ul style="list-style-type: none"> <li>• work efficiently with the intervention 'Exploration of Inner Images': the practitioners know how to use the material to guide the client through the consultation process</li> <li>• apply the functioning and the dynamics of the method by knowing the specific effect of the archaic material used</li> <li>• be aware of the border between counselling and therapy. It is in the responsibility of the practitioner to make this transparent.</li> </ul>
<b>Skills</b>	<p>Practitioners are able to</p> <ul style="list-style-type: none"> <li>• independently assist clients in defining their theme, question or aim by encouraging them to work with the material to make individual feelings conscious</li> </ul>

	<ul style="list-style-type: none"> <li>autonomously work with the clients to enable them to develop an action plan for the next steps after the counselling session</li> <li>responsibly recognize topics that are therapeutic in nature. Depending on the nature and depth of the subject, the practitioner assists the client in locating suitable specialist therapists or other network partners. If practitioners believe that referring a client to a more appropriate service or professional would be of greater benefit to the client, they should do so.</li> </ul>
Responsibility and autonomy	<p>Practitioners acquired competences on how to</p> <ul style="list-style-type: none"> <li>independently prepare and structure counselling sessions with the Exploration of inner images in order to professionally guide the clients through this important step of career guidance</li> <li>actively initiate sessions with other practitioners/colleagues in order to inform them on the outcomes and to share their experience with them</li> <li>autonomously document the outcomes of this intervention by following the rules of GDPR</li> </ul>

## Unit 7: Wheel of Feelings & Emotions

The 'Wheel of Feelings & Emotions' can be used to determine the current client's emotional state. Initially, the client may try to avoid using the word "feeling," but feelings and emotions are generally a central point when making decisions, including career choices. At the same time, they serve as a breeding ground for misunderstandings. The wheel was developed over many years of experience to assist people in (re-)discovering their feelings and emotions.

### EJO4Youth Training - Unit 7 - Wheel of Feelings & Emotions

#### Description of Learning Outcomes (EQF)

<b>Aim of Wheel of Feelings &amp; Emotions Intervention</b>	<p>Feelings and emotions are generally a central point when making decisions, including when choosing a career. At the same time, they are a basis for misunderstandings. A common language is often missing.</p> <p>The wheel of feelings and emotions can be used to ascertain what emotional situation the client is currently in. In the beginning, the client often tries to avoid using the word feeling at all. This is often followed by a phase of emotional confusion. Misunderstandings are particularly caused by thoughts, assessments (e.g. loneliness, insecurity), body feelings (e.g. pressure, tiredness) or physiological symptoms (e.g. blushing, trembling ) are named as feelings. Based on many years of experience, a star was created on which ten feelings are depicted.</p> <p>A star with ten points of different colors is glued to a circular piece of wood (the wheel). The following terms can be found on the wheel of feelings and emotions:</p> <p>fear - anger - depression - serenity - happiness - love - shame - guilt - sadness - anger</p>
<b>Learning Outcomes (EQF)</b>	
<b>Knowledge</b>	<p>Practitioners know how to</p> <ul style="list-style-type: none"> <li>work efficiently with the intervention 'Wheel of feelings and emotions': they know how to use the wheel to guide the client through this intervention</li> <li>invite the young people to (re)discover their feelings, by emphasising that one topic might include various different feelings and emotions</li> <li>accompany their young clients in a solution-oriented way</li> </ul>
<b>Skills</b>	<p>Practitioners are able to</p>

	<ul style="list-style-type: none"> <li>independently assist clients in this intervention with patience. It is not easy for most clients to speak about their feelings.</li> <li>encourage and help them to work with the wheel (in form of a star) to make individual feelings conscious and to discover, perceive and explore them</li> <li>explain their clients, that it is important to be aware of current feelings and emotions, but that they might constantly change.</li> </ul>
Responsibility and autonomy	<p>Practitioners acquired competences on how to</p> <ul style="list-style-type: none"> <li>independently prepare and structure counselling sessions with the Wheel of feelings and emotions in order to professionally guide the clients through this intervention</li> <li>actively initiate sessions with other practitioners/colleagues in order to inform them on the outcomes and to share their experience with them</li> <li>autonomously document the outcomes of this intervention by following the rules of GDPR</li> </ul>

## Unit 8: Quality Assurance & Documentation

Quality assurance (QA) is an instrument used in the context of this training to ensure the quality of consultations, to continuously improve interventions for the target group, and to adapt the method to the respective conditions in the various organisations. The development and adaptation of the interventions is a crucial component of the EJO4Youth project.

### EJO4Youth Training - Unit 8 - Quality Assurance & Documentation

#### Description of Learning Outcomes (EQF)

Aim of Quality Assurance & Documentation	<p>In the context of EJO4Youth, the Quality Assurance (QA) is an instrument to ensure a high quality of guidance, to continuously improve the interventions for the target group and to adapt the method to the respective conditions.</p> <p>The further development and adaption of the interventions is a very important part of the EJO4Youth project. The young people - the main target group - will be able to work out and pursue their goals.</p>
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	Practitioners are invited to be critical and to give feedback regarding their needs. The interventions should be adapted to the requirements and needs of their target groups.
<b>Learning Outcomes (EQF)</b>	
<b>Knowledge</b>	<p>Practitioners know how to</p> <ul style="list-style-type: none"> <li>work independently with their young clients, handle the fact that their own attitudes and beliefs have a strong impact and therefore are always aware to prevent any negative effects on clients</li> <li>be aware of their own limits and to follow the EJO4Youth Rules as defined in this Curriculum</li> <li>fulfil their responsibility to continuously maintain their professional competence and to give adequate feedback to improve the EJO4Youth method</li> </ul>
<b>Skills</b>	<p>Practitioners are able to</p> <ul style="list-style-type: none"> <li>document their counselling processes carefully in a way that preserves the client's identity and by following the rules of GDPR</li> <li>analyse and document complex counselling processes and are able to recognize whether interventions are suitable for clients or not</li> <li>question themselves and exchange ideas for continuous improvement on the EJO4Youth partnership and with experts in their own networks</li> </ul>
<b>Responsibility and autonomy</b>	<p>Practitioners acquired competences on how to</p> <ul style="list-style-type: none"> <li>autonomously review one's own pedagogical attitude and practise in relation to the Curriculum's fundamental pedagogical approach</li> <li>individually adapt interventions to the needs of clients by taking over the responsibility as defined in this Curriculum by using the complex possibilities of symbolic work</li> <li>autonomously document the outcomes of this intervention by following the rules of GDPR</li> </ul>



## Unit 9: Application/Case Studies (Transfer into practice)

To transfer the acquired knowledge into practice, the learned and proven interventions must be applied with clients. After the training course the practitioners have to document at least three counselling sessions with the learned interventions. It is highly recommended to conduct counselling sessions with all learned intervention in practice.

### EJO4Youth Training - Unit 9 - Application/Case Studies (Transfer into practice)

#### Description of Learning Outcomes (EQF)

#### Aim of Application/Case Studies (Transfer into practice)

In the implementation phase, the learned and proven interventions must be applied with the EJO4Youth target group. Within the training course each practitioner has to counsel a minimum of three young people with the above presented interventions.

It is recommended that practitioners use various interventions in practice to get an holistic view on the possibilities offered by the symbol work method.

It is a great challenge to carry out the respective steps in accordance with the fundamental pedagogical approach and the ethical guidelines, to adhere to the working steps. Be aware of your responsibility and use the specialist knowledge of the EJO4Youth network as well as your local career guidance networks.

All practitioners have to provide the EJO4Youth network with the documentation of at least three Case Studies.

#### Learning Outcomes (EQF)

#### Knowledge

Practitioners know how to

- interpret the EJO4Youth method based on symbol work, which enables practitioners to work independently with their young clients
- provide a suitable environment with inviting and appreciative atmosphere
- counsel their clients according to the fundamental pedagogical approach and attitude of EJO4Youth method.

#### Skills

Practitioners are able to

- handle the individual interventions in a safe and professional way and know how to use the material in order to guide their clients through the whole process

	<ul style="list-style-type: none"> <li>plan counselling processes comprehensively by providing suitable interventions for their clients' individual situation</li> <li>respond in each situation to the needs of the clients and the group by being aware of body language, one's own wording and the appropriate level of intimacy</li> <li>write Case Studies and document the interventions following the rules of GDPR</li> </ul>
<b>Responsibility and autonomy</b>	<p>Practitioners acquired competences on how to</p> <ul style="list-style-type: none"> <li>responsibly work in an open, client-centred and appreciative way in order to create an appropriate counsellor-client relationship</li> <li>independently establish a trusting relationship with their clients and the group in order to overcome learning and development barriers</li> <li>autonomously and self-critical reflect on one own's learning and work goals and know how to motivate clients to pursue their defined goals in an independent manner</li> </ul>

## Unit 10: Assessment & Feedback

After completing the training successfully, a personal transcript must be completed to reflect the personal learning outcomes. This, along with the documented case studies, will be discussed during an expert interview as part of the evaluation process to become a certified EJO4Youth practitioner.

### EJO4Youth Training - Unit 10 - Assessment & Feedback (Expert talk)

#### Description of Learning Outcomes (EQF)

<b>Assessment &amp; Feedback (Expert talk)</b>	<p>After successfully completing the training (Unit 1 to Unit 9), a personal transcript has to be completed to reflect the personal learning outcomes. This, together with the documented Case Studies, will be discussed during an expert interview as assessment to become a certified EJO4Youth practitioner.</p>
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	<p>In this assessment section the following topics are to be discussed:</p> <ul style="list-style-type: none"> <li>▪ Individual feedback regarding the training following the Personal Transcript (including recommendations for improvement)</li> <li>▪ Reflection of documented Case Studies</li> <li>▪ Talk about the own self-understanding and basic pedagogical attitude and approach</li> <li>▪ Reflection of the own role as practitioner and multiplier of the EJO4Youth method</li> <li>▪ Dissemination activities regarding the EJO4Youth method (within own organisation and externally)</li> <li>▪ Further ideas and planning for implementation, adaptation and dissemination of the method</li> </ul>
<b>CONGRATULATIONS!</b>	
EJO4Youth Certificate	All practitioners who participated in the EJO4Youth training during the project life cycle will receive an internal Certificate from the respective partner organization.

## 7 EJO4Youth – Counselling-Method: Always walk through Five Steps!

*For the sake of simplicity and easier reading, only the feminine form has been used for the individual categories of people.*

Within about 10-15 minutes time and without spectators, a young person creates/builds the Basic Clearing or other EJO4Youth Counselling Scenarios ("resource- / competence pathway", "planning pathway", "exploration of inner images", "exploration of islands of emotions" or "wheel of feelings and emotions") on her own.

When she has finished, everyone sits down around the young woman and her model.

### STEP 1 - Presentation

The young woman:

- She presents the heading/ topic of her presentation.
- She talks about what she has displayed.
- The young woman always states which symbol she is talking about. (e.g. "this hand stands for...")

The group (if the group is too big, 3 persons will be selected):

- Everyone listens carefully to what is being told.
- They are aware of the young woman's presence.
- While she is speaking, the group observes her gestures, mimicry, posture, breathing, the pitch of her voice. Does she show emotions, does she touch a symbol, which one?

### STEP 2 - Factual questions

The Group:

- The group (or the 4 selected persons) asks factual questions.
- These questions only refer to the symbols, to "what is visible".
- No "why"- or "how come"-questions are asked.
- This is not about interpretation but understanding only.

The young woman:

- She answers to the factual questions.

### STEP 3 - Perception

The Group:

- The group addresses the young woman directly
- They describe everything they have perceived and everything they have observed while they were told the story.
- If someone detects emotions, he or she should be able to explain how they were perceived. (Mimicry, gestures, pitches of the voice etc.)

The young woman:

- Listens attentively.

### STEP 4 - Interpretation

The Group:

- The group talks about the young woman.
- They are thinking aloud, asking questions like "what is the problem?", "What should be different?", "What would she want to solve, understand, do?", "Where could be difficulties? Where not? "

The young woman:

- She listens attentively and does not respond for now.

### STEP 5 - Agreement on actions

When the group has finished "thinking aloud", the young woman talks about her thoughts regarding the considerations of the group.

- What is true? What is not? Where are insecurities? Are there doubts?
- What does she like to hear? What does she not like to hear?
- What is especially important from the things said? Where would she like to begin?

## 8 Overview on EJO4Youth Counselling Scenarios

### 8.1 Basic Clearing

#### The material (wooden case #4), work pad “Basic Clearing”

EJO4Youth Basic clearing has been established to provide practitioners with a quick assessment tool to establish the needs of the young person they meet. By the end of the assessment practitioners will have decided, in conjunction with the young person, the need level of the client and if the use of symbols is applicable to them.

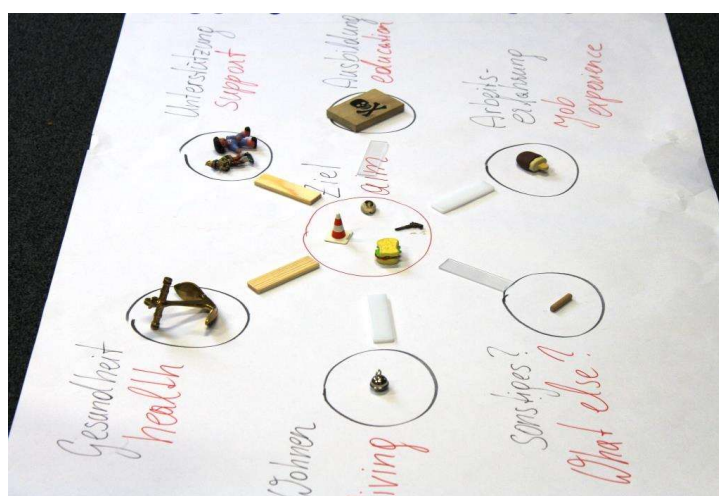


Figure 3: Basic Clearing

### 8.2 Pathways: Resource-/ Competence Pathway and Planning Pathway

#### The material (wooden case #4), Work pad “R&C”

Every road is suitable either for a look back, the determination of the current position (like Resource-/ Competence Pathway) and a preview (Planning Pathway), always related to life goals and visions. It is advisable to decide whether to work on short-, medium or long-term goals.

For a future agenda, the year cards can also be transformed into cards for months, weeks, days or even hours. This allows flexibility for planning and reorientation.

#### Working surface

Participants and trainers should work on the floor, if possible.



Figure 4: Resource-/Competence Pathway

and

Planning Pathway

### 8.3 Exploring the islands of emotions

#### The material (wooden case #3)

A piece of blue denim (about 150x150cm) is used as base to symbolize the ocean. There are 22 parts of plywood in the shape of islands.

These islands are marked as follows:

Anxiety, anger, fear, depression, solitude, happiness, fright, serenity, luck, misery, love, lust, power, envy, guilt, worry, pride, shame, pain, yearning, grief, rage.

Their backs are painted in black slate. These sides can be written on with chalk and therefore used to add additional feelings or for the tasks "properties" and "life goals".

Other items of this set include a small wooden ship, 10 tokens, chalk and a buoy in yellow and black. The yellow side of the buoy stands for pleasant feelings and the black side stands for unpleasant ones. The tokens are used to symbolize persons. The ship serves for transport.

The course of the counselling sessions with the individual steps agrees with those of the above-described interventions





### Figure 5: Exploring the Island of Emotions

## 8.4 Exploration of inner images

### The material (wooden case #2)

## Meanings of the materials

- Thorns (barbed wire): Symbolize unpleasant feelings such as fear, guilt, grief etc. Thorns may also stand for pain, injuries etc.
- Feathers: Pleasant feelings such as luck, love, happiness and so on. They can also represent protection, warmth, affection.
- Gold: All precious or desired things.
- Sand: All things that literally "trickle through my fingers, which I cannot get a hold on". A path, beach or similar things can also be represented by it.
- Shit (cat litter): Self-explanatory.
- Stones/rocks: Stand for hardship, coldness etc. Stones can also symbolize protection, walls etc.
- Cotton wool: Fog, ungraspable, unconceivable things.





**Figure 6: Exploration of inner images**

The young adults will learn only the meanings of these symbols; there will be no further explanations. They can extend these meanings if necessary.

### **Working surface**

Participants and trainers should work on the floor or around a low table, if possible. Several white sheets of paper (A4) will be used as a base. That way the materials can be easily put back in the cloth pouches afterwards. At the beginning of the session, the cloth pouches with the materials inside are placed next to each other, wide open. The order is not relevant.

The course of the counselling sessions with the individual steps agrees with those of the above-described interventions

## 8.5 Wheel of feelings and emotions

Feelings and emotions are generally a central point when making decisions, including when choosing a career. At the same time, they are a basis for misunderstandings. A common language is often missing. The wheel of feelings and emotions can be used to ascertain what emotional situation the client is in. In the beginning, the client often tries to avoid using the word feeling at all. This is often followed by a phase of emotional confusion. Misunderstandings are particularly caused by thoughts, assessments (e.g. loneliness, insecurity), body feelings (e.g. pressure, tiredness) or physiological symptoms (e.g. blushing, trembling ) are named as feelings. Based on many years of experience, a star was created on which ten feelings are depicted.

A star with ten points of different colors is glued to a circular piece of wood (the wheel).

The following terms can be found on it:

fear - anger - depression - serenity - happiness - love - shame - guilt - sadness - anger



Figure 7: Wheel of feelings and emotions

The feelings are arranged randomly. This is also communicated to the client. All feelings are always queried, while the star is slowly turned so that the respective tip is pointing towards the client. It goes without saying that this is always a question from the consultant. Otherwise, the client interprets the choices made by the counselor as the important feelings, and the unasked as the less important feelings. This is also the best way to ensure that the client has the experience that, as a rule, several feelings are perceived on one topic.

## 9 Case Studies – Outcomes of interventions

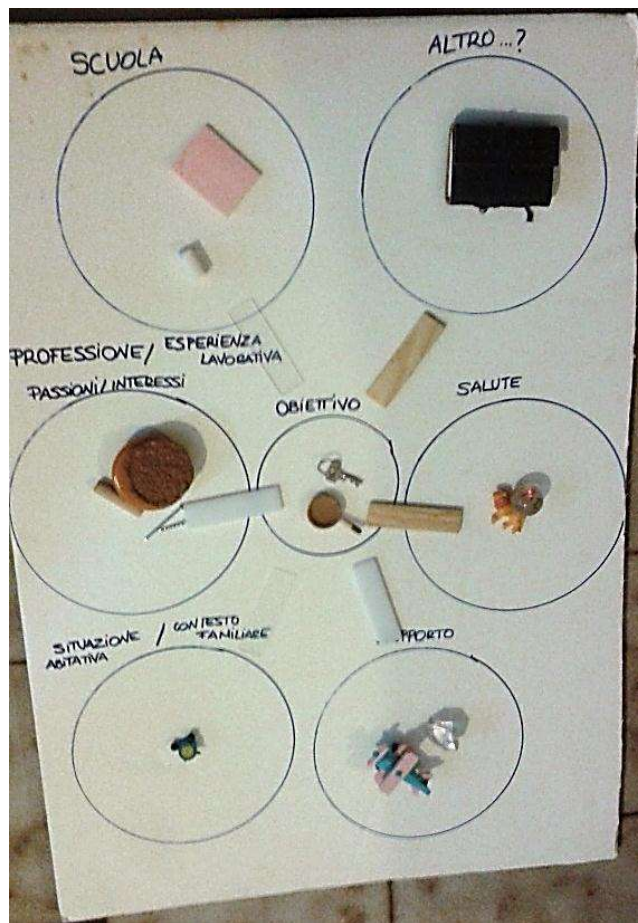
### 9.1 Basic Clearing

#### Key points

- Name of the counsellor: Julia
- Name of the client: we call him Abdouh
- Basic data of the client: 17 years old, 3th year of middle school + internship in a restaurant.
- Name of intervention: Basic clearing
- Headline/ question of the intervention: What to do when I will be 18 years old?

#### Presentation:

Abdouh is 17 years old and he is from Senegal. He arrived to Palermo 2 years ago and since this moment he is living in a sheltered housing for unaccompanied minors, but in three months he will be 18 years old and he will have to leave this structure. (Symbol: he chooses a clock because he feels pressure about the time) All his family is in his country of origin, so his support in Palermo are some friends, educators from shelter house and the workers on the restaurant where he is doing an internship, with an employment program. (Symbols: an airplane because his family is far away and diamond because he considers his family, friends and new supports like a treasure). He studied a little bit in Africa, but in Europe are not recognized, so he is trying to improve Italian language and studying in an adult's school to have the 3th year of middle school. (Symbols: paper and chalk represent the school) He is doing an internship in a restaurant and he has some experience as a carpenter from Senegal. (Symbols: hamburger represents the restaurant and a piece of wood and the nails represent his carpenter experience) His health is very good, he feels strong and he is a sportive boy. (Symbols: a lion because he feels strong and a ball because he likes to plays football) For what else, he tells us about his religion that is very important in his life and football, because this way he socializes with Italian peers. (Symbols: he chooses a book to represents his religion).



**Figure 8: Case Study Basic Clearing**

His objective is to have a job and to go to live with other two friends who are in a similar situation, in three months. (Symbols: pan and key to represent his work in the restaurant and his new home.)

- Thick ice stands for: health and what else?
- Medium thick ice is standing: Job experience (because he thinks that there are some possibilities to continuous in the restaurant) and support (because some persons in the restaurant are helping him a lot )
- Thin ice stands for: Education (because he is not really motivated with school, he knows that it is important in Italy, but important for him it's to have a job) and living (because in some months he needs to leave and to have an independent house.)

**Factual questions: Yes**

**Perception (without evaluation, interpretation...)**

He is calm during the entire tale. He smiles when he speaks about his job and his friends. His voice changes when he speaks about his family and his mother. He is serious when he speaks about his experience as a carpenter in Senegal and he touches his chest when he tells us about his religion. He points with the finger the objective symbol several times.

### **Interpretation**

He is aware about his situation. He is on the way to be successful in his objectives but he needs the correct support to arrive. He has a good support in the restaurant with his colleagues and his employer and it is good that he wants to work, but he shouldn't forget the importance of the language and of minimum studies license for the future and it is also important that he tries to have a more solid Italian network that can help him in his future and I think playing football it could be a good tool for this.

### **Agreement & action-plan**

We will meet the next week again. During this week he compromises to speak with his employer to know if the possibilities in the restaurant that he told about are feasible or not. I will put in contact him with an association helping migrants with his studies (Comunità Exodos). Also during this week he will search some telephones from rented houses and I will help him calling together.



## 9.2 Resource-/ Competence Pathway and Planning Pathway

### Key points

- Counsellor: Anne
- Client: we call her Denise (17 years, lower secondary school, ninth grade, lives in an resident group with 7 other girls)
- Intervention: Resource-/ Competence Pathway and Planning Pathway

***“How do I realise my big dream of having my own tailor's?”***

### Presentation

“My aim and my big dream is to have an own tailor’s one day. I’m in an internship in a sewing workshop at the moment and I love it. So I put the sewing thread on the blue card.

At the beginning I choose the black card because I was a little devil in my mother’s belly. It wasn’t a good pregnancy. I don’t remember anything about the first eleven years of my life. The first thing I really remember is that I got in stress with my mother at the age of 12/13. I felt like in a cage and I had to fight a lot (sword). When I was 14 I drank a lot of alcohol so I thought I could fly (plane). With 15 I got pregnant and lost my baby (star). And I got to know some skills I could do to avoid hurting myself (“skills”-suitcase). At the side there is the pearl necklace which stands for my best friend who is always with me – actually not physical because she doesn’t live near but in my heart. Now I am 17 and I am more stable in my personality (lock) and I have to be careful not to give in (cone). There is an approximation to my mother again (clamp) and I am better in school than ever (note with a book on it).”

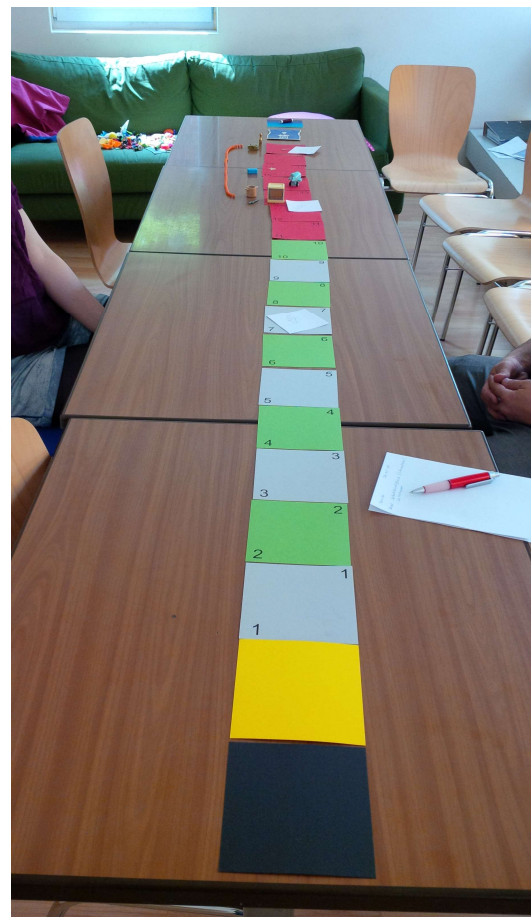


Figure 9: Resource-/ Competence Pathway

### Factual questions

There are no factual questions.

## Perception

The counsellor and the observer tell Denise what they have perceived during her story:

- You laughed while you were talking about the difficult pregnancy of your mother.
- When you got to the point when you were 12/13 and talked about the stress with your mother you got more serious and didn't laugh anymore. After that point you started smiling and laughing again.
- You lifted up the cone several times.
- When you were talking about the lock you were calm.
- While talking about the clamp you had a more serious voice.

## Interpretation

Now the counsellor and the observer talk about Denise.

- Why does she talk about herself as a little devil?
- It is remarkable that the road cards are all lying in a line but only at the point of 12/13 the cards are crooked.
- In the lock there is much energy.
- It is a typical biography: In the age of 12/13 there is a detachment/separation from family, at 17 approximately again.
- Instead of the book she could have chosen more symbols for her actual school career.

## Agreement & action-plan

The counsellor asked Denise to put all symbols which are important to reach her aim on the parking spot.

- Pearl necklace: Her best friend is important for everything she does.
- Book: School is necessary to get the graduation.
- Sword: To fight for the aim.
- Star: Denise can sew something to remember her lost baby which is not that permanent than for example a tattoo, so she can also put it aside to get more distance.
- Cone: Don't give in.
- Suitcase: To feel secure to have alternatives to hurt herself.
- Lock: All her personality -> **"I have to be me to do my dream job."**

### 9.3 Planning Pathway

Now the counsellor asked Denise to make a distance between Parking spot and aim. What has to happen until she can reach her aim?

Denise puts 8 carts (years) between it.

1. Candles: lower graduation (in Lernpunkt)
2. Diamond: higher graduation (on another school)
3. Little button: first year of training
4. Middle button: second year of training
5. Bigger button: third year of training (after that there will be a big party -> disco ball)
6. Little money
7. More money
8. Good money -> stable independence (balloons -> opening party of her tailor's)

Now the counsellor asked Denise to put stones where she thinks there could be difficulties (stumbling blocks).

1. Stumbling block: another big school with many new people can be difficult for Denise
2. Stumbling block: Again many new people on the professional school
3. Stumbling block: To reach the final exam
4. Stumbling block: Finances -> The size of the stones represents the size of the difficulties.



**Figure 10: Planning Pathway**

Resources again: chain, sword, lock, and cone

#### Agreements:

- Diagnose and therapy has to be first.
- Is the therapist able to make a diagnosis?
- What kind of Diagnosis will it be?
- Does the diagnosis hinder her to reach her dream job?
- Is Denise able to get an own flat/to live alone?

-> This all should be clarified while Denise is in the “secure” Lernpunkt.

- Next week Denise asks her therapist about Stefan to join the next therapy session (before summer holidays).
- The counsellor asks Anna (a colleague) about the assisted living.



- The diagnosis should be when Denise is 18 (this will be in June).
- The “HPG” (help plan talk) will be in June, the move in an own flat can take place in the summer holidays.
- The counsellor phones to the Youth Welfare Office or to Denise’s guardian to get to know how the plan is about the own flat.

## 9.4 Exploration of inner images

### Key points:

- Name of the counsellor: Chiara
- Name of the client: we call him Frank
- Basic data of the client: Career guidance counsellor
- Name of intervention: Inner images
- Headline/ question of the intervention: Frank is going to retire next year: What comes next?

### Presentation:

- Gold represents to Frank his job, because he likes and feels satisfied with it. He also uses it to talk about past years.
- Feathers symbolize his work, because he likes it and he feels satisfied.
- Stones are his friends and family (he and his brother’s).
- Cotton symbolizes the future, which is confusing for him because he does not know what he will do when he retires.
- Sand: Every effort he made to get what he wanted

### Factual questions: Yes

### Perception (without evaluation, interpretation...)

- Frank speaks very low, with pressure in his voice. He cleared his throat several times. In the end the tone of his voice becomes stronger.
- He does not touch the stones; he makes circles with his hands above them. He stays at the same place. When he talks about his friends, his tone of voice changes and his shoulders relax.

- When he talks about himself, his tone of voice is low. When he talks about his friends and family, the tone of voice becomes stronger. Tears in his face too.

## Interpretation

- For Frank, his job is very important in his life. So when you want something and you feel it is going to end, you need to learn to say goodbye so you can plan the next steps. He starts something new, and he is worried about the future.
- On the other hand, he is aware of his resources (family, friends). But he is not able to organize himself to solve the next steps.
- He has left the sheet of paper where it represents the near-empty future. He has not touched anything related to the future. It's like he does not know what to do in the future. He's confused.
- It is very emotional. Confusion is in the future. He has to focus on the resources he has.

**Chiara:** Frank talks about his confusion about the future. It is not easy for him to connect his future with all the efforts he has made to get the job he has now. He

seems frightened by the future. She asks him: "Frank, what do you think about what your colleagues told you?"

**Frank:** I think it is very helpful; I have to think about the future, because I have the resources to face this change.

**Chiara:** Okay, can you stand up and look at your picture from different sides? Do you want to change something? What perspective do you like best?

(Frank stands up and observes his picture. He wants to make a change.)



Figure 11: Exploring inner images

**Agreement & action-plan**

- Frank chooses to use three more stones and he puts them in the future. He also uses sand to connect the different possibilities. For him, the stones symbolize the different things he can do in the future.
- He thinks that future could be good, if he wants, he has friends and family and now it's necessary build his future. So, he will think in all things he can do in the future, with the resources he has, and make plans for it.
- He will try focus not only in the past and in this job that finishes; he will see this like a chance to change.

## 9.5 Exploring the islands of emotions

### Key points:

- Counsellor: Britta
- Client: we call her Jaqueline (21 years; education as children's nurse / nanny; lives in her own apartment; has been in our consulting office for over a year )
- Intervention: island of emotions

### Case Study “Jaqueline”: I’ll be Mama - Can I do it?

One person is chosen for closer observation.

There are five islands on the water. On one island are three figures. Another figure is placed between two islands.

### Presentation



**Figure 12: Case Study – Island of Emotions I**

Jaqueline: I’ve chosen the island of pleasure, because I feel the pleasure of change. And there are joy and happiness. I’m looking forward to the pregnancy. But there are also anxiety and worry. I wonder if and how I will do it all.

### Factual questions

There are factual questions about the figures on the islands.

- Question A: “Who are the three figures on the island of happiness?”
- Answer A: “These are my three siblings. They are looking forward to the pregnancy with me and will support me.”
- Question B: “And who is the figure between joy and happiness?”

- Answer B: “This is Peter, the father of my unborn child. He is also happy about the pregnancy. But since he is in the hospital, we did not have time to talk properly about the situation. We'll do it as soon as he's back home.”

## Perception

The selected person and the counsellor tells Jaqueline what they have perceived during her presentation:

- You spoke clearly and slowly, with little emphasis.
- While you were talking, you had two figures in your hands and put them from one hand into your other hand. You spoke quietly, with little change in the pitch of your voice. When you were talking about the island of joy and happiness, there was a little smile on your face. At the end, when you talked about worry and fear, you rubbed the figures together in your hand.

## Interpretation

Now the observer and the counselor talk about Jaqueline:

- Fear and concern are the closest island to the place of Jaqueline. Nevertheless she has begun her presentation with the island of pleasure. I missed a bit of her emotions. Her story sounded a little dry and distant. Beside Jaqueline's place, on the pile of the unused islands, the island of love lies at the very top. Is not “love” missing here? What changes is she looking forward to?
- It is good that Jaqueline with the Island of Joy has three supporters at her side. Maybe a part of her fears and worries can be caught here?
- I'm wondering about the figure of Peter. His place between the two islands looks very wobbly. Why is Peter in this place? And does he not also belong to all the other islands on the water? What happens when Peter falls into the water?

## Agreement & action-plan

There are changes in the picture. Jaqueline is now more and more confident about her pregnancy. In a first step, she puts anxiety and worry on the side. In the picture, pleasure, joy and happiness remain. And Peter now appears on all the islands.

Jaqueline tells that she has considered for a long time whether the love belongs to the picture and has decided against it. Now she wants love to be integrated.



**Figure 13: Case Study – Island of Emotions II**

“It is a nice feeling that I am pregnant and will get a big belly. I feel relieved to express this feeling. **I'll be 'fat', but full of love**”. At first she speaks these words quiet and uncertain, but increasingly loud and self-assured. Finally, the island of pride finds its place on the picture.



**Figure 14: Case Study – Island of Emotions III**

Are you satisfied with your picture? Is there anything missing? Do you still need some form of support?

“It feels very good to look at new image. I'll get my baby. With joy, pride and love, I can do it. And, of course, with the support of my siblings. I'll talk to Peter as soon as he gets well again.”

## 10 Quality Assurance (QA) in EJO4Youth Training

Quality assurance (QA) is an essential instrument for ensuring the quality of the EJO4Youth Training, which results in high-quality counselling sessions with clients.

Practitioners who complete our training will be able to meet all of these requirements and implement the method in their own organisations to deliver high-quality interventions.

It is critical to continuously improve interventions for the target group and adapt the method to the specific needs of the various implementing organisations. The development and adaptation of interventions is a crucial component of the EJO4Youth Training methodology.

Therefore we present specific quality tools, which must be applied when using the EJO4Youth Method:

### 10.1 Clearly defined EJO4Youth certification process

It is a key quality criterion to accurately describe and follow the training and certification process. The certificate is only given to those who have completed the entire process successfully. Here are the key points summarised once more:

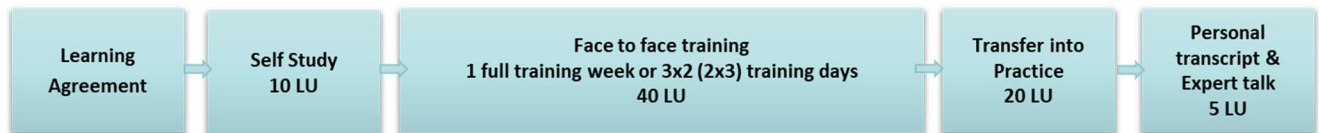


Figure 15: EJO4Youth certification process

**Learning Agreement:** The certification process begins with the Learning Agreement, which clarifies prior qualifications and the learner's individual motivation.

**Self-Study:** Before attending the face-to-face training sessions, basic literature on symbol work and the EJO4Youth-approach must be studied.

**Face to face training sessions:** Depending on the training providers' different offers, they can either take place in one full training week or be split into some 2 or 3 day training modules.

**Transfer into Practice:** The face-to-face sessions are followed by a practise transfer. Future EJO4Youth practitioners should incorporate the method into their own work environment. At least three case studies must be documented, as well as a reflection on the transfer.

**Personal transcript & Expert talk:** Finally, the practitioners must complete the personal transcript to document their own learning process. The final expert talk evaluates compliance with the EJO4Youth criteria and is required for certification.



## 10.2 Documentation and Evaluation of Counselling Sessions

Writing Case Studies to reflect on their own work with clients and share their experience with colleagues is an important step in the individual learning process for all practitioners. The Annex contains a template for a Case Study.

## 10.3 Quality Circle

The EJO4Youth Method can be used by individuals, but it has the greatest impact when implemented within an organisational framework. Providers of training and counselling who want to use the "full power of the methodology" should establish a quality management system that includes Quality Circle Meetings for all staff involved.

## 10.4 Supervision

In addition to the previously mentioned quality circle, we recommend conducting supervision with experienced EJO4Youth-Trainers from outside the organisation. This method will assist practitioners in their application of the method in order to ensure high-quality implementation.

## 10.5 Continuous Improvement process

Organisations that have a sophisticated Quality Management System should incorporate the EJO4Youth Method into their internal Continuous Improvement process. This entails appointing a responsible person to oversee the Quality Assurance of the EJO4Youth Method, with the goal of adapting and improving the application of EJO4Youth within the organisation as a continuous process to maximise client satisfaction.



## 11 Explainer Videos

Here we provide you with videos, which were produced in various Symbolwork projects to give you a quick overview on the single interventions. More material will be produced in the course of the EJO4Youth project and will soon be available here:

<https://www.ejo4youth.eu/>

### 11.1 Symbol Work basics

[https://youtu.be/a\\_fH0jQKHyl](https://youtu.be/a_fH0jQKHyl)

### 11.2 Basic Clearing

<https://youtu.be/a8HQ-HvcWjo>

### 11.3 Resource Pathway

<https://youtu.be/v5JxwMeo35E>

### 11.4 Islands of Emotions

<https://youtu.be/ca8C2LfZwBI>

### 11.5 Inner Images

<https://youtu.be/VsiqvLSpKJw>

### 11.6 Wheel of feelings and emotions

<https://youtu.be/0-yHjAb0Pr8>



## 12 Annexes

12.1 Annex 1 – EJO4Youth Learning Agreement

12.2 Annex 2 – EJO4Youth Personal Transcript & Guideline

12.3 Annex 3 – EJO4Youth Certificate

12.4 Annex 4 – EJO4Youth List of Symbols

12.5 Annex 5 – EJO4Youth Case Study

12.6 Annex 6 – EJO4Youth Certification Process



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