

TCA seminar “Career guidance and counselling for students from vulnerable groups”

Online event

Preliminary agenda,

*Workshop leaders’ biographies and workshop summary in detail on page 2

Day 1 – Wednesday 19th May 2021

09:45 – 10:00	Gathering of participants in the virtual lobby
10:00 – 10:15	Welcome words
10:15 – 11:00	Keynote – Career needs of students from vulnerable groups Olja Jovanović Milanović, Faculty of Philosophy, University of Belgrade
11:00 – 11:30	Career guidance and counselling activities in education Ružica Madžarević, Foundation Tempus
11:30 – 12:00	<i>Virtual coffee break</i>
12:00 – 12:45	Online networking activity
12:45 – 13:15	Introducing the topic of the workshops and panel discussion with workshop leaders: Yvor Broer, Katarina Medzihorska, Nevena Rakovska, Kim Deutsch

End of day 1

Day 2 – Thursday 20th May 2021

09:45 – 10:00	Morning orientation
	Workshop A:
10:00 – 13:00	Title: <i>Safe uncertainty as a condition for change and learning</i> Yvor Broer; consultant; InDialogue
	Workshop B:
10:00 – 13:00	Title: <i>How to be a hero for yourself</i> Katarina Medzihorska, psychologist
13:00 – 14:30	<i>Lunch break</i>
	Workshop C:
14:30 – 17:30	Title: <i>Creating and applying digital instruments and game-based approaches in career guidance of vulnerable groups</i> Nevena Rakovska; project manager; Business Foundation for Education
	Workshop D:
14:30 – 17:30	Title: <i>Life & Vision</i> Kim Deutsch, Dr Petra Bauer; research associate and lecturer; Johannes Gutenberg University, Mainz in Germany

End of day 2

Day 3 – Friday 21st May 2021

09:45 – 10:00 Gathering of participants in the virtual lobby

10:00 – 10:30 Reports from the workshop sessions

10:30 – 11:15 Mary Stokes, NCGE

11:15 – 11:45 Resources for the improvement of career guidance and counselling and cooperation on the European level, Ružica Madžarević, Foundation Tempus

11:45– 12:00 Virtual coffee break

12:00 – 14:15 Group activities

End of day 3

Workshop leaders' biographies and workshop summaries

Thursday 19th May 2021, 10:15 –11:00

Keynote: Career needs of students from vulnerable groups

Olja Jovanović Milanović is an assistant professor at the Psychology Department and the Center for Teacher Education at the Faculty of Philosophy of the University of Belgrade. As of 2008, she has worked in various positions starting from the NGO sector, schools, research institutions, higher education institutions and international organizations. Even though she had the opportunity to take on many professional roles, she has predominantly dealt with research work and teaching. Her work focuses on the quality and equity development of education, emphasizing the education of children from marginalized groups and initial teacher education. She has participated in many national and international projects in the fields of education and social psychology.

Thursday 20th May 2021, 10:00 –13:00

Workshop A: Yvor Broer

Yvor Broer is an international consultant with over 20 years of experience. In his consulting work he focusses on dialogical processes and competences in teams, organisations and

communities. Moreover, he works as a (career) coach and supervisor. He uses narrative and systemic constructionist principles, which, among other things, means that he appreciates the different views of people, and sees it as his role to facilitate conversations about these differences away from conflicts, towards relational and organisational strengths. Always with a clear personal or organisational goal, he assists people in creating a distance from the usual patterns and stories, offering a lens to reflect on more preferred ways of relating, working and/or seeing oneself.

This work is always embedded into the organisational framework – the mission, vision and strategy of the organisation, as their purpose is to create viable solutions benefiting the organisational and professional purpose.

Yvor works internationally, yet mostly within Europe. His work focuses on organisational consulting, professional development of educational professionals (teachers, leaders, consultants, etc), career guidance and restorative practice. He is active in various international and European networks and research projects. He is also interested in the development of narrative and systemic constructionist theories and methods.

Title: [Safe uncertainty as a condition for change and learning](#)

For many years I have been intrigued by how the same people answer the same questions differently, when only asked in a different context. For instance, when I ask a question during group work, a person says he knows it already, whereas when I speak with the same person during dinner, he basically tells me it's all a bit too new for him. Or when I ask a question about career plans to a 17 years' old school student, and how she answers differently when I reassure confidentiality. Or how I could not ask questions about the educational pathway to a man of 43, until we first had a general conversation on the concept of shame and the shame he felt for not having finished his initial vocational education.

In trying to be better in creating the right context for learning and change, I got interested in the concept of safe uncertainty, many years ago, a concept first coined by Barry Mason. Uncertainty can be a space where a person or group feels comfortable in saying that they don't know something, or where they can say they have one idea, but more ideas are possible. Uncertainty can be a space where a person dares to take risks, by letting go of what is certain, and explores other possibilities. Uncertainty can be the space where a suitable disturbance is initiated by e.g., a career coach or facilitator, inviting people to be curious about change, development, and growth. Uncertainty can bring all that, but only when the situation is experienced as safe by those participating. Where it is safe to say, 'I don't know, and that is okay'.

In this workshop we will explore how uncertainty is important for curiosity, for learning and change, but how it is not an aim in itself. We will have a look at what sort of uncertainty is desired in specific situations, and especially what this means in working with vulnerable groups. Furthermore, we will explore how to have a conversation with students and pupils on this topic, when needed, and signals that express unsafe uncertainty. We will practice at least two easy-to-use methods to invite for safe uncertainty and curiosity, and examples of how I have used them will be given.

You will take out:

- A better understanding of the concept of safe uncertainty
- Insights how this is especially relevant for school pupils/students from vulnerable groups
- Ways of engaging in a conversation with school students on the topic of uncertainty
- Some signs of how people express unsafe uncertainty
- Two practical dialogical methods on how to bring uncertainty into the room Some ideas for further reading

Workshop B: Katarina Medzihorska (Banska Bystrica, Slovakia)

Katarina Medzihorska is a psychologist, coach, supervisor and lecturer. She is a lecturer in kids' skills coaching, career counselling and multidisciplinary approach in working with the families in crisis. Currently, she works as a teamleader in the Transit program 'From school to life'. This programme supports young people with mental or social disabilities in their transition from school to the independent life. The main programme activities for them are: career counselling, basic social counselling, job search and establishing contact between the young people and the employers.

She worked in Czech Republic and in Slovakia as a psychologist in a crisis center for children and young people, as well as a personalist, recruiter and school psychologist in various schools including schools for children with disabilities.

She completed long-term trainings in brief coaching, a psychotherapy course in a solution-focused approach and a supervision and coaching course in a solution-focused approach. The main theoretical background she uses in her daily work with the clients is the solution-focused approach.

Her focus in career counselling for children and young people is to create a space for them to find their own strengths and uniqueness.

Title: [How to be a hero for yourself](#)

Goal: Introduce the way how to cooperate with young people with disabilities and how to help them believe in themselves

Outcome: To introduce the process of career counselling in the Transit program 'From school to life' where the target group are young people with disabilities. The participants will have a chance to experience the activity which can be helpful to believe more in themselves, to be able to see their strengths, power and uniqueness.

The counselling process in the Transit program follows the 'one step behind' approach which leaves the decision on which career or life path to take on clients. The workshop will explain this approach and why it is important and beneficial in the career counselling process.

Thursday 20th May 2021, 14:30 –17:30

Workshop C: Nevena Rakovska

Nevena Rakovska is a project manager at the Business Foundation for Education (www.fbo.bg). She holds a Master's degree in journalism and has 20 years of professional experience in various USAID and EU projects in the field of lifelong learning, career development, employability, competitiveness, and youth work.

Initiator of more than 10 multinational projects and award-winning initiatives, as well as the annual awards for innovative career guidance practices (held since 2012). Key expert in the development of the National Career Guidance Curriculum for Bulgarian schools. Certified Global Career Development Facilitator (GCDF) and Mental Health Facilitator (MHF) and trainer both on a national and international level.

Title: Creating and applying digital instruments and game-based approaches in career guidance of vulnerable groups

Nevena Rakovska is a project manager at the Business Foundation for Education (BFE), which is a leader in the field of lifelong learning and career guidance in Bulgaria. Since 2005, the organization has been involved in numerous career guidance initiatives on a national level, as well as in more than 50 European projects. Among the main topics addressed by BFE are career management skills, employability and competitiveness, innovative teaching and learning methods, digital tools and technologies, as well as supporting various at-risk groups.

In the first part of the workshop, Nevena Rakovska will present some of these initiatives and demonstrate a variety of developed tools and methodologies. She will share the best practices, the implications and the approaches found out to be the most effective and attractive for specific groups at risk, such as low-skilled, unemployed, drop-outs, students

with ADHD, young people from remote and rural areas, learners who need mental health support.

In the second part of this workshop, Nevena will deliver a **career game storming workshop**, which will inspire participants to jointly develop their own game-based scenarios, tools, and approaches, addressing diverse target groups, and discuss the ideas. The trainer will provide feedback, and suggestions so that these ideas could be realized in practice.

Workshop D:

Kim Deutsch, M.A.

Kim Deutsch has been working in the field of adult education and media education since the beginning of her academic career. Her areas of focus include biographical research, biographical work in adult education, and social transformation.

Dr. Petra Bauer

Dr. Petra Bauer has been working simultaneously in different professional fields for many years. She combines adult education with her work as a research assistant at the university. The topics are social competencies, personality development, coaching, media pedagogy and media didactics.

Title: Life & Vision

There are times in life when you have to reorient yourself. Education and studying itself is often followed by important decisions that need orientation. The workshop is about learning how you can support your students in building their orientation, developing new patterns, and creating an idea for their individual (professional) future.

In our workshop, you will get to know the basics of Design Thinking and how the concept can help to think about the pedagogical work in a new and different way.

You will get to know and test methods that you can incorporate into your practice and that are particularly suitable for supporting vulnerable groups in orientation processes (professional as well as private).

At the same time, you can try out methods for yourself and illuminate your own point of view from a different perspective, as well as benefit from the expertise of the other workshop participants.

You can expect a workshop filled with hands-on experience and room for discussion.