



EUROPEAN UNION

The TCA event

Fostering Inclusion: Enhancing Career Guidance for Students from Diverse Cultural Backgrounds



TCA

5-7 November 2025
Belgrade, Serbia

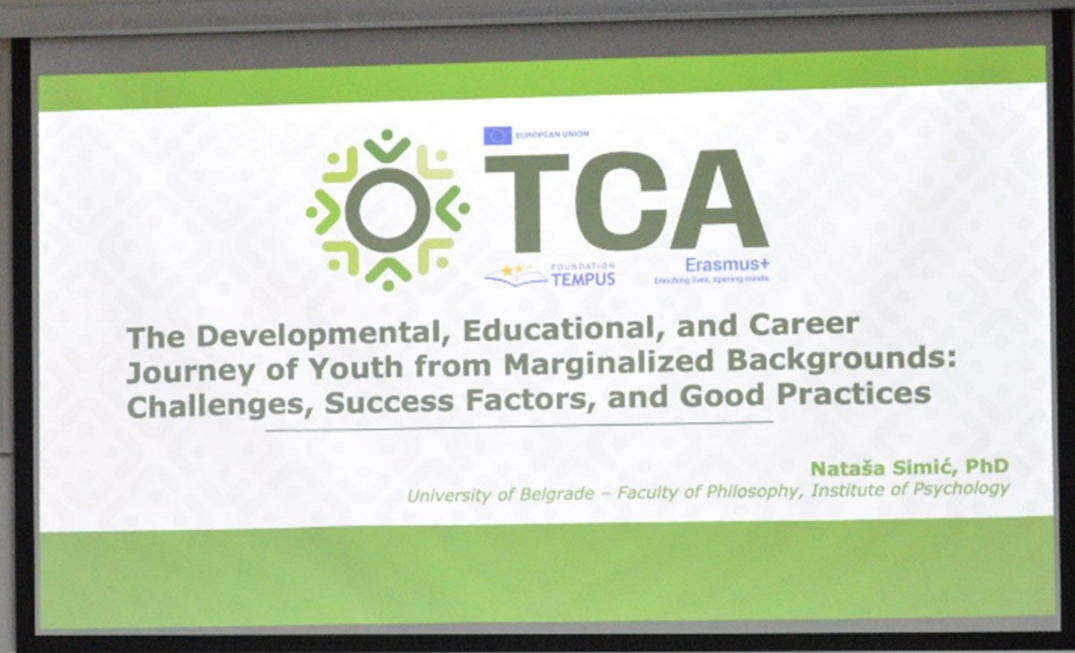
Introduction

The transnational seminar “*Fostering Inclusion: Enhancing Career Guidance for Students from Diverse Cultural Backgrounds*” was held on November 5–7, 2025 in Belgrade, Serbia. This TCA event was organized within the LTA initiative (**LTA – Long-Term Activities**) “*Enhancing Inclusion through Guidance*”, established by the National Erasmus+ Agencies in Serbia, Denmark, Estonia, Lithuania and Austria, which aims to enhance the social inclusion of students from vulnerable groups through Career Guidance and Counselling (CGC) services.

The goal of this TCA was to explore how CGC services influence the inclusion process and results for marginalized students from diverse cultural backgrounds and how these services can be structured, delivered and enriched to increase the likelihood of favorable outcomes. The event gathered experienced career practitioners from nine countries and from three educational sectors: school education (SE), vocational education and training (VET) and adult education (AE). Topic of this TCA event emerged as a joint priority of the partnering NAs, focusing on the need to support the competence development of career practitioners in the education sector who work with students from various vulnerable groups.

The three-day training delivered variety of learning opportunities as keynote lecture from an expert in socio-developmental psychology, two hands-on workshops from career practitioners and a session dedicated to digital tools for career guidance services for refugees and migrants. Furthermore, a field visit to a local social enterprise “**Café Bar 16**” that offers career guidance services to the young people who live and work in the streets, was highlighted as one of the most valuable experiences during this TCA event. Additionally, participants had an opportunity to explore possibilities for developing tools and cooperation on the topic within the Erasmus+ project framework during a specialized session delivered on the last day of this event.

This document provides an overview of the sessions, including key points and highlights that can be useful for career practitioners seeking to improve their practice of working with students from diverse cultural backgrounds.



Keynote Lecture:

„The Developmental, Educational, and Career Journey of Youth from Marginalised Backgrounds: Challenges, Success Factors and Good Practices" by Nataša Simić, Institute of Psychology, Faculty of Philosophy, University of Belgrade

The keynote lecture explained main stages of psychosocial development in youth and socialization factors, with a particular focus on the challenges faced by Roma, migrants and other young people from socio-culturally marginalized backgrounds. Drawing on concepts from developmental, educational and social psychology, as well as mental health and sociology, participants had an opportunity to discuss how family relationships and various forms of capital shape a child's developmental path. Furthermore, the lecture highlighted the importance of identifying educational and broader social risks, as well as protective factors that influence the wellbeing and career trajectories of marginalized youth. In addition, examples of individual, group and systemic interventions and initiatives aimed at reducing inequality and promoting both psychosocial and career development for every child were presented.

Key recommendations for career practitioners working with students from marginalized groups focused on fostering safe and supportive environments, combating prejudices and discrimination, promoting holistic approach, teachers' competence development and parents' engagement, as well as continuous support to students, especially during transition periods. In addition, the importance of promoting inclusive and equity-oriented policies was highlighted.

• Stereotype content model

Worth	Competence	
	Low	High
High	Quadrant 2 Paternalistic prejudice low status, not competitive pity, sympathy e.g., elderly and disabled people, housewives	Quadrant 1 Admiration high status, not competitive pride, admiration e.g., in-group, close allies
Low	Quadrant 3 Contemptuous prejudice low status, competitive contempt, disgust, anger, resentment e.g., welfare recipients, poor people	Quadrant 4 Envious prejudice high status, competitive envy, jealousy e.g., rich people, feminists

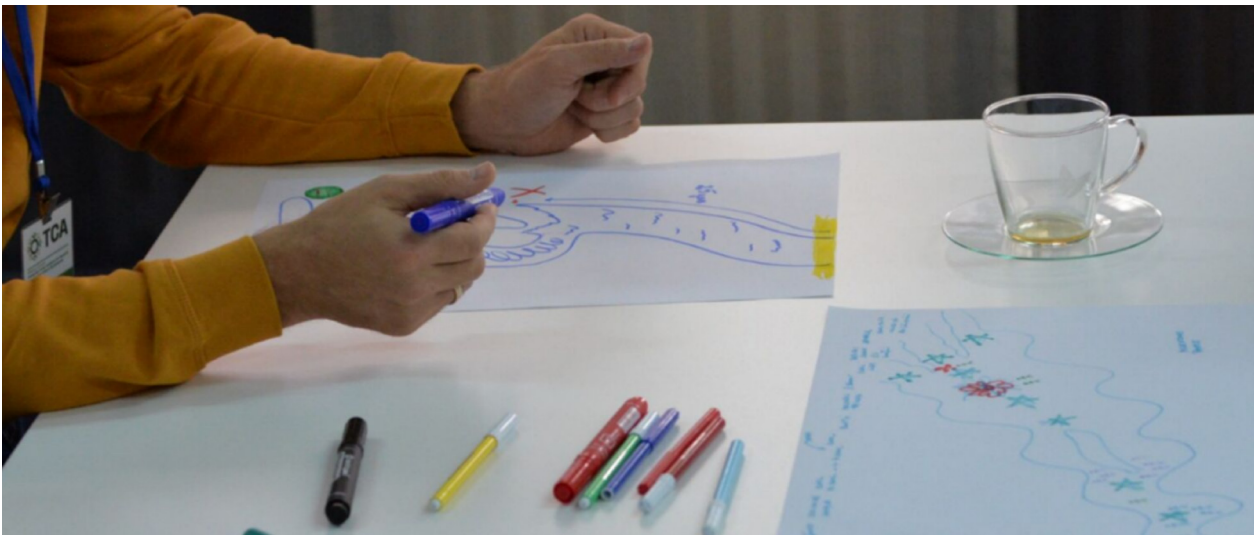
• Stereotype threat
• Self-fulfilling prophecy

Our actions (towards others) → Others beliefs (about us) → Others actions (towards us) → Our beliefs (about ourselves) → Our actions (towards others)

Self-Fulfilling Prophecy

Workshops & Exchange of Good Practices

**“Creative Career Tools for Work with Migrant Youth”,
facilitated by Hana Marková and Adéla Kotorová,
META, o.p.s. – Support for Opportunities in Education (CZ)**



During this session, Hana Marková and Adéla Kotorová from Organization *META, o.p.s. – Support for Opportunities in Education* presented main activities used to support young people who are non-native speakers of Czech language – the official language of the country they recently immigrated. Participants had an opportunity to engage in a creative activity called “The River of Life”, which encouraged them to reflect on their own personal life journeys, identify key moments and people in their lives and think about their future goals. Furthermore, the facilitators explained the situation in migrant education in the Czech Republic and highlighted that integration into the education system within the framework of compulsory education and subsequent support in secondary school are essential for prevention of early school dropout. In addition, emotion cards “Sea of Emotions” and “Life is Life” were used for participants’ feedback on the activities presented. More information about META and their work is available on the following link <https://meta-ops.eu/what-are-we-doing-who-do-we-help/>.





“The Magnificent Seven” an example of good practice in developing CGC Services for Supporting Students from Ethnic Minorities, facilitated by Ljubica Kuridža, Social Worker, Psychotherapist and Expert in Supporting Youth from Disadvantaged Backgrounds (RS)

During this session, Ljubica Kuridža, social worker and psychotherapist, presented the Magnificent 7 – specialized method designed to support young people from disadvantaged backgrounds in exploring their personal identity, interests and professional goals. Based on the premise that choosing an occupation aligned with a personal working style is essential for professional success and psychosocial wellbeing, the method introduces seven distinct profiles, each with specific working style characteristics. Through a combination of individual and group activities, participants had the opportunity to identify their own profile and explore occupations that best matched their preferences. In addition, by working on case studies, participants exchanged ideas for creating individualized career development plans tailored to the needs of disadvantaged youth.



Digital Tools for CGC with Students from Diverse Cultural Backgrounds

During this session, participants had an opportunity to explore digital platforms for providing career support to young people from diverse cultural backgrounds (e.g. refugees, migrants, Roma, etc.) and discuss how these platforms and other digital tools could be used in their everyday practice.

Steven Bunce, representative of UNHCR's Regional Bureau for Europe, presented *The Refugee Employment Platform (REP)* - Europe-wide initiative that connects refugees with meaningful job opportunities while helping businesses address labour shortages through access to a diverse talent pool. Operating as a coalition of national employment platforms embedded in local systems, REP centralizes information on programmes and services, supports socio-economic inclusion both online and offline and fosters collaboration among public, private and civil society actors, including Refugee-Led Organizations. More information about REP is available on the following [link](#).

Rugilė Trumpytė, presented *Scobo* – REP platform developed to address existing social barriers and enhance access to employment opportunities for refugees in Lithuania, while fostering greater diversity in the national workforce. More information about Scobo platform is available on the following [link](#).



Social Inclusion through CGC in Practice – Field Visit to Social Enterprise "Café Bar 16"

To better understand how social inclusion through CGC works in practice, participants visited **Café Bar 16**, a social enterprise that provides career guidance services to the young living and working in the street, mostly from the Roma ethnic minority. Launched in 2017 as part of the *Centre for Youth Integration (CIM)*, "Café Bar 16" operates within CIM's employment programme that supports street-involved youth in their transition to independent life. The initiative combines mentorship, income opportunities, and skill development to empower young people and foster long-term inclusion. During the visit, participants met Jasna Bratičević, employment programme coordinator and young people - beneficiaries of the programme, who shared inspiring stories of their personal and professional journeys, illustrating how access to guidance, training and meaningful work opportunities can transform lives.





Contact

More information about the LTA initiative "Enhancing Inclusion through Guidance" is available on the **Salto Inclusion Education website**, where you can also find information on future activities and materials within the LTA. If you are interested in joining the initiative, please contact the Serbian National Agency – Foundation Tempus (tcas@tempus.ac.rs).



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**Co-funded by
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