



Bulgarian Comparative Education Society

COMPARATIVE SCHOOL COUNSELING

SECOND INTERNATIONAL VIRTUAL
CONFERENCE

21 – 23 March 2022

PROGRAM & ABSTRACTS

Partners



Conference website:
<https://csc-conf.one/>

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Conference Chair: Prof. Dr.habil. Nikolay Popov, Sofia University, Bulgaria

Conference Co-Chair: Prof. Emer. Dr. John C. Carey, International Society for Policy Research and Evaluation in School-Based Counseling

Conference Co-Chair: Prof. Dr. Vera Spasenović, University of Belgrade, Serbia



Overall Program

The Conference Program is at **Greenwich Mean Time (GMT)**.

GMT	<u>DAY 1</u> MONDAY 21 MARCH 2022	<u>DAY 2</u> TUESDAY 22 MARCH 2022	<u>DAY 3</u> WEDNESDAY 23 MARCH 2022
11:30 – 11:55	<u>Conference Opening</u>		
11:55 – 12:00	<u>Introducing presenters in Section 1</u>	<u>Introducing presenters in Section 2</u>	
12:00 – 16:00	<u>Section 1</u>	<u>Section 2</u>	<u>Special Discussion Forum</u> Followed by <u>Conference Closing</u>
16:00 – 16:30	<u>Break</u>	<u>Break</u>	
16:30 – 17:30	<u>Keynote Presentation 1</u>	<u>Keynote Presentation 3</u>	
17:30 – 18:30	<u>Keynote Presentation 2</u>	<u>Keynote Presentation 4</u>	

Zoom selfie (Common photo)

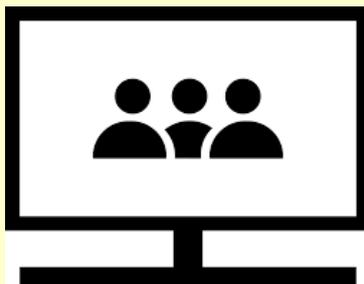
- Monday, 21 March 2022 12:00 & 16:00
- Tuesday, 22 March 2022 12:00 & 16:00
- Wednesday, 23 March 2022 12:00 & Closing



Conference Day 1: Monday, 21 March 2022

Conference Opening

GMT 11:30 – 11:55



Zoom selfie (Common photo)

GMT 12:00





Section 1: School Counseling Policies

Section Chair: Dr. Lynn Preston, North-West University, South Africa

Monday, 21 March 2022

11:55 – 12:00 Introducing Presenters in Section 1

GMT	Name(s)	Title of Presentation
12:00 – 12:30	Anjali Miriam Dey & Elizabeth Thomas	<i>School Administrators and School Counselors Perspective on School Counseling Policies in South India</i>
	Abstract Research on school counseling, especially policies in school counseling, is scarce in India. With the increase in mental health issues among school-going children, an increasing number of stakeholders have started understanding the importance of counseling in schools. The present study looked into one of the largest education boards in India, the Central Board of Secondary Education, and studied the perception of school administrators and school counselors (N = 24) in South India with regards to the policies in school counseling. Policies were taken from CBSE circulars and other government documents and a survey was developed to check the participants' awareness of whether they are aware of the policy, whether it is implemented in the school, and who they think should be responsible for implementing it. The results indicated that administrators were more aware of the policies than counselors ($p < .05$). Results also indicated that school counselors, more than administrators, felt that implementation of policies was a collaborative responsibility of administrators, counselors and teachers. Implications of the research findings and suggestions for future research are discussed. <i>Keywords: school counseling policy, Central Board of Secondary Education, implementation, school administrators, school counselors</i>	
12:30 – 13:00	Mohammad Mahboob Morshed & John C. Carey	<i>Development and Initial Testing of the Taxonomy of Policy Levers to Promote High Quality School-Based Counseling</i>
	Abstract School-based counseling exists in at least 90 countries around the globe. The practice of it and access to high quality counseling services is profoundly influenced by public policy. Yet, there is very little policy research and evaluation available to guide policy development and implementation with any country. There is likewise very little comparative policy research and evaluation available to support the identification of best practices and approaches. We are developing a Taxonomy of Policy Levers to Promote High Quality School-Based Counseling to enable policy research and evaluation and support international comparative investigations of the relationships between public policy and effective practice. We developed an initial taxonomy based on a content analysis of relevant school counseling policy documents and research. The proposed taxonomy had 21 policy levers grouped under seven policy foci covering school counselors' initial competence, continuing competence, effective school counseling practices, planning and evaluation of school counseling, distinct school counselor roles, hiring of school counselors, and the continual improvement of school counseling system. We field-tested the initial	



taxonomy to determine its utility and comprehensiveness by having experts from South Korea, Nigeria, and West Virginia review policies in their regions. These experts analyzed the taxonomy by using it to describe the school-based counseling policy landscape in their own contexts. Overall, the taxonomy provided a useful framework for identifying policy levers that were implemented as well as the levers that were not implemented but could be used to further improve school-based counseling. Minor modifications were made based on this test. We will present the Taxonomy to participants and engage them in a focused discussion of policy development and implementation in their own national contexts. We will also invite participants to suggest revisions in the Taxonomy to improve its comprehensiveness and utility as a tool to support comparative policy research and evaluation.

Keywords: school-based counseling, taxonomy, policy, policy levers

13:00 – 13:30

Wanda van der Merwe

Meeting the Mental Health Needs: Training Teachers to Function as Specialised Wellness Counsellors

Abstract

In South Africa, there are various challenges that schools face with respect to mental health support. Studies show that approximately one out of five children and adolescents have a mental disorder. Exposure to violence, HIV infection, substance use, increase the vulnerability of South children and adolescents to mental health disorders. There is a chronic shortage of mental health workers in the South African context and the mental health needs of children and adolescents are not at all times met. Hence, many children fall through the cracks and often they live with diverse needs, such as learning challenges, anxiety, and depression. To ameliorate this situation, the NWU has introduced counselling into the BEd honours Educational Psychology course. NWU, a higher institute of learning, has done this by affiliating with the Association for Supportive Counsellors and Holistic Practitioners (ASCHP). This South African organization focuses on wellness and supportive counselling for the general population. Affiliation to this organization enables the BEd Educational Psychology student to be trained in such a manner that they are competent to work in diverse educational settings. Providing supportive counselling, on a primary health care platform, for mental health issues by focusing on various psycho-educational interventions for wellness. This initiative is a first for any Higher Educational Institute (HEI) in South Africa. In this presentation, the training process will be shared as well as the process of counselling in diverse educational settings to train them to be specialized wellness counsellors.

Keywords: training counsellors, school counsellor, wellness counsellor, mental health, psycho-educational interventions, diverse educational settings

13:30 – 14:00

Elizabeth Achinewhu-Nworgu
& Queen Chioma Nworgu

An Exploration of the Causes and Consequences of Work-related Stress for Staff in Education during the COVID-19 Pandemic

Abstract

There is an extensive literature on the causes and consequences of prolonged work-related stress, drawing on research from an extensive range of occupations. The COVID-19 pandemic, and the resulting changes to working practices, created a host of new challenges for staff and managers in education. The requirement to deliver remote learning to students during periods of lockdown added a previously unforeseen level of challenge to teachers and lecturers – rapid adaptation to new technologies and new ways of working was required at a time when many staff were already feeling overworked and – as a result of the lockdown restrictions – increasingly isolated. This small-scale research project draws on both secondary and primary data on a small group of employees who have faced stress or were experiencing stress at work, how they approached the



situation and support from HR to cope with their stress level. The findings indicate that stress is related to heavy workload, unrealistic management expectations and can impact on employee well-being and health, morale, high turnover and absents leading to referral to Occupational Health or Counselling. New working practices introduced during the COVID-19 pandemic appear to have exacerbated these stresses for many of those working in education.

Keywords: stress, work related challenges, occupational health, counselling, public sector and HR supporting role

14:00 – 14:30

George Vera, Alfonso Barreto,
Mario Fung & Fabiola Macias

**School Counseling in Latin America: Public Policy
Contemporary Challenges**
ISPRES Latin America Panel

Abstract

Latin American school counseling (LASC) is historically, linguistically, culturally, and contextually diverse. Nonetheless, helping people make personal and educational decisions while successfully managing their lives and careers are shared purposes across the region. Currently, various challenges are hindering these purposes. For example, counseling specialized literature has called educational institutions, associations, and practitioners to debate policy and political issues affecting the counseling field professional advances while constraining LASC's contributions to individuals, families, societies, and economic progress across region countries. Another challenge is the development of new training and practice approaches that best assist individual and collective wellbeing and prosperity in the middle of the current worldwide health Pandemic. In responding to these challenges, this presentation briefly discusses school counseling's common characteristics and distinctive features in three Latin American countries: Costa Rica, Mexico, and Venezuela. In addition, key historical events, the education systems, legislation, public policy, and current situations are described. In the end, recommendations on school counseling public policy development are offered, including assuming renovated philosophical foundations, developing new training strategies, and incorporating best practices and policies. These recommendations are preliminary results of current discussions within the International Society for Policy Research and Evaluation in School-Based Counseling (ISPRES), section Latin America.

Keywords: Latin America, school counseling and guidance, public policy, ISPRES

14:30 – 15:00

Elmaré Mong

**Constructing Pre-adolescents' Study Paths: One Story
at a Time**

Abstract

Adolescents worldwide are anxious about their future; some even feel amidst the ongoing Covid-19 pandemic that their backs are against the wall. In South Africa, with the highest unemployment rate (currently 36% of the work-age population) worldwide, questions such as "why should I even care" or "why should I even study" are on several youth's lips. Consequently, in the South African context there is a tremendous need for youth to be positive yet again about their future. However, we every so often attempt to understand adolescents only from one worldview. We want to quantify how they experience the world, instead we need to hear their stories. It is clear according to the Life Design approach that we cannot only rely on quantitative results with regards to counselling, but that we need to incorporate qualitative inquiries as well – by means of narratives. Literature suggests that we should engage earlier with adolescents on this aspect and not wait until they are in secondary school when they should make career choices. The notion is thus to guide the pre-adolescent to construct a brighter future for themselves.

The aim of this paper is to explore ways in which counselors can instill hope in pre-adolescents and guide them to narrate a definite plan of action for their future and ultimately their way of studying.



The following research question emerged: how can South African counsellors guide pre-adolescents to construct their study paths narratively? The literature review will tap into aspects such as constructivism, positive psychology, and the life design approach. Furthermore, this paper will make recommendations for relevant role-players.

Keywords: constructivism, life-design approach, pre-adolescents, positive psychology, study guidance, unemployment

15:00 – 15:30

Mustafa Ramazan

The Adverse Effect of Bans on Girls' Education during the Second Round of Taliban Regime

Abstract

If not more, at least up 50% of the society are females in Afghanistan. Completely depriving girls of education and stripping them of all their rights cripples a government. Taliban has banned girls' education and female teaching staff teaching practices since 15th of August 2021. The aim of this study is to understand the current crisis of girls' education, under the extremist Taliban regime as compared to girls' education under a democratic – US backed government from 2001 to 2021. Currently, girls from grades 1 to 6 are allowed to attend school. Boys are attending educational institutions from kindergarten to university level. This situation alters the situation even within a single-family unit, in which they have one boy and one girl. Now the girl is not able to continue their education and stay home, while his brother goes to school – graduates and then off to university. However, boys because of their state of mind, living under an extremist government, and no stable economy cannot concentrate on their studies. The democratization efforts made between 2001 to 2020, in which girls were permitted to study from kindergarten to doctorate and post-doctorates – work in government and private institutions has been deteriorated overnight. In the heights of technological advancement and the start of the fourth industrial revolution, how could this regime “get away with it”. In this study, I use content analysis methods of data collection and analysis. Secondary data from news media outlets such as The Washington Post, New York Times, and other credible national and international media publications will be used to understand the current state of Islamic emirates of Afghanistan and their divisive policies towards girls, women, and minority groups.

Keywords: ban on girls' education, Afghanistan, education in crisis, school leadership

15:30 – 16:00

Presentation to be added

Abstract

Keywords



Zoom selfie (Common photo)

GMT 16:00



Break

GMT 16:00 – 16:30



Keynote Presentation 1

Monday, 21 March 2022

GMT	Keynote Presenter	Title of Presentation
16:30 – 17:30	Prof. Dr. Michael S. Trevisan, Washington State University, USA	<i>The Importance of Evaluation for International School-based Counseling</i>

Abstract

The need for K-12 school-based counseling programs and services across the world has likely never been greater. Trauma, depression, anxiety, and suicide are at epidemic proportions throughout the world. The COVID-19 pandemic has only increased the challenges young people face. Without addressing these issues, it is difficult to see how effective instruction and learning can take place. I argue that those interested in school-based counseling must find ways to engage policy makers, gain their interest, and keep their commitment to effective school-based counseling.

Evaluation is one tool that can be employed to gain widespread support for K-12 school-based counseling programs and services. When done well, evaluation can provide information to broad stakeholder groups about the effectiveness of programs and services and how to improve the day-to-day activities of school-based counseling programs. The American School Counseling Association (ASCA) has promoted a model of school counseling that includes evaluation as an essential element. Referred to as the ASCA National Model (2020), evaluation is conducted by school-based counselors themselves and in part, used to inform their practice. Using the ASCA National Model as a basis, and informed by the evaluation literature, Trevisan and Carey (2020) provide a model that could be used by school-based counselors worldwide. This presentation will lay the groundwork for evaluation in the context of international school-based counseling, explicate the components of the Trevisan and Carey evaluation model, and illustrate use of the model.

Keywords: ASCA National Model, evaluation, program effectiveness, program improvement

Dr. Mike Trevisan is an internationally recognized scholar in evaluation and policy research for school-based counseling. He has published numerous papers, chapters, and books in evaluation and presented evaluation workshops to faculty, students, and professionals in several countries in Asia, Europe, and North America. He is currently Professor and Dean, College of Education, Washington State University, USA.



Keynote Presentation 2

Monday, 21 March 2022

GMT	Keynote Presenters	Title of Presentation
17:30 – 18:30	Assoc. Prof. Dr. Ian Martin & Kyle Levesque, University of San Diego, USA	<i>Ethical Considerations and Tensions in Comparative International School Counseling</i>
	Abstract School counseling exists in an ever expanding list of countries around the world. While school counseling is practiced internationally, we must recognize that many of the foundational concepts are predominantly western (European and North American). Therefore, many international practitioners and scholars have to adapt their training, resources, and practices to fit different international contexts. This adaptive process is fraught with ethical challenges when the local social, cultural and/or moral values do not mesh with western values. Most western ethical decision making resources and models favor rule compliance when addressing moral dilemmas of practice. Other scholars in related fields (e.g. school psychology, social work) have identified rule compliance as problematic when applied internationally. In a similar vein, this paper positions shared universal moral principles as a potential way to address ethical dilemmas in international school counseling contexts. The purpose of this paper is to propose an international ethical decision making model that uses universal moral principles instead of rule compliance, and to apply this model to related international school counseling scenarios. Rationales for ethical decisions within each scenario will be discussed. <i>Keywords: ethical considerations, comparative international school counseling, adaptive process, decision making model</i>	

Dr. Ian Martin is Associate Professor of Counseling at the University of San Diego, USA, where he teaches courses in school counseling and career development. Dr. Martin has published and presented on such topics as program development, program evaluation, and policy within school counseling. He has taught numerous international courses in South America, Europe, and the Caribbean.



Conference Day 2: Tuesday, 22 March 2022

Zoom selfie (Common photo)

GMT 12:00



Section 2: School Counseling Education & Practices

Section Chair: Assoc. Prof. Dr. Elizabeth Thomas, Christ University, India

Tuesday, 22 March 2022

11:55 – 12:00 *Introducing Presenters in Section 2*

GMT	Name(s)	Title of Presentation
12:00 – 12:30	Julie Larran & Sascha Hein	<i>School Counseling in Bhutan: An Investigation of the Work Conditions of Bhutanese School Counselors. Preliminary Findings</i>

Abstract

The importance of the school counseling profession is increasingly being recognized around the world. In Bhutan, the first, full-time school counselors were deployed in 2010. Today, over 170 school counselors are active across the country according to recent estimates. However, while they occupy both an important and unique role in promoting children's well-being, very little is known about their roles, responsibilities, and work routines. Thus, the overall aim of this ongoing study is to carry out a mixed-methods investigation of school counselors in Bhutan and their work conditions in order to better understand their needs, resources, and barriers to providing support to students. As a first step, a survey investigating school counselor work conditions, including the International Survey of School-Based Counselling Activities (ISSCA), was sent to 87 school counselors. This presentation will report on preliminary findings from 77 school counselors who took part in the survey in December 2021. These results paint a picture of the profile of Bhutanese school counselors as well as providing a first glimpse into perceived school counseling roles and responsibilities, school stakeholder acceptance of school counseling, as well as perceived work resources, needs and barriers.

Keywords: school counseling, Bhutan, student mental health, cross-cultural comparison, COVID-19



12:30 – 13:00

Mark G Harrison, Jacky King-fai Cheung, Chloe Ka Yi Tam, Anna Susanne Cheng & Susanna Siu-sze Yeung

"If They Talk to the Counselor, at Least I Know They Have Some Way Out": Parents' Perceptions of School Counselling in Hong Kong

Abstract

School counselling is most effective when counsellors collaborate with parents. In Hong Kong, counselling is poorly understood, and counsellors are marginalised and have a weak professional identity relative to others working in the mental health field. In addition, the mental health of children and adolescents is poor, and so school counselling offers a potentially impactful source of non-stigmatising and easily available support for young people's wellbeing. Little is known about parents' perspectives of counselling in Hong Kong schools, and this study sought to address this research gap and make policy recommendations for improving school counselling provision in the territory by better engaging parents. We interviewed 27 parents in Hong Kong to investigate how they perceived the counselling services provided by their children's local and international schools, and analysed the data thematically. Parents recognised the potential of school counselling as a means of support for their children but were confused about the roles of counsellors and experienced stigma which inhibited them from engaging with counselling services. The climate of the school had an impact on parental perceptions of counselling. School principals should work with counsellors to establish and communicate clearer role identities, and counsellors should be positioned as partners in developing and implementing counselling policy. Greater professionalisation of school counselling and clearer role differentiation between counsellors and other mental health and educational professionals may improve parental engagement with and support for school counselling.

Keywords: school counseling, school counselors, Hong Kong, parents

13:00 – 13:30

Gillian L. S. Hilton

Argentina's Therapy Culture: Its Affect on School Counselling

Abstract

This paper examines the ongoing trend in Argentina to demonstrate deep concern for one's own and others' mental health. It explores the reasons behind the wide use of therapy and the work of psychologists in the country, by using literature to explain the open culture of discussing and addressing emotional issues with a trained therapist and with friends. Included is a discussion of the work of Psychologists (counsellors) in schools in the country and the normality of students attending regular therapy sessions. A case study of one, well established and all age private school is included, using the results of interviews undertaken on Zoom. The approaches to school counselling in the country were discussed with a teacher who is English, one Argentinian teacher and one school counsellor. Comparisons with attitudes related to counselling and its use in England are also addressed.

Keywords: counselling, schools, psychology, therapy, Argentina's culture

13:30 – 14:00

Elmari Fouche, S Rothmann & CP van der Vyver

Psychological Well-being at Work: The Effects of Positive Organisational Practices in Secondary Schools

Abstract

The aim of this study was to determine whether teacher's who are psychologically well, make use of positive practices as a pathway to better psychological health at work. A cross-sectional survey design was employed to collect data on the effect of positive organizational practices and psychological well-being (work engagement, meaning and purpose, autonomy, competence,



and relatedness) of 513 secondary school teachers. Measuring instruments used was: The Balanced Measure of Psychological Needs; The Work and Meaning Inventory; The Work Engagement Scale; The Positive Practices Questionnaire. First the data was explored using a frequency analysis, utilizing SPSS22. Thereafter a latent class analysis (LCA) with Mplus 7.31 was used to group participants based on their levels of autonomy, competence, relatedness, engagement and meaning (their psychological well-being).

All available teachers working in different grades and phases, within participating secondary, public schools in North-West Province, South-Africa were involved in this study and completed the self-report questionnaires. The main finding from the data was that teachers with the highest levels of psychological functioning derived the most meaning from their work. These teachers focus on the meaningfulness of their work and are renewed by the work they are doing. In addition to this finding, it was also found that the highest functioning teachers were people who inspire one another at work and set a positive example for each other. It was argued that psychological well-being at work will improve when work environments satisfy employee's needs via the implementation of positive practices. This study aimed to explain and investigate the different factors that serve as antecedents for psychological well-being at work and how they are linked to positive organizational practices. Furthermore, this study aimed to investigate how positive organizational practices contribute to optimal functioning and psychological well-being of secondary school teachers as well as how it contributed to the effectiveness of the school. The main hypothesis was that positive organizational practices have a positive correlation with aspects of psychological well-being at work. When secondary school teachers function well at work – looking at their engagement levels, when they experience psychological meaning and purpose at work, and when their behavior indicates that they feel competent (self-efficacy is high) it might be indicative of positive organizational practices and of supportive systems within the school that enables them to function well.

Keywords: psychological well-being, work engagement, meaning and purpose, autonomy, competence, relatedness, organizational practices, secondary teachers

14:00 – 14:30

Gordana Stankovska, Ruvejda Brahha & Zebide Ibraimi

Inclusive Education, Psychological Counseling and Students with Disabilities

Abstract

It is indeed a challenge to research otherness in the modern world, whereby "the other or the invisible one can be any one of us". Only by seeing and discerning the other we can see and discern ourselves. Recognition, acceptance and inclusion of children with disabilities in the regular education system can only make us richer and more accomplished individuals. Inclusion is a process that is implemented in the Republic of North Macedonia, while respecting the right of all children to equal inclusion in regular schools. It is a process of mutual respect for the diversity of each student and his needs, where the student is the center of attention, and the education system should cope with the challenges ahead of all students, in this context, ahead of students with special educational needs as well. They will need counseling in many areas of academic functioning compared to their non-disabled peers. Therefore, counseling interaction programs are a necessary part of inclusive education in supporting children with special educational needs and their families. Hence, the main aim of our paper is to represent the actual situation in Macedonian schools regarding the problem of educational inclusion of students with disabilities in the regular school system. The research methods are based on document studies and case studies about changes in social and educational policies for students with disabilities and special educational needs who are included in primary and secondary education. At the same time, we shall present some psychological counseling programs and guidelines for teachers who work with



these children and future directions for a proper inclusion system in the Republic of North Macedonia.

Keywords: disabled children, special educational needs, inclusion, psychological counseling, school counselors

14:30 – 15:00

Qi Shi, Karen Phillips, Thania Cordova & Desvan Moody

Adapted Strong Kids Curriculum for English Language Learners (ELLs) during COVID-19: Implications for School Counselors and School Mental Health Providers

Abstract

This study describes and provides preliminary support for the use of culturally and linguistically adapted Strong Kids curriculum, delivered completely online, to address English Language Learners' (ELL) social emotional development. Quantitative data showed both students' SEL knowledge and symptoms increased at the end of the program. Qualitative data highlighted ELL students' increased ability to identify and manage emotions, their application of SEL and mindfulness concepts in the virtual classroom, and the benefits of participating in the program virtually. Discussion of the findings and implications for school counselors and other mental health providers in both school and community settings are provided.

Keywords: social emotional learning, English Language Learners, virtual program, school counselors-in-training, culturally and linguistically adapted

15:00 – 15:30

George Vera, Alfonso Barreto & Betzabeth Vera

Thinking School Counselling Education in Challenging Times

Abstract

Worldwide, competent and compassionate counsellors' education has been a constant inspiration. Throughout generations, counsellor educators have been developing teaching approaches and strategies while conceptualizing teaching-learning methods to train school counsellors to best serve the population. Over the years, school counselling has evolved from being considered a role within the scope of an educator, then, as a technical occupation, both practices were circumscribed to the education system, and lately, as a knowledge-driven and organized independent profession with regulated practices that transcends schools' spaces. However, for the first time in the world of the profession, counselling thinkers and educators are facing monumental fourth challenges. The presenters will discuss these challenges; One, rethinking how to train future counselling practitioners in the middle of a global pandemic. Second, understanding the pandemic's impact on people and society and its short and long-term effects. Third, ensuring the quality of the education of counsellors and their mental health. Fourth, confirming an ethical and competent future practice committed to best serving the population to be engaged in any professional capacity. Finally, a few insightful ideas and creative recommendations about navigating these challenges will be shared.

Keywords: school counselling practice, education, challenges, global pandemic impact



Zoom selfie (Common photo)

GMT 16:00



Break

GMT 16:00 – 16:30



Keynote Presentation 3

Tuesday, 22 March 2022

GMT	Keynote Presenter	Title of Presentation
16:30 – 17:30	Assoc. Prof. Dr. Qi Shi, Loyola University Maryland, USA	Counseling English Language Learners in U.S. Schools
	Abstract	
	<p>English Language Learners (ELLs) represent a rapidly growing student population in the United States education system and they experience achievement and attainment gaps compared to non-ELL students due to a variety of challenges and barriers in their schooling experiences. This presentation centers around the unique needs of ELL population in U.S. schools and what could be done by school counselors to address those needs. The presentation also highlights what we currently know about “what works” and “what do we need” in counseling ELL students and what is left to be done to advance this line of inquiry.</p>	
	<p><i>Keywords: counseling language learners, English language learners, unique needs of ELL</i></p>	

Dr. Qi Shi is a distinguished scholar with more than 30 publications in peer-reviewed journals and book chapters in the field of school counseling. Her research is funded by the National Science Foundation in the U.S. and she is dedicated to advancing education for underrepresented youth in K-16 schools. Dr. Shi is Associate Professor of School Counseling and the founding director of the [Center for Equity, Leadership, and Social Justice in Education](#) at Loyola University Maryland, USA.



Keynote Presentation 4

Tuesday, 22 March 2022

GMT	Keynote Presenters	Title of Presentation
17:30 – 18:30	Assist. Prof. Dr. Petra Gregorčič Mrvar, Assoc. Prof. Dr. Barbara Šteh, Assist. Prof. Dr. Marjeta Šarić & Assist. Prof. Dr. Katja Jeznik, University of Ljubljana, Slovenia	Slovenian Counselors' Coping with COVID-19 Pandemics
	<p>Abstract</p> <p>Life and work in educational institutions, including the work of school counselling service, changed suddenly due to the Covid-19 pandemics. The classes were conducted online, and the educational processes, along with the work of the school counselling service, had been thwarted and altered in many ways. A number of previous evaluation studies have shown that the long-established school counselling tradition in the educational institutions in Slovenia is welcomed and well received already in the normal circumstances. The aim of this paper is to present the results of the study on the ways the school counsellors in Slovenia had been coping with the questions, challenges, and problems that have arisen in the time of distance learning and counselling. The study was conducted with an on-line questionnaire in April 2020. The non-random sample consisted of 328 Slovenian school counsellors. The results have shown that, in the period of the pandemics in the spring, the school counsellors were important actors in solving different situations related to: relationships between adults and children or adolescents; school learning; teachers' educational dilemmas and questions regarding distance school work; and to the management of the educational institution. The findings of the study also show a positive attitude of counsellors in collaboration with school principals and teachers. The state of emergency has raised the awareness of all professionals at the school about the importance of mutual support and at the same time represents an opportunity to reflect on even better cooperation and a reciprocal relationship that enables quality educational work.</p> <p><i>Keywords: school counsellors, Covid-19 pandemic, counselling work, challenges and problems, cooperation</i></p>	

Dr. Petra Gregorčič Mrvar is Assistant Professor at the University of Ljubljana, Slovenia, with years of practical experience. She is an internationally well-established researcher in the area of school counselling, school pedagogy and school leadership, having over 120 publications and a number of awards received.

Katja Jeznik is Assistant Professor in the field of theory of education and educational treatment of children with special needs, having some practical experiences and over 90 publications (journal articles, book chapters, monographs, and conference papers).



Conference Day 3: Wednesday, 23 March 2022

Zoom selfie (Common photo)

GMT 12:00



Special Discussion Forum

Explaining the War:

A New Challenge to School Counselors, Teachers and School Psychologists

Wednesday, 23 March 2022

GMT 12:00 – 14:00

Forum Moderator: Prof. Dr. Margarita Bakracheva, Sofia University, Bulgaria

Discussants:

Prof. Dr. Krystyna Bleszynska, Pedagogium Higher School of Social Sciences in Warsaw, Poland

Assoc. Prof. Dr. Barbara Šteh, Ljubljana University, Slovenia

Dr. Elizabeth Achinewhu-Nworgu, Ulster University, United Kingdom & Ireland

12:00

Margarita Bakracheva

Introduction to the Forum

The last two years of living in a pandemic have changed the world and in different ways have affected the educational process. The military operations that unfortunately persist and specifically the current one, which has global resonances, brings to the fore not only the issue of empathy but also hot topics related to financial perspective, security and life, polarizing reactions and reinforcing the Self-Other confrontation. This focuses the role of school counsellors, psychologists and teachers, who must be equipped with adequate resources and tools to react and respond to students' questions, fears and concerns.

Culture and cultural dimensions – Bulgaria is a strongly Restrained culture. Societies with a low score in this dimension have a tendency to cynicism and pessimism. Also, in contrast to Indulgent societies, Restrained societies do not put much emphasis on leisure time and control the



gratification of their desires. People with this orientation have the perception that their actions are restrained by social norms and feel that indulging themselves is somewhat wrong. The topic of death is taboo and not part of the agenda discussed in school. This puts educators, school counsellors and parents in a new situation, for which they are neither prepared nor aware of the right answer and approach to the topic.

Different countries are affected by the conflict to different extent. Some are more concerned financially, in others identification leads to a strong expression of empathy, which is not only direct and pro-social, but sometimes takes the form of restriction and targeting the Enemy, which includes hate speech.

An important focus today is precisely the reflection of the common messages that are everywhere in the "virtual" and "real" world and reach children. Every child has the right to be safe, to know that war is a negative phenomenon, but that its causes are not linked to the people. This can prevent the development of negative attitudes to the Other and extreme reactions that are contrary to democratic values.

Forum discussion highlights

Defined by Krystyna Bleszynska

- explaining the reasons of wars
- teaching about brutal consequences of a war without traumatizing of students
- teaching about differences between the real war and the war computer games and movies
- explaining the war in the context of Culture of Peace
- explaining the war in diverse school community when its members represent conflicted groups
- explaining diversity of war narratives
- teaching about mechanisms and strategies of protests against war
- teaching about safety in a war time
- explaining the war to children of various age and emotional maturity



Conference Closing

Wednesday, 23 March 2022

Begins immediately after the Forum

Thank you! by the Conference Chair
Thank you! by the Support Team
Concluding words by the Section Chairs

Who is the conference participant with the best knowledge of Bulgaria?

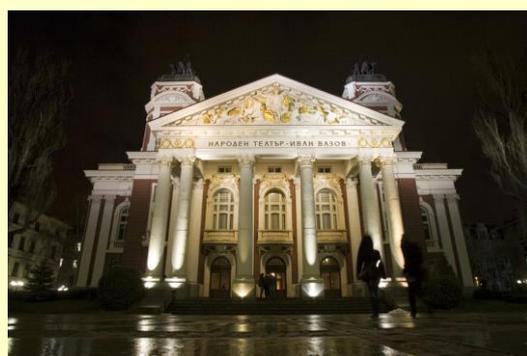
Comments – everybody is invited!

Zoom selfie (Common photo)



Goodbye!

See you next year physically, face-to-face in Sofia, Bulgaria!



WELCOME TO SOFIA IN 2023!



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