

ERASMUS+ TRAINING COURSES FOR HIGHER EDUCATION STAFF

Venue: University of Economics in Bratislava, Slovakia

Dates: 11-13 September 2019

Provider: Association for Career Guidance and Career Development (SK)

Eligibility: Higher education institution (HEI) staff working in Erasmus+ Programme or Partner Country

Contact email: info@iaevgconference2019.sk

Training (module) courses designed specifically for higher education staff on inclusive potential of career guidance and counselling and design and delivery of career guidance study programmes.

Applicants have possibility to choose from two alternative training modules:

1. Career guidance tackling discrimination and marginalisation in higher education
2. Training of career guidance practitioners - design and components of career guidance study programmes

Upon completing a training module, each participant will receive a **certificate of completion**.

The purpose of this activity is to support the professional development of HEI teaching.

Academic guarantor:

Doc. PhDr. Marian Groma, PhD. is a member of the Department of Psychology and Pathopsychology of the Faculty of Education at the Comenius University in Bratislava since 1993. His research is focused mainly on psychology of people with disabilities (specifically on people with hearing loss) and on biopsychosocial model of disability. He is an author of the book "Career guidance and facilitating career development for deaf people" and is responsible for the delivery of courses within the study programme 'Psychological and Career Counselling for Individuals with Disability' at the Comenius University.

1. CAREER GUIDANCE TACKLING DISCRIMINATION AND MARGINALISATION IN HIGHER EDUCATION

Course description:

People with special educational needs are often subject to discrimination and social marginalisation due to their mental or physical restraints. Effective and targeted career guidance can mitigate effects of marginalisation and facilitate smooth integration of marginalised clients into systems of formal education or the labour market.

The training course “Career guidance tackling discrimination and marginalisation” will provide participants with both: the theoretical aspects of social dimension of career guidance and counselling and examples of inclusive practice.

The special focus of the course will be put on supporting disadvantaged students along their academic path in higher education. Other topics of the training module will include accessibility of individualised career guidance support schemes in higher education, embracement of topics of inclusion and social justice into career guidance study programmes, competencies and skills of practitioners delivering inclusive career guidance services. Several measures (e.g. supported employment) to tackle discrimination and marginalisation will be presented throughout the training course.

Preliminary programme:

Expert	Country	Organisation	Title of the workshop / presentation	Duration (min)
Maija Joensuu & Kirsi Paavola & Irmeli Lignell & Katja Munte	Finland	Tampere University of Applied Sciences	<i>Supporting career paths in Universities of Applied Sciences</i>	90
Lucie Sedláčková & Michael Benesch	Czech Republic / Austria	Aspekt, z. s. / Verein zur Arbeitsplatzförderung	<i>Encounters with excluded clients – challenges for the “Inner State” of a counselor</i>	90
Miriam Dimsits	Denmark	VIA University College, Aarhus, School of Continuing Education	<i>The ethics of disgust – uncovering inequality in career guidance practice</i>	15
Roberta Neault	Canada	Life Strategies Ltd.	<i>Supported Employment: Facilitating Inclusion and Career Engagement to Overcome Marginalization</i>	15
Simon Viviers & Patricia Dionne	Canada	Université Laval, Québec / Université de Sherbrooke	<i>Career counselors' work as a transformative activity : supporting social justice by advocacy</i>	15

Expert	Country	Organisation	Title of the workshop / presentation	Duration (min)
Paulsen Mårten Kae & Haug Erik Hagaseth & Bakke Inger Marie & Schulstok Torild	Norway	Inland Norway University of Applied Sciences	<i>Between individual adaptation and political activism: What to teach in a master's program in career guidance and counselling to develop students' understanding of how to act to support social inclusion in Norway?</i>	15

Learning outcomes:

By completing the training course, participants will get insights into:

- theoretical aspects of career guidance and counselling and social dimensions thereof;
- integration of topics of inclusion and social justice into career guidance study programmes in higher education;
- design and delivery of individualised career guidance to students with special education needs in higher education;
- competencies and skills requirements for practitioners delivering career guidance to students with mental or physical restraints.

2. TRAINING OF CAREER GUIDANCE PRACTITIONERS - DESIGN AND COMPONENTS OF CAREER GUIDANCE STUDY PROGRAMMES

Course description:

- *How should modern career guidance programmes be structured and delivered in higher education?*
- *How to harness topics of social justice and social-emotional learning into their learning modules?*
- *How to ensure sustainability of such programmes?*

The training course 'Teaching career guidance - design and components of career guidance study programmes' will focus on content and delivery of career guidance and counselling programmes in higher education. Preparation and professional development of future career guidance practitioners and career teachers will be put under scrutiny from different perspectives. One of the main areas of reflection will revolve around career counselor's identity construction and importance of social-emotional learning as an increasingly important component of their education.

The course will, in addition, create opportunity to discuss change in the nature of career guidance role towards more inclusive and transdisciplinary approaches. Numerous HEI lifelong learning and guidance systems will be presented.

Preliminary programme:

Expert	Country	Organisation	Title of the workshop / presentation	Duration (min)
Anna Radvila	Switzerland	University of Applied Sciences Northwestern Switzerland (FHNW)	<i>Education and Training in Career Guidance at FHNW Switzerland: A strictly competence-oriented framework for psychologists/ non-psychologists</i>	90
Simo Uusinoka & Lilja Taru & Jaako Helander	Finland	Häme University of Applied Sciences	<i>Towards inclusive education – Developing special needs education and transdisciplinary guidance in secondary education in Finland's teacher training</i>	15
Angela Andrei & V. Scott Solberg	Romania / USA	Institute of Educational Sciences, Bucharest / Boston University, the U.S.A.	<i>Personalized career and academic planning - a promising policy and practice</i>	15

Expert	Country	Organisation	Title of the workshop / presentation	Duration (min)
César Escobar Escobar	Colombia	Universidad Externado de Colombia	<i>How important is the professional identity of a student?</i>	15
Tiina Laajala & Pirjo-Liisa Lehtelä & Outi Rantaanen & Ari Jusilla	Finland	Oulu University of Applied Sciences, Oulu / Tampere University of Applied Sciences, Tampere	<i>Agency in competency-based study counselor education in two Finnish universities of applied sciences</i>	15
Heli Kiema-Junes	Finland	University of Oulu	<i>The role of counseling and communication skills and social support in engagement and psychological wellbeing</i>	15
Michael Scharpf & DAGVA-OCHIR Bumdari & BAZARVAANI Khishignyam & BISHKHORLOO Boldsuren & ERTELT Bernd-Joachim & NERGUI Doljin & SANJPERENLEI Nandintsetseg	Germany / Mongolia	University of Applied Labour Studies (1, 5) / National University of Mongolia (2-4, 6-8)	<i>Distance Learning Master's Programme for Professionalisation of Career Counselling in Mongolia</i>	TBC
Peter Weber & Rebeca Garcia	Germany	University of Applied Labour Studies (HdBA). Mannheim	<i>Intersection of Social Emotional Learning Skills and Career Development – Preliminary Results from a German Sub-Study on SEL</i>	15
Jakub Wierzbicki & Małgorzata Rosalska	Poland	Collegium Da Vinci, Poznan	<i>Academic competences in preventing students' educational and professional failures</i>	15
Lucie Bonnefoy & Olry-Louis Isabelle	France	Paris Nanterre University	<i>Entry at university, what meaning for first-year students?</i>	15

Learning outcomes:

By completing the training course, participants will get insights into:

- components of modern career guidance study programmes;
- development of counselor's competencies and construction of counselor's identity;
- teacher's training in the framework of guiding, counseling and supporting students with special educational needs;
- how to harness and embrace social-emotional learning and transdisciplinarity within career guidance study programmes in higher education.