

**Intensive Course 1:
Social justice and advocacy
Group work**

Introduction by Aarhus University,
Department of Education

2 November 2012

Aarhus University, Department of Education:

- Peter Plant: Author of the paper: 'Career Guidance: social justice & advocacy' (2012) which is the basis of the introduction today
- Rie Thomsen: Author of the book: 'Career Guidance in Communities' (2012)
- Helene Valgreen: PhD-research on Collective Narrative Practice

Group work

- Why am I in this room?
- Sharing experiences:

Tell about a guidance situation where you made a positive contribution to another person's life in respect of social justice, advocacy and feedback OR

Tell about a similar situation where you contributed positively as a guidance expert

- Positive and negative aspects of the current proposal for the Intensive Course 1

The roles of guidance: advocacy and feedback

- Advocacy: the guidance practitioner stands up for his/her client.
- Feedback: the guidance practitioner actively gives feedback about the (mal)functions of the systems
- Question: What is the link between social exclusion and advocacy? We have to reflect on the concepts.

Social exclusion

- Poverty and social exclusion are closely related
- Poverty contributes to poor health and general poor quality of life
- Poverty is not the only reason!
- The excluded are heterogeneous: they are individuals, not a group

Social exclusion: three explanations

- Economic: One of the results of global economic competition in the global market place
- Moral: People are too dependent on the welfare state and morally irresponsible
- Cultural capital: People lack the networks, the links to society, and the cultural capital

(Watts, 1999)

Solving, preventing, coping etc.

- Solving: a reactive approach
- Preventing: a proactive approach
- Coping: coping with reality, the Trojan Horse
- Constructing: new possibilities
- Developing: in connection to network
- Supporting: individuals AND communities

Intensive Course 1: Learning goals

- To **attain** knowledge of societal roles of guidance in relation to social justice, advocacy, and feedback
- To **acquire** an overview of approaches to develop social justice, advocacy, and feedback in career guidance
- To **train** methods to develop social justice, advocacy, and feedback in career guidance

Learning methods (draft)

- Presentations by different guidance experts/teachers (theory)
- Presentations by guidance practitioners (practice)
- Visiting and interviewing policy makers
- Group work on developing a proposal or a strategy concerning practical guidance activities to develop social justice, advocacy and feedback

Product and “Exam” (draft)

- The written proposals/strategies from the groups are presented in front of a panel of guidance experts and guidance practitioners from different countries
- The class is the reflective team
- The process is led by the main teacher of the course

Reflective questions:

- How do we reach and help the people we would like to reach and help?
- How do we ensure that we make a positive contribution?
- How can we cooperate with other guidance practitioners, policy makers, experts and researchers?
- Which competencies are required for the counselor?

Guidance as hope-filled engagement

- Hopelessness has many faces
- “The boxes of our lives don’t have to be traps; they can be building blocks for possibilities.”
(Poehnell & Amundson 2011: intro)
- CareerCraft instead of Career Management
- Art of career instead of management of career

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- Positive and negative aspects of the current draft/proposal for the Intensive Course 1
- Other ideas and/or perspectives

Next step

- What?
- When?
- How?
- Whom?

Social justice and social advocacy

Brain storming in the group (I)

- Understanding the phenomenons. Different approaches.
- Hands on!
- Target groups?
- Community guidance: advocacy, coordination, consultation, case management (article by Spencer Niles)
- Interviewing guidance practitioners

(II)

- Simultaneously on-line course provision
- Case approach; Rie's work and the book "Learning through case stories"
- Mark Savickas (2012): The Self in Vocational Psychology: Object, Subject and Project
- Interviewing persons (videotape)

References

- Plant, P. (2012): *Career Guidance: social justice, advocacy & feedback*. Draft/ Paper.
- Poehnell, G., & Amundson, N. E. (2011). *Hope-filled engagement: Creating new possibilities in life/career counselling*. Richmond, Canada: Ergon Communication.
- Watts, A. G. (1999): Mind over a matter of social exclusion. *Careers Guidance Today*, Vol. 7, No. 1, March/April 1999