

**Ambivert and Inclusive Education for Professional
Happiness -Undergraduate Program in Psychology -
“PHARI”**



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**PHARI– The acronym
symbolizes:**

- PH - professional happiness
- A - Academy – as an institution created to implement the task of achieving professional happiness
- AR - Author’s initials – Alexander Rusetsky
- In Georgian sound it means “shield”, as a symbol of the psychological defense of man and society



Practice was used for students:

- International relations

- Psychology

- Business administration

- Social work

- Journalists

individual representatives of other
programs

Levels of education or other

The background of the slide features a faint, grayscale illustration of a graduation cap (mortarboard) positioned above a stack of several books. The cap is centered horizontally, and the books are stacked vertically below it, with a tassel hanging from the cap's center.

Formal Education:

- High school students
- Applicants of all levels
- Bachelor's degree
- Master's degree

Non-formal education:

- Persons with disabilities
- Elderly people

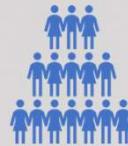
Innovative teaching and learning - The practice is designed for:



school
students



University
students



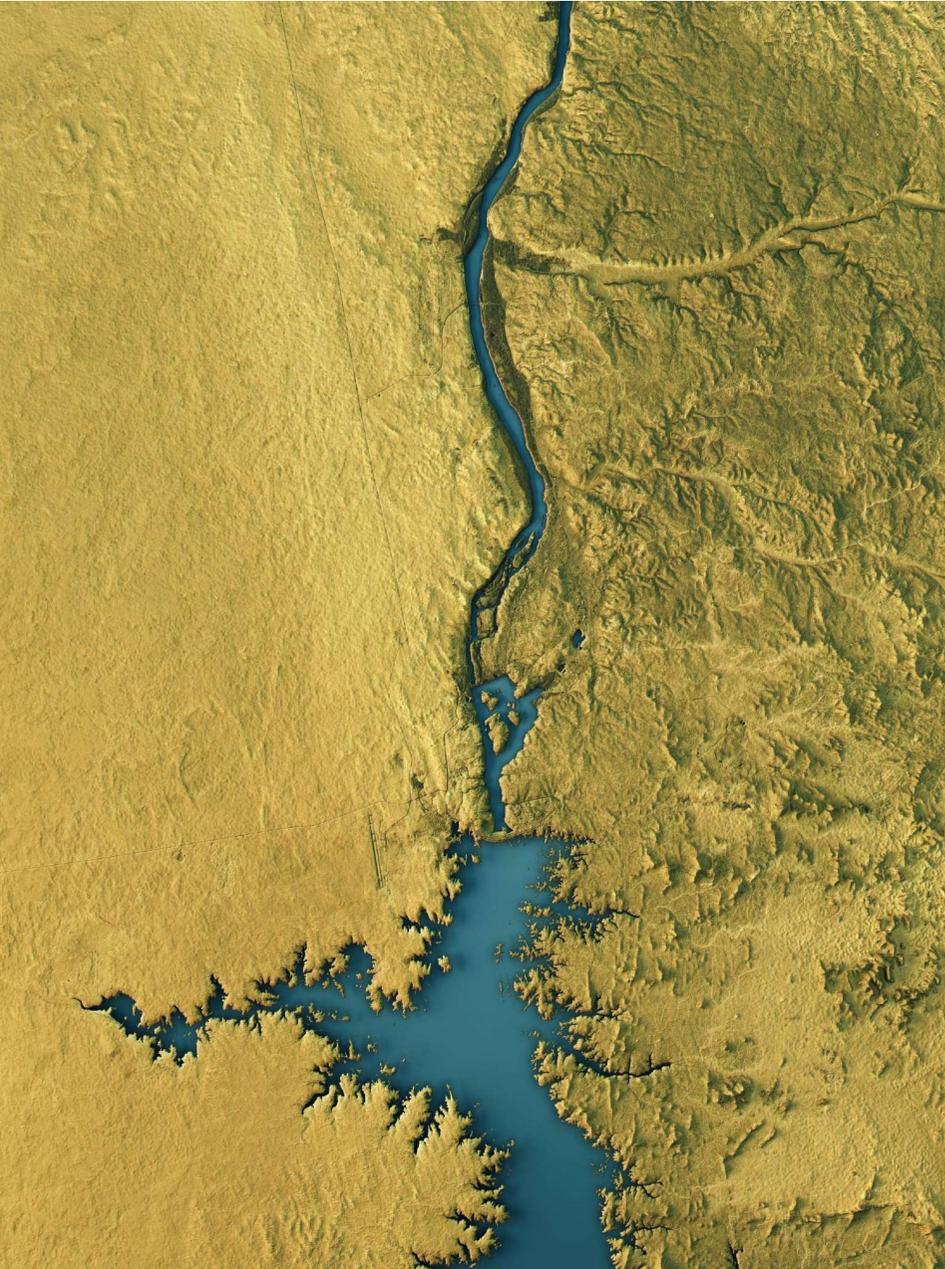
Applicants of
all levels



for school
teachers



for professors
at universities



Geography of practice

- Georgia
- Ukraine
- Moldova
- Kyrgyzstan
- Kazakhstan,
- Tajikistan
- Afghanistan
- Armenia
- Azerbaijan
- Israel
- Poland
- Russia



Specific organizations

- Caucasus International University (Tbilisi, Georgia)
- University named after St. Andrew the First-Called (Tbilisi, Georgia)
- University named after the Holy Queen Tamar (Tbilisi, Georgia)
- Black Sea University (Tbilisi, Georgia)
- Tbilisi State University named after. Ivana Javakhishvili (Tbilisi, Georgia)
- Georgian Technical University (Tbilisi, Georgia)
- Georgian National University (Tbilisi, Georgia)
- Batumi State University (Tbilisi, Georgia)
- Telavi State University (Tbilisi, Georgia)
- Zaporozhye National University (Ukraine)
- Bishkek OSCE Academy
- Currently, students from 23 general education and special schools are served.

Statement of the problem



The problem of a high level of educational and professional deprivation in 68.4%



University students have an internal conflict between the real role of a student in a given specialty and the desired role, which, for various reasons, is not realized by them and is discriminated against.



Students do not have access to the knowledge that they want to have (if they even realize that they want).



As a result, there is a low level of motivation, which affects the results of the educational process.



Factors influencing motivation

- **Parallel operation**
- **Parallel education**
- **Sports**
- **Family work**
- **Religious employment**
- **Addiction**
- **Special needs**
- **The need to introduce an individual approach in universities - inclusive education**

A non- inclusive approach guarantees

- High unemployment rate
- Increased level of deviant and criminal behavior
- Non-professional employment
- The result is a high level of professionally and generally unhappy people
- Therefore, we came to the conclusion of creating a program to popularize higher education - “Inclusive University”

Alternative educational and professional deprivation - The concept of professional happiness



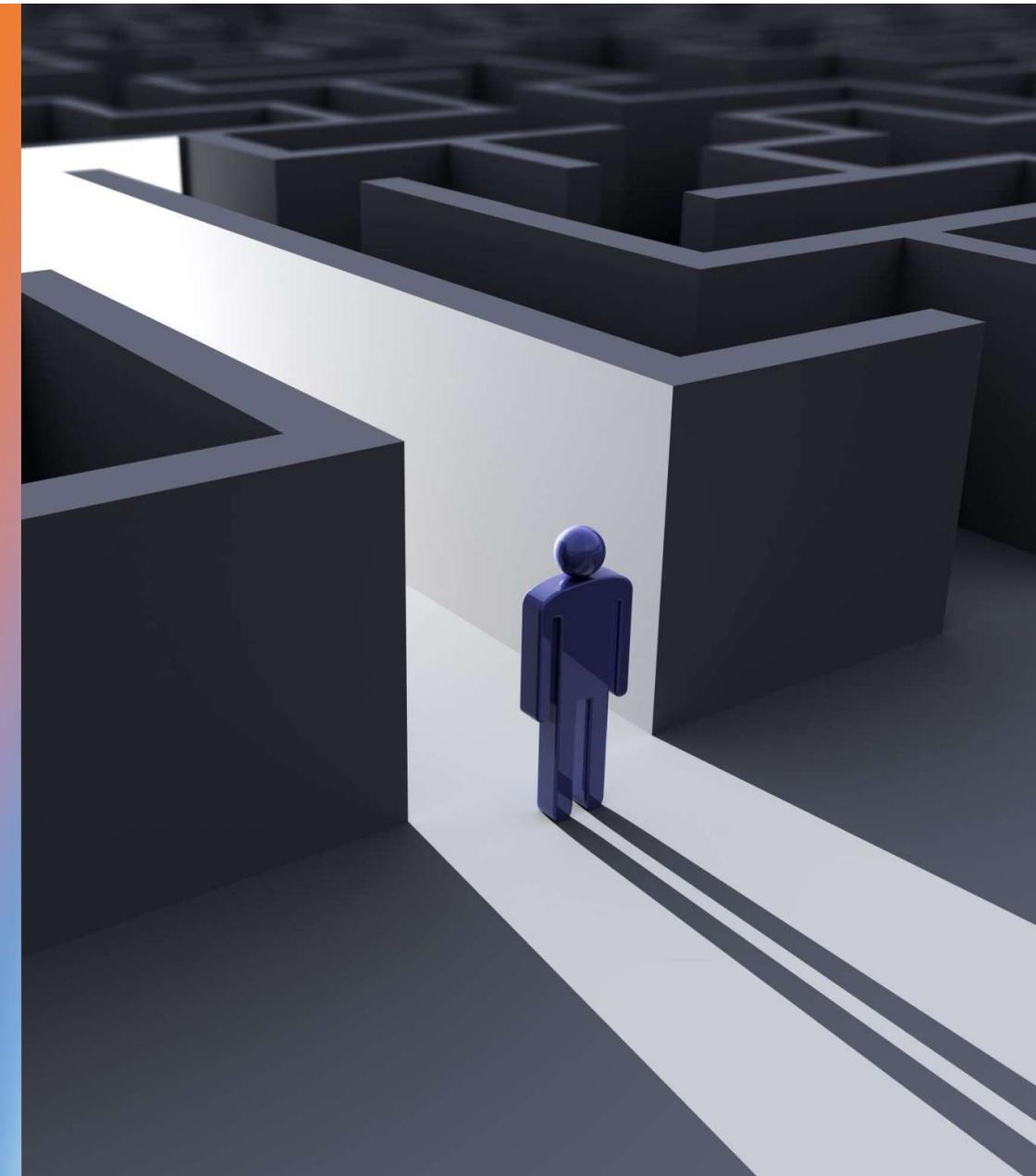
building a “community of happy professionals”



everyone does what brings joy to themselves and the environment



study is considered as a labor activity aimed at the development of intangible and tangible capital



The concept of resolving career guidance conflict of identities

- Reducing the level of educational and professional deprivation through a positive transformation of the internal career guidance conflict that occurs between the student's real and desired educational and professional identities.

Contribution to achieving EHEA decisions

- The program is interdisciplinary, synthesizing academic and practical training (strategic direction of Paris Communiqué (2018).
- It represents practice based on research with student participation, which is consistent with the EHEA vision presented in Rome Ministerial Communiqué, 2020 (page. 4).
- The principle of increasing the social dimension in the higher education system.
- Offers innovative inclusive solutions to effectively take into account the interests of students and free listeners representing the Disadvantaged, Underrepresented, Vulnerable categories (Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA, 2020)





National priorities and cooperation

- Presentation at the Library of the Ministry of Education and Science of Georgia on June 8, 2021. Supporting the process of fulfilling the obligations assigned to the Ministry under the Law on the Rights of Persons with Disabilities (14.07.2020 N6823).
- Our recommendations for strengthening the inclusive component of the Unified Strategy for Education and Science 2022-2032
- An agreement is signed with the Agency for International Education (Ministry of Education, Science and Youth)

Institutional strategies in dynamics

- Obtaining the title of Doctor of Psychology on the problems of educational and professional deprivation and the creation of the Concept of Professional Happiness (01/31/2019)
- Syllabus “Self-knowledge is the road to professional happiness” (01.09.2019)
- Creation of an inclusive bachelor's program in psychology (2020)
- Creation of an Inclusive Career Development Center with the support of the Ministry of Foreign Affairs of Poland (2023)
- Creation of the Association of University Psychology (in the near future)



Funding program or framework in which your good practice have been elaborated and/or implemented (if applicable)

- Canadian Embassy (in Ankara, Türkiye)
- Georgian National Science Foundation named after Shrt Rustaveli - Loktorant Assistance Program) - PHDF-18-1147 Interdisciplinary Comparative Analysis of the Complex System of the Abkhazian Conflict by the Innovative 4D-RAV-17 Method
- Georgian National Science Foundation named after Shrt Rustaveli (science popularization program)
- Grant Program for Basic Research of the Caucasus International University
- Support from the Georgian Committee of the Helsinki Citizens' Assembly
- Polish Ministry of Foreign Affairs (Grant Program “Polish Aid”)
- Grant submitted to the World Bank (waiting for response)

