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Transformation of Strategic Directions of Career Education in the Context of Globalization = Transformacja strategicznych kierunków kształcenia kariery w kontekście globalizacji

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TRANSFORMATION OF STRATEGIC DIRECTIONS OF CAREER EDUCATION IN THE CONTEXT OF GLOBALIZATION / Transformacja strategicznych kierunków kształcenia kariery w kontekście globalizacji

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STRESZCZENIE

Artykuł analizuje zmianę strategicznych kierunków edukacji zawodowej młodych ludzi z łagodną niepełnosprawnością intelektualną w kontekście szybko postępującej globalizacji. Wszystkie aspekty są ważne przy podejmowaniu decyzji dotyczących kariery: nie tylko umiejętności zawodowe i zainteresowania, ale także cechy społeczne i osobiste, marzenia, cechy fizyczne, słabości, zdolności itp. Lepsza i bardziej szczegółowa wiedza o sobie ułatwia wybór. System edukacji zawodowej na Litwie powinien zostać przekształcony, aby znaleźć sposoby i metody rozwijania wszystkich w.w. kompetencji. Potrzebne są dalsze, bardziej szczegółowe badania, aby przeanalizować wpływ globalizacji na edukację zawodową młodych ludzi z łagodną niepełnosprawnością intelektualną na Litwie oraz kierunki jej transformacji w oparciu o te efekty.

SŁOWA KLUCZOWE: NIEPEŁNOSPRAWNOŚĆ INTELEKTUALNA, MŁODZIEŻ Z ŁAGODNYM UPOŚLEDZENIEM UMYSŁOWYM, EDUKACJA ZAWODOWA, GLOBALIZACJA.

JEL CLASSIFICATION: J53, J58

ABSTRACT

Article analyses the change of strategic directions of career education of young people with mild intellectual disabilities in the context of rapidly changing globalization. All aspects are important making career choices: not only vocational skills and interests, but also social and personal characteristics, dreams, physical qualities, weaknesses, abilities etc. Better and more detailed self knowledge will facilitate the choice. The career education system in Lithuania should be transformed in order to find the ways and methods to develop all these competences. The further more detailed research is needed to analyze the effects of globalization on career education of young people with mild intellectual disabilities system in Lithuania and directions of its transformation based on these effects.

KEY WORDS: INTELLECTUAL DISABILITIES, YOUNG PEOPLE WITH MILD INTELLECTUAL DISABILITIES, CAREER EDUCATION, GLOBALIZATION.

1. INTRODUCTION

In a world context of globalization, the school cannot stay away, it is also changing. The education of children with special educational needs in general education institutions requires the most recent knowledge, as school must be accessible to all children, regardless their abilities and needs. Thus, one of the essential features of the education system is to enable children with mild intellectual disabilities to learn according to the programs adapted to their individual capabilities and using special

education teaching materials and methods, in order to achieve optimal quality of education.

Mild intellectual disabilities are determined by assessing capabilities in two fields, namely intellectual functioning and adaptation skills. Mild intellectual disability is characterized by intellectual functioning much weaker than average, i. e. IQ range is only from 50 to 69. Also the adaptation skills necessary for every person to be able to adapt to living environment in different fields such as communication, self-care, family life, social involvement, attaining the goal, health care, security, problem

solving, entertainment and work are rather limited. Usually the reasons of mild intellectual disabilities cannot be determined¹.

During globalization process and development of technology the labor market is changing significantly and the demand for unskilled labor is decreasing, as most people are replaced by robots, machines. The integration of people with disabilities into society through such processes is even more complicated and very much depends on proper targeted education. The main task of the school is to help pupils to know themselves, to find out their hobbies and disposal to one or another profession. At school students should find the activity appropriate to their needs and opportunities and develop their creative powers. Today it is especially important to teach a young person to solve their personal problems as well as problems of society independently and together with others, help them to acquire business and cultural literacy and knowledge and ability to live independently, prepare for further studies and activities.

This results to the student's with mild intellectual disability preparation for career. Career education is targeted promotion of personal career competencies. Its main objective is to help students develop their career competencies needed for the student in order to choose a profession or employment successfully and have a smooth transition from school to adult life, as well as for continued professional development and lifelong learning. In order to prepare for a smooth transition and to pursue a career in adult life, it is necessary to combine different stages of development at school. This would help the young man with mild intellectual disability, his family, educating teachers to achieve the common goals of the transition process.

After realization of these goals young people will become economically active citizens with expectations of professional training which are corresponding to those of adults and skills corresponding to those needed. Young people with disabilities who wish to become mature need certain competencies, namely, personal autonomy, problem solving and raising goals (Connor, 2012: 17-25, Madaus, 2005: 32-37, Sitlington et al., 2010).

Education of knowledge about yourself feeling gives young people the opportunity to assess their individual strengths and challenges, albeit to certain aspirations of people with disabilities. Skills to report on their strengths

and needs of education can be called personal independence, self-determinance. It can be concluded that the independent (determined) individuals are better able to control their lives, because they can set future targets related with their reality, their position knowing their strengths and needs (Ankeny, Lehmann, 2011: 279-289).

Young disabled people with personal autonomy (self-determination) skills could better use the adult roles. However, the preparation of students with special needs for the professional life still remains one of the most problematic areas of the Lithuanian education system. In Lithuania, as well as throughout Europe, there is very actual issue of strategic interaction between the content of career education of young people with mild intellectual disabilities and their personal career landmarks during the transition from school to adult life. When Lithuania became an independent state and recognized of the principle of equal opportunities, there were realistic assumptions for persons with limited opportunities to act and organize their own lives according to the same principles as all other members of society. After all, man cannot exist as an individual alone.

An essential prerequisite for a full-fledged existence is a community life. During all stages of human development one of the most pressing issues was the individual's place in society, value of their roles, including personal relationships (Vanier, 1998: 423-435). According to the J. Ruškus (1997), a situation of disability for a person defines the opportunity to live a full-fledged life by the mutual interaction between community readiness to accept a different person and limited possibilities of a person entitled to be active. These two necessary conditions that can guarantee a full interoperability cannot occur naturally. This requires knowledge of and confidence in the environment, which results in communicating and working together. Students who learn in an integrated environment do not get the necessary support and assistance from this point of view.

In general education school, vocational counseling most often has not been taken into consideration. As already mentioned, the preparation for a profession of students with mild intellectual disabilities still remains one of the most problematic areas of the Lithuanian education system. The preparation of young people for life, the opportunity to acquire professional skills could be improved by takeover of foreign experience and adaptation of it for educational practice in Lithuania.

The purpose of this article is to analyze and to describe the most important changes of strategic directions of

¹ PAGRINDINIO UGDYMO BENDRŲJŲ PROGRAMŲ PRITAIKYMO REKOMENDACIJOS specialiujų poreikių žemų ir labai žemų intelektinių gebėjimų mokinių ugdymui

career education of young people with mild intellectual disabilities in Lithuania in the context of globalization.

2. THEORETICAL FRAMEWORK AND METHODS

The existential, humanistic philosophy and philosophy of normalization are to be considered as the background of methodological research. According to existential philosophers (Rudestam, 1982; Furman, 2001: 583-602), each person is unique, valuable, and sees the world in his own way. In organization of a young people with mild intellectual disabilities career education process it is important to follow the idea of existential philosophy and actualize man "here and now". The only situation we can experience is present. Man can remember the past and plan the future. Therefore, the present situation is the only one that can be changed by career planning. Existentialism's pedagogical concept encourages educators and students interested in the issues of human existence to overcome the satisfaction of life based on material well-being (Bitinas, 2000).

From the existentialist point of view man (as a child) is free to choose, and educator's duty is to take into account the child's worldview and to teach consciously choose, to help learners to understand their options and to orientate towards them.

Humanistic philosophy is related to the respect for the human right to freedom, equality, the natural abilities and character development, personal unfolding. Its main principle is the recognition of value of each person's and respect for it. If a young man, according to Rogers (1973), "wants to learn, develop, to know more and to do better everything, desires to create", than there will be successfully organized pre-vocational training, which is inseparable from the formulation of personality development objectives in the career curriculum. The school must at first help everyone to understand themselves, to understand their identity, to find purpose in life. Education should be oriented to the person, should help him to express himself and become better. All these goals can be achieved by satisfying the basic needs of the child: child has to be respected, loved, to feel safe psychologically, valued by others, adequately assess him self and plan and build the future.

The realization of education goals mentioned above becomes easier in the context of globalization which also changes because of rapid technology development and spread of knowledge. The world is much more connected, people from different countries can easily commu-

nicate, global scientific cooperation and competition as well as rapid exchange of ideas encourage creativity and innovative approaches. These processes also raise a risk of some people being excluded because of disabilities, lower qualification or other reasons and the task of education system is to adapt to the changes and to help develop appropriate personal and other competences to be able to cope with these globalization trends and find their place in future professional and personal life.

The purpose of normalization is at any situation to provide an alternative for a person with a disability, which would be as much normal as possible, but not specific, special or unusual (Bakk and Grunewald, 1997).

METHODS

Methods of data collection for the research. The analysis of research literature sources made it possible to underpin the relevance and novelty of the topic, also to identify, and to define the methodological assumptions of further research.

Further research hypothesis is the following: new directions of career education of people with mild intellectual disabilities in Lithuania based on not only professional but also on appropriate social and personal competences development are needed in order effectively help those people to adapt to rapidly changing globalization challenges and fully integrate into society.

3. CAREER EDUCATION AND CAREER CHOICE

The general concept of career derives from the Latin word for "Carraro" meaning way of life, running, or from the French "Carriere", meaning working area, domain, profession. Super D. (1990: 282-298), one of the first authors who used this definition for defining of a variety of roles during the human life, work activities, posts or tiers, levels of integrity.

The career education is targeted education of personal career competencies, whose main goal is to help students to develop career competencies necessary to enable them to successfully choose a profession or employment and for a smooth transition to adult life, as well as for continued professional development and lifelong learning. The issue of choice of profession from one or other point of view has been studied since ancient times.

Platon in his work "The State" discussed people's natural differences that determine the nature of their profession-

al activity. Today, the problem of choice of profession is solved in accordance with the various theories: development, self-awareness, typology, social learning, professional aspirations, the adaptation of work. According Jovaiša L. (1999), these theories help to know how the choice of profession is done, how decision to provide assistance in case of difficulties is made. Today, these theories are combined into a single theory of convergence, although there are arguments for their diversity as well.

B. Balaram and L. Crowley (2012) provided two career education definitions namely of career education and of career guidance. The career education includes education programs and actions to help people develop the skills necessary to manage their career and life path. This comprises information for and evaluation of career guidance and making it effective. Career guidance includes services and activities intended to assist individuals of any age at any point in their lives to make educational, training and career choices and to manage their careers.

Career concept often is associated with other career models: Schein's (1978) career anchors and Derr's (1986) career orientation and empirically linked to the motivational differences (Driver, Coombs, 1983, Coombs, 1989: 21-53, Larsson et al., 2003:7-24).

In the current global economy workplace is changing fast. The workforce becomes very mobile, professions are also changing faster, and this requires new professional and social competences, An increasing number of people need to acquire knowledge and skills using indirect way of learning. However, this way of learning becomes more difficult and challenging because of very fast changes of workplace (Mitchell, Levin ir Krumboltz, 1999; Guindon ir Hanna, 2002).

On the other hand, career opportunities practically have no limits and it is rather difficult to develop specific expectations for personal career. In addition, according to the social cognitive learning theory social experience is assessed as the external influence for decision making. To understand the career development in a rapidly changing context it is a need for more accurate theory, for instance, constructivist learning theory for career learning.

It is based on the idea that learning is a process in which the learner transforms information into meaningful knowledge, i.e. this is the process of "becoming a well-informed about their own and other assumptions and expectations and the importance of evaluation and interpretation" (Merriam, 2005: 3-13). From the con-

structivist point of view, meaning is constructed by the creation of the story, from the information through dialogue with ourselves and others about the real-life experiences (Hermans H., Hermans-Konopka, 2010).

The career-oriented learning environment (learning environment that encourages development and application of career competencies), where students can get real life experience (problem-based curriculum), have a word in organizing their learning process (requests based curriculum), and finally to participate in career-oriented dialogue about his / her learning experience in terms of employment.

The transition from school to employment for young people with mild intellectual disabilities is often a challenge. You need to make that student would choose and would be prepared to acquire the profession by having which he could make maximum use of his skills and get personal satisfaction. For the students in lower classes already it is necessary to provide objective, real information about specific occupations and professions, as well as educational institutions, their requirements for the acquiring of profession. Feeling of being full-fledged member of society for disabled means to have a job, make a living from it. Because work for such person is the basis of life. Special needs students' with mild intellectual disabilities future is related to a real craft acquisition. It is difficult to distinguish the specialties for which the education system has the capacity to educate high quality young individuals with mild intellectual disabilities having all necessary competences. On the other hand, opportunity for these persons the opportunities freely choose a specialty are still limited.

Žygaitienė et al. (2014) argues that the twenty-first century is a century of information and technology, and of change of climate, of economics and of values. European Commission Communication "Europe 2020" plans to invest in the technological development of new processes and technologies and provide resources for human capacity building. It is intended to be implemented through the technological development of younger generation. This means that many professions have a high volatility and technology becomes more modern, where simple tasks will be performed by robots or machines. Disabled people competitiveness in the labor market will be worse not only because of health restrictions, but also because of lower education. Without vocational education persons with mild intellectual disabilities can perform only unskilled, low-paying jobs that cannot uncover human potential. However, not only professional skills are needed for today's global mobile and digital so-

ciety. New career education ways and methods are needed to develop appropriate social and personal skills mentioned above such as creativity, definition and seeking of personal goals or personal autonomy as well as technical digital skills. to be able to adapt to rapidly changing labour market and more flexible career pathways.

With the modernization of technology and computerization not many professions that do not require high qualifications remain, but such professions are those which usually slightly mentally handicapped young people are seeking for. With Lithuania's integration into the rapidly changing global society a fundamental modernization of the career education content and improving of its quality is needed, and greater attention should be paid to the career development of people with mild intellectual disabilities and all those having special needs. One of goals of Lithuanian education concept is a comprehensive development of a person including those with mild intellectual disabilities who is able to adapt to the changing social, economic life. The realization of this goal implies the new direction of career education looking the ways to attain it as described above.

4. CONCLUSIONS

Globalization affects different spheres of life, poses new requirements and challenges, promotes the emergence of new professions, increases labor force mobility and puts greater demands on workers' social and professional competencies development (learning). People with mild intellectual disabilities in this environment are constantly forced to compete in the labor market and should be

well prepared for work activities, but they need already at school develop career competencies, the ability to not only integrate into the labor market, but also to society. Currently, individuals with mild intellectual disabilities can acquire professional qualification studying in vocational schools, special education institutions and labor market vocational training centers.

Scientists describe diverse vocational training and career education concepts and variants, and this shows the lack of a clear career development strategy. Professional integration of individuals with a mild intellectual disabilities is still a difficult problem and to solve it by applying only usual school educational practice measures is not possible, there is a need to find new methods of education. The scientific literature provides a variety of methods for vocational education but this variety does not guarantee a success of professional integration of people with mild intellectual disabilities. There are no any measures created to ensure a quality of pre-vocational training.

Sufficient attention should be paid to the development of career competencies of young people with mild Intellectual disabilities at school age in order transition from school to employment for young people with mild intellectual disabilities would not become a challenge or major problem.

New more detailed research are needed to analyse the effects of rapidly changing globalization processes on career education of people with mild intellectual disabilities system in Lithuania and the directions of its transformation based on these effects.

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