

ARACD/IAEVG Joint Session

Career Education in Asia

A Livelihoods Approach to Career Guidance in Asia

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Three Questions

- Similarities and differences in career education between Asia and the West.
- The mutual collaboration and cooperation of Asian countries.
- How career education in Asia should be in the future.

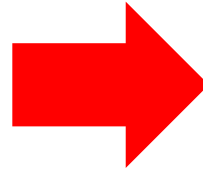
Emergence of the Notion of “Career”

- The tendency to work is a natural and inherent human characteristic.
- It is as old as the history of humankind.
- But...the **meaning** and purpose of work has undergone significant changes over time.
- Moulded by **ideologies**, shaped by the tenets of a variety of **philosophies** and transformed by **revolutions**, work has finally grown to include the idea of ‘**career**’.

Emergence of the Notion of “Career”



Protestant Reformation



Materialistic Individualism



Industrial Revolution

Emergence of the Notion of “Career”

Materialistic Individualism

- Celebrates the **individual** and his or her desires, interests, and attitudes.
- The **freedom** of the individual for self-determination is a deeply cherished and protected value.
- Competitive Equality.
- Economy is **consumption** oriented.



Career development is **not automatic**.
It must be **managed**.

Emergence of the Notion of “Career”

- Our focus is not “a” career, but “career” as a **form of work**.
- All careers are forms of work, but the **reverse** may not be always true.
- As an area of human activity, work is broader in what it encompasses.
- Career is work with certain **special** characteristics.

“Career” – A Western Definition

- Exercise of Will, Choice, Decision Making.
- Suitability.
- Preparation.
- Ongoing development.
- Social – personal dimensions.

“Career” – Is it Universal?

It is in the interface between the increase in **opportunities** and the **freedom of choice** that career guidance and counselling finds its relevance.

“Career” – Is it Universal?



Does “career” really exist in these contexts?

“Career” – Is it Universal?

- Not all cultures and economies came *directly* under the influences of the Industrial Revolution.
- In such cultures human engagement with work progressed *as it had* for centuries earlier (e.g., Donkin, 2010; Thapar, 1966).
- Career barely exists in these cultures and economies.

Work Based Learning and Apprenticeships

- **Apprenticeship** based teaching and learning.



Work Based Learning and Apprenticeships

- **Cross-generational** transfer of knowledge and skills.
- Observational learning and **work-based learning**.



Work Based Learning and Apprenticeships

- **Observe** the master, **listen** to instructions/explanations, and **assist**.



Work Based Learning and Apprenticeships

- Assistance and work-related responsibilities **increased** across childhood into adulthood, seamlessly, until the apprentice became a **master**.



Universalisation of Career

- Global forces have had and continue to have an impact on work behaviour in almost all contexts.
- In virtually all societies, work has **changed** from being simply linked to survival needs to something far more complex, requiring increasing amounts of specialization and training.
- The notion of a personal career has made its appearance in **many more** parts of the world.

Universalisation of Career



- culturally congruent
- indigenous to that context
- manifestation is spontaneous

Mainly industrialised Western cultures



The manifestation of career can be seen in two broad contexts



- culturally alien
- induced by global transformations

Mainly non-industrialised non Western cultures



Universalisation of Career

- Economic liberalisation and globalisation have brought a wide range of new occupations into **emerging economies** that have a significant impact on career development processes in these economies.
- “Career” now exists **outside** the setting in which it was born.
- New, culture resonant methods must be **created**.
- For contexts in which career is not indigenous this may have to begin even with a **redefinition** of what career means in these environments.

Globalisation

Three aspects of globalization that are related to work and cultural preparedness:

- international trade.
- the emergence of a global work force.
- the new international division of labour.

International Trade

- Traditional trade focused on the buying and selling of goods that were **not available locally**
- Contemporary, international trade seeks trading opportunities that have a **cost advantage**.
- In the globalized world, the exchange of goods and services can occur not merely because they are not available locally, but because it is **cheaper** to procure it from elsewhere.
- This has had a profound impact on local workforces, leading to **loss of jobs** in one location and an unprecedented **increase in job opportunities** in other locations.

The New International Division of Labour

- Relocation of production processes; **outsource** to locations that offer cost advantages.
- The worker in such companies is **laid off** or retrenched.
- On the other side of outsourcing pipeline is the recipient country—usually a developing country offering **cheaper labour**.
- This form of globalized trade requires **cultural realignments** and usually it is the **recipient** (developing) country that is required to realign.

Is this the Objective of Career Guidance?



This deep connection with work, its purpose and its meaning has been **weakened** by individualistically oriented, industrialised, corporatized, orientations to work.

Livelihood versus Career

“As long there are fish in the sea, there is no need to think of what you describe as “career”!

Fisherman, Kudahuvadoo, Maldives



Livelihood versus Career

- The common understanding of **livelihood** is that it is related to **survival** needs, largely practised by those who are in **lower** income brackets such as farmers, artisans and skilled workers.
- **Career** on the hand is seen as something more linked to urban contexts, to middle and higher social classes, with greater potential for **higher** incomes.
- Career carries stronger connotations of **prestige** than livelihood. Indeed, the drive to abandon rural livelihoods and move toward a “better future” in the city is a rapidly growing one.

Livelihood versus Career

- Academic (school and college) **education** is viewed as necessary for career development.
- Traditional, **non-formal** modes of skills transmission are linked to livelihood.
- What remains poorly addressed by the discipline of career guidance is that a **large percentage** of the world's work force is engaged in livelihoods – not careers.

Career Development Viability

Adapted from Srivastav (2013)



- Education and training systems are key determinants of youth employment outcomes
- Yet, higher levels of education have **not** proved sufficient in themselves for securing a decent job (ILO, 2013).

Career Development Viability

It is a superstition to think that the fullest development of man is impossible without a knowledge of the art of reading and writing. That knowledge undoubtedly adds grace to life, but it is in **no way** indispensable for man's moral, physical, or material growth (Gandhi, 1935, p. 121).

Career Development Viability

It is possible that

- A person who has optimally gained from **non-educational** opportunities could have a high career development viability status.
- Someone who is on a purely academic pathway with little or no exposure to developing **skills literacy** could show a low career development viability status.

Career Development Viability

- The person's potential for fruitful, ongoing engagement with the world of work, with or **without** formal educational qualifications.
- Defined by the **configuration** of opportunities:
 - educational and non-educational
 - formal and informal
 - skills based and academically oriented

which are embedded in the person's life situation.

Livelihood Planning

Career Guidance for Asia could be described as a service that aims:

- at helping the individual optimise **personal** potentials
- through the effective realisation of his or her social and economic **role** as a “worker”
- for the lifelong development of personal wellbeing **as well as** the prosperity of the immediate community and society at large.
- To be effective, career guidance must be **informed** by a culturally-resonant interpretation of social, behavioural, economic and pedagogical sciences.

Livelihood Planning

- Livelihood planning is the application of the principles of career guidance to facilitate individuals' traditional engagement with work such that it gains **contemporary relevance**.
- Within such a system, there would be a **livelihood counsellor**: a career counsellor who, wherever he or she works, has the skills to allow the context to define the meaning of career along with the capability to understand and optimise traditional occupational structures for modern work environments.

Three Questions

Similarities and differences in career education between Asia and the West.

In relation to the West, career education in Asia is in its infancy.

- Individualism vs. Collectivism.
- Functional Materialism vs. Community Orientation.
- Formal Guidance vs. Social Requirements.

It takes a lot to make young people in a developing economy express **job-dissatisfaction**. Working in a job that brings little in terms of monetary reward, stability and security and still claiming job satisfaction is likely to be a reflection of the national culture and the ability to **adapt to realities** where so few “good” jobs exist. Perhaps the value given to having a job – any job – outweighs issues of job quality ILO (2013).

Three Questions

The mutual collaboration and cooperation of Asian countries

- An **acultural** approach to career development could transpose definitions of career that are not indigenous to the local context and displace already present, culturally-grounded orientations.
- Joint **research** for the development of culturally resonant models of career guidance.
- Establish frameworks for the **training** of career counsellors who are culturally relevant.

Three Questions

How career education in Asia should be in the future

- Cultural originality and independence.
- Draw upon traditional forms of guidance.
- Value and valorise traditional occupations and traditional forms of guidance.
- Acknowledge career development viability, over and above institutionalised qualifications.
- Consider livelihood planning as a form of career guidance.

Modernisation without Westernisation.



Thank
You!