

The Education of People who are Deafblind in the process of World-wide economic globalization

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Due to the changes that experiment the world-wide economy it is necessary to make an analysis of the present role of the education of the people who are deafblind to update and to adjust it to the existing legislation regarding the needs and the diversity that the population presents, in order to give viable and real alternatives in the scope of the inclusion to the less restrictive environments, among them the field of education and labor insertion.

It is evident that, even at a present time, the stereotypes are used to influence our behavior when addressing to the people with impairments, also or to a greater increase happens if the impairment is the deafblindness.

The ignorance of the concept deafblindness by the general population and what this one implies in the life of an individual, combined with the lack of knowledge of the laws and the influence of these in the governmental policies of our countries, makes more difficult the access of the people to its social and economic means.

The new paradigms of "approach of the personal autonomy", "equality of opportunities", "approach of the human rights", "independent life" impelled by the international organisms like the International Labor Organization, United Nations (the UN), United Nations for the Education, Science and the Culture Organization(UNESCO), International Rehabilitation, Organization of American States (O.A.S.), and the Latin American Group for Professional Rehabilitation (GLARP) and others, contribute, guide and base the analysis and approach of the needs of the people with impairment.

These paradigms are based on premises and principles, which affect conceptual and legal aspects directly that should be practiced in the different countries, but somehow

they are avoided or partially applied generating situations of inequality and discrimination of the population with impairment.

Some of the statements proposed in these principles are:

Principle of Equality of Opportunities

It is the principle that "recognizes the importance of the diverse needs of the individual, which must constitute the base of the planning of the society with the purpose of assuring the use the resources to guarantee that the people enjoy equal opportunities of access and participation under identical circumstances" (Law 7600, 1976:7)

Principle of Personal Autonomy

It is "the right of the people with impairment, to make their own decisions and to the control of the actions that are related to them, in order to get an independent life" (CNREE, 200:6).

Principle of Flexibility

This one "consists of the diversification and the adaptability in the institutions of the alternatives of support and the processes of services so that the person with impairment that wishes to use them can do it in relation with his/her needs, interests and particular expectations" (GLARP, 1996:51).

Principle of Normalization

It says that "the person with impairment, in addition to the needs of his/ her condition, has the same economic necessities in general, social, cultural and of other orders that other people, but not always the capacity has the ability to adapt and integrate" (Montero totally, 2003: 17).

Principle of Non Institution

It promotes the identification and use of the means and existing resources in the community used by the general population and to promote its use by the people with impairment to obtain processes of specialization that benefit the fast insertion to the social - labor integration, and if the people require it they will have to receive the supports of an institution.

Approach of Independent Life

It is characterized for being a movement impelled by people with impairment, who raise the importance and need that the different contexts facilitate the supports necessary to obtain the greater and smaller possible level of functional independence and personal autonomy (Montero, 2003:18)

Recognition of the Human Rights

Briefly, this lineament implies the recognition that despite of the differences, all people have such right, making us face our own attitudes, feelings and prejudices with respect to the impairment to get us into the philosophical and legal scope to obtain accessible means.

Comparison of Opportunities

It is considered "a process of adjustment of the surroundings, services, activities, information, documentation as well as the attitudes to the people's needs, especially of the impaired ones" (Law 7600, Costa Rica, 1996:7), considered as obstacles for the integral development of the person with impairment. This principle is derived from the Uniform Norms, that at the same time mention that: "it is responsibility of the states to take the corresponding measures to remove such obstacles" (the UN, 1993:9)

As we can notice, these principles expose the awareness of these organisms to legislate in a based form and with a philosophical frame to according with the experience and the concrete needs that the people with impairment really experienced, basic aspects that forms the cultural, social and educative norms of any society. Which is illustrated by Lopez, R. (2004) saying that:

"In the last decades the social policy has been oriented to promote the" participation "as the essence of the benefit and the exercise of the human rights; a fundamental part of those rights is the search of the personal accomplishment and the satisfaction of basic needs and to improve the quality of life ". (Central American Conference of ICEVI)

This participation has been growing in Latin America but as all you know, our Latin American countries are facing the process of world-wide economic globalization already. Strategy which implies a "process of free commerce and disappearance of tariff barriers, in which the countries constitute a single market on world-wide scale, without having the possibility of exerting control on the conditions and demands that this process generates and for its respective economies" (Montero, 2003:68)

Which means, that the forces of the world-wide economy lead to the countries towards a new economic model in where it is required a great structural adjustment characterized by the high competitiveness that responds to the supply and demand, with high criteria of quality, initiative and capacity of decision, adaptation capacity for which it requires of a better and greater preparation of the human resources and the diversification and technical handling of tasks of each one of the workers.

These strategies also contemplate the intensification of technological and organizational adjustment of the production, where the manual labor will be replaced by machinery

built with high technology, and under the supervision of some people who fulfill the characteristics previously mentioned.

Another important aspect that it is observed within the globalization process is the transformation of the new knowledge in new material means, which generates the change of the social functions of the knowledge, since the speed in the generation of the knowledge becomes new technologies surpassing the capacity of diffusion and assimilation of the same ones to the society.

This implies that it is no longer enough with having knowledge, to use the technologies; the education requires a structural change in where the students are able to investigate and to make science. This is obtained by stimulating the capacity to build new knowledge, not by means of spreading the knowledge in successive layers of knowledge by themselves.

All previously mentioned makes us think about if at the present time with the promulgation of fundamental principles in favor of the population with impairment and facing the change in the world-wide economy social and technological creates breaches that impact the general population and even more the population with impairment, causing radical changes in the educative, social and labor structures of the population and risking the postulates by which we guide ourselves.

The real consequences focused on the globalization of the education of the people who are deafblind begin pronouncing themselves in the following aspects:

- The professionals in charge of the education do not have the required preparation for the transference of new knowledge and technologies. These professionals include from universities preparing the new professionals, to the professionals who exert their educational functions without update.
- Increase in the social inequality, the competitiveness causes that the stronger survives and the one than better adjusts itself to the demands of the change that is required by the globalization process. This is evident in the social phenomenon in the exclusion of the participation in the productive cycle.
- Increase of the illiteracy, which is tied to the scholastic desertion.
- Changes of the dependent work to the independent one, in which the people with deafblind found labor access with total or partial supervision.
- Replacing the manual labor by tasks of high technology, that makes complete processes and non tasks process according to abilities.

- Greater amount of unemployment, which will generate demand in the acquisition of specialized manual labor.
- The demand of high productivity is observed before the reduced productivity and difficulty to adjust to the technological changes and production of the people who present multiple challenges and/or deafblindness.
- This drastic selection of the manual labor will cause less social guarantees and benefits for the employees. If at the present time the people with impairment are discriminated in these aspects, with the new strategy they will be seen as more disadvantageous conditions.
- The manual labor will be contracted by the modality of professional services, which fulfill a contract specific, to lower cost and then they retire, in contrast with the role performed by the growing at the moment, which allow that the people with impairment learn immersed in the production process.
- The speed in the fulfillment of the productive tasks is a strong slogan attempting with the postulate of respect to the style, time and execution of work of the individuals with impairment.

This and more, will be the consequences of the globalization processes, in where exist the ones that are globalizing and the ones that are globalized, the globalized ones and the excluded ones, are for all these reasons that I ask myself Which is question we have to make to face this situation without creating at the moment greater disadvantages and discrimination for the population with deafblind?

Next I suggest, from my experience and the previous information that some factors of change are to be carefully analyzed, among them are mentioned the following ones:

DETERMINING FACTORS TO ACHIEVE THE EDUCATIVE AND LABOR SUCCESS OF THE PEOPLE WHO ARE DEAFBLIND

First of all, to recognize the deafblindness as a unique impairment in each country, to decide on the respective rights to agree the diversity that characterizes the population.

To promote the processes of constant thinking in professionals to cause and to adjust the educative programs addressing these to an effective education, in where the student is the center of the learning, in where the education of values has priority, and where updated and pertinent contents are used in the programming.

It is important as well that the educative planning, the use of methods and techniques of education take into account the moment from the acquisition of the deafblindness, either is pre-linguistic or pos-linguistic, since, their characteristics require a particular boarding in each case.

To take into account cultural, ethnic, social and emotional aspects of the people for the creation and adaptation of educative programs without having to transfer and to use programs of other countries without contemplating as important aspects as the mentioned ones.

To initiate the learning process as soon as possible, making the processes of detection and multiple spreading of the deafblindness and challenges more efficient.

To stimulate from the childhood the multi sensorial learning, insisting on the best use of its surpluses.

Strengthen the role and the participation of the family in the educative process and outside the school.

The education must generate a methodological frame that allows the engineers in computer science and other technologies to develop equipment, adapted resources technical and software to the diversity that the people with deafblind present.

To introduce as soon as possible the person with deafblindness to the world of the reader-writing for the acquisition and use of diverse sources of information as introduction instrument and participation to the social means.

To increase the accessibility to the education, in physical, material, emotional, familiar levels; by spreading of the needs and adjustment of educational plans that promotes access to primary school, high school. Technical stud and /or university study, according to the demand.

To promote the access to the communal, national and international information as inexhaustible source of possibilities and of reference of the social reality at that moment by using the technology and updated technical resources.

To prepare the population for the access to a superior education.

To totally cause and strengthen the participation of the people who are deafblind and compatible organisms in the promulgation and execution of laws, exerting its rights and responsibilities.

When promoting this participation of the people who are deafblind we will guarantee the use of clear, concrete document, with examples and explanations, with availability in alternative communication formats according with its communicative diversity and its linguistic level, this will facilitate and increase its participation.

To promote a change of attitude before the impairment; the people who are deafblind can and must actively participate in the community, leaving aside the protective roles.

Authorizing the people in the early years by means of the educative programs that exert self-determination roles, when implementing them.

To promote the education as a mean that guarantees a worthy quality of life, respectful, and directed to the personal and labor development.

By implementing programs of vocational development and formation for the work from the early years, this will facilitate the access to the labor world. They must have identified clearly goals by market studies that identify appropriate affability and jobs that promote successful situations for the people who are deafblind.

Planning of real stages of transition in all the educative areas addressed to the development of abilities to face the adult life.

To increase the cooperation between countries and organizations who work by and for the people who are deafblind with the purpose of taking care that all the postulates and laws promulgated are fulfilled by the different world-wide organisms that looks after the well-being of the people with impairment.

So that these suggestions are fulfilled it is important to provide to the people who are deafblind of all those human supports, material, technical and technological resources that guarantee them a good performance.

Conclusion:

We required actions and fast structural changes regarding the execution of educative programs for the people who are deafblind and multiple challenges that are in agreement with the paradigms and laws at the moment rule and orient the population.

The changes require teamwork, where the same is conformed by the person with impairment as the main character, the family, the professionals and the social and economic community in general, who generates changes of attitude before the impairment and thus they promote the adjustment and transference of knowledge with a view to the total inclusion of the population in the society.

The educative panorama in the Latin American region presents a reality in which the long way to cross, to obtain a total participation and equality of opportunities in education, this way must count on the opening of conditions and options for the total participation of the people with impairment.

The role of the education is a very important agent for the change. This change cannot be done alone, it requires a responsible support and respect of the whole society, it requires the support and political commitment of each one of our countries with the endorsement of world-wide the economic policies.

I invite you to be part of this educative change!

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