

Educating For Unemployment Politics Labor Markets And The School System Italy 1859 1973

This comprehensive and instructive study examines the relative success or failure of government policies in preventing and alleviating unemployment. Choosing two contrasting cases--West Germany and the United States--Thomas Janoski probes the causes and consequences of two very different orientations toward labor market policy. In West Germany, labor, employers, and government cooperate in the running of a powerful and effective employment service. In the United States, by contrast, one finds little state involvement, organizational confusion, a long history of poor funding, and legislative resistance to intervention in the labor market. In the author's mind, these inadequate policies have had deleterious consequences for the American labor force. Whereas a skilled and flexible labor force exists in West Germany, Americans are poorly trained and barely assisted in finding jobs and training. To remedy this situation Janoski puts forth bold and useful policy recommendations, including the creation of a new organization to operate in national labor markets, the development of technical training programs in high schools, and the creation of a youth service to prevent teenage crime. The Political Economy of Unemployment offers a trenchant examination of how modern industrialized nations deal with the vicissitudes of the economy and how they might develop and implement more effective labor market policies. Meticulously researched, it is an important contribution which policymakers and social scientists will find provocative and useful. This comprehensive and instructive study examines the relative success or failure of government policies in preventing and alleviating unemployment. Choosing two contrasting cases--West Germany and the United States--Thomas Janoski probes the causes and consequences of two very different orientations toward labor market policy. In West Germany, labor, employers, and government cooperate in the running of a powerful and effective employment service. In the United States, by contrast, one finds little state involvement, organizational confusion, a long history of poor funding, and legislative resistance to intervention in the labor market. In the author's mind, these inadequate policies have had deleterious consequences for the American labor force. Whereas a skilled and flexible labor force exists in West Germany, Americans are poorly trained and barely assisted in finding jobs and training. To remedy this situation Janoski puts forth bold and useful policy recommendations, including the creation of a new organization to operate in national labor markets, the development of technical training programs in high schools, and the creation of a youth service to prevent teenage crime. The Political Economy of Unemployment offers a trenchant examination of how modern industrialized nations deal with the vicissitudes of the economy and how they might develop and implement more effective labor market policies. Meticulously researched, it is an important contribution which policymakers and social scientists will find provocative and useful.

Over the past few decades, US business and industry have been transformed by the advances and redundancies produced by the knowledge economy. The workplace has changed, and much of the work differs from that performed by previous generations. Can human capital accumulation in the United States keep pace with the evolving demands placed on it, and how can the workforce of tomorrow acquire the skills and competencies that are most in demand? Education, Skills, and Technical Change explores various facets of these questions and provides an overview of educational attainment in the United States and the channels through which labor force skills and education affect GDP growth. Contributors to this volume focus on a range of educational and training institutions and bring new data to bear on how we understand the role of college and vocational education and the size and nature of the skills gap. This work links a range of research

areas—such as growth accounting, skill development, higher education, and immigration—and also examines how well students are being prepared for the current and future world of work.

The recent recession has led to an ongoing crisis in the youth labour market in Europe. This timely book deals with a number of areas related to the context, choices and experiences of young people, the consequences of which resonate throughout their lives. The focus of the contributions to this volume is on issues which, whilst undoubtedly important, have thus far received less attention than they arguably deserve. The first part of the book is concerned with issues related to education and training, covering matters such as the role of monopsony in training, the consequences of over-education, and the quality of educational institutions from primary to tertiary. The second part is primarily concerned with the long-term consequences of short-term choices and experiences including contributions on health-related choices, health consequences later in life, factors affecting the home-leaving decision, as well as an analysis of the increasing intergenerational transmission of inequality; a trend which accelerated during the recession. The last part of the book deals with issues related to youth unemployment and NEET – the direct consequence of the recession. This book contains a number of innovative analyses reporting significant findings that contrast with standard models. Some of the more interesting results directly contradict conventional wisdom on a number of topics from the importance of monopsony in training markets to the importance of transitory income changes on consumption of addictive goods. This book is suitable for those who study labor economics, political economy as well as employment and unemployment. This book discusses youth unemployment in post-revolutionary Tunisia, paying particular attention to the so-called skill mismatch. Youth unemployment was one of the major factors triggering the Tunisian revolution, and continues to be a central socio-economic challenge. The Tunisian labour market is marked by a strong increase of higher education graduates while the economic system is dominated by sectors mainly employing a less qualified labour force. This study investigates current labour market trends, and provides insights into the underlying causes of persisting high youth unemployment. The author argues that economic crisis, difficult political conditions since 2011, and inefficient labour market policies did not foster sufficient job creation, and that special attention needs to be paid to the educational causes of the skill mismatch in youth employment in future sustainable development models.

The story of the rescue and eventual release from behind the Iron Curtain of Laszlo Toth, a U.S. citizen, who, while on a visit to his home town of Vrbas, Yugoslavia in 1975, was arrested and imprisoned by the Yugoslav State Security for spying as a CIA agent. His ensuing struggle for freedom involved such key figures as President Gerald Ford and Foreign Secretary Henry Kissinger and led to one of the lowest points in relations between the American and Yugoslav governments since World War II.

This book explores how the kinds of world-wide restructurings of higher education and research work that are underway today have not only increased employment insecurity in academia but may actually be producing unemployment both for those within academia and for graduate job-seekers in other sectors. Recent and current re-organisations of higher education and research work, and re-orientations of academic life (as students, researchers, teachers) generally, which are taking place around the world, achieve exactly the opposite of what they claim: though ostensibly undertaken to facilitate employment, these moves actually produce unemployment both for those within academia and for graduate job-seekers in other sectors.

Why—contrary to much expert and popular opinion—more education may not be the answer to skyrocketing inequality. For generations, Americans have looked to education as the solution to economic disadvantage. Yet, although more people are earning degrees, the gap between rich and poor is widening. Cristina Groeger delves into the history of this seeming contradiction, explaining how education came to

be seen as a panacea even as it paved the way for deepening inequality. The Education Trap returns to the first decades of the twentieth century, when Americans were grappling with the unprecedented inequities of the Gilded Age. Groeger's test case is the city of Boston, which spent heavily on public schools. She examines how workplaces came to depend on an army of white-collar staff, largely women and second-generation immigrants, trained in secondary schools. But Groeger finds that the shift to more educated labor had negative consequences—both intended and unintended—for many workers. Employers supported training in schools in order to undermine the influence of craft unions, and so shift workplace power toward management. And advanced educational credentials became a means of controlling access to high-paying professional and business jobs, concentrating power and wealth. Formal education thus became a central force in maintaining inequality. The idea that more education should be the primary means of reducing inequality may be appealing to politicians and voters, but Groeger warns that it may be a dangerous policy trap. If we want a more equitable society, we should not just prescribe more time in the classroom, but fight for justice in the workplace.

Michael Apple offers a powerful analysis of current debates and a compelling indictment of rightist proposals for change. Apple presents the causes and effects of further integrating schools into the corporate agenda, as well as current calls for a national curriculum and national testing, privatization and voucher plans, and fundamentalist religious pressures to censor textbooks. He demonstrates who will be the winners and losers culturally and economically as the conservative restoration gains in strength, bringing with it an even greater re-stratification of knowledge and students in terms of race, class, and gender.

This book examines the challenge of accelerating automation, and argues that countering and adapting to this challenge requires new methodological, philosophical, scientific, sociological, economic, ethical, and political perspectives that fundamentally rethink the categories of work and education. What is required is political will and social vision to respond to the question: What is the role of education in a digital age characterized by potential mass technological unemployment? Today's technologies are beginning to cost more jobs than they create – and this trend will continue. There have been many proposed solutions to this problem, and they invariably involve an educational vision. Yet, in a world that simply doesn't offer enough work for everyone, education is clearly not a panacea for technological unemployment. This collection presents responses to this question from a wide spectrum of disciplines, including but not limited to education studies, philosophy, history, politics, sociology, psychology, and economics. Japan was once a country that suffered from slow progress in its economic diversification away from agriculture. While the country modernized rapidly after 1868, the problem of a skills mismatch between education and industry remained throughout the first half of the 20th century. With a large number of educated but jobless citizens, youth unemployment continued to be a major economic problem. Nevertheless, a few decades later, the country developed a productive workforce harnessing its "youth bulge" demographics and succeeded in building competitive export-oriented manufacturing industries. During the 16 years between 1960 and 1975, in which the country's GDP per capita grew almost tenfold, Japan achieved a consistent unemployment rate of 1%. This paper analyzes how Japan facilitated an education-to-employment transition of its young citizens, thus realizing the effective allocation of human resources to new industries. It identifies three elements of success in particular, which may offer useful insights to policy-makers in today's emerging economies who are faced with the problem of unemployment. First, Japan

overcame the problem of a skills mismatch not by directly addressing the problem itself, but rather by building a system which brought about the matching of “expectations”. The government created institutional linkages between educational bodies and private firms through the Employment Stabilization Offices. These linkages provided young job-seekers with knowledge of the existing labor demand, and helped them in adjusting their career expectations in accordance with the situations in the labor market, while simultaneously enabling private firms, especially small and medium-sized enterprises (SMEs), to recruit from the workforce across the country. Second, substantial teaching of job-oriented knowledge and skills was carried out by private firms, in the form of in-firm training programs for new and early-career employees. With some exceptions, the Japanese government’s early attempts to develop public industrial education did not succeed because of the absence of mechanisms to feed skills requirements in new industries into school curricula. On the other hand, the government’s support to private firms through training subsidies effectively alleviated the concerns of private firms, especially SMEs, which had been hesitant about investing in training due to their fear that they would be unable to recoup the training costs. Third, while the education sector itself was not sufficiently capable of narrowing the skills mismatch itself, the school curricula nonetheless contributed to the “trainability” of young citizens. In particular, the emphasis on work ethic, through the Confucian idea of *k?*, or filial piety, imbued children with the virtue of diligence – a belief that working hard is good in itself. This type of education is considered to have created a pool of potentially productive workers, although the harnessing of that potential required economic institutions that offer incentive systems. Finally, the paper discusses whether this Japanese experience is transferable to the context of today’s emerging economies – in particular, Saudi Arabia. It concludes that the Japanese experience can, at least, provide them with useful insights and contribute to the building of the local capacity of “policy learning”. Some policies would appear to be easier to implement today owing to the progress in IT and AI, while other policies are likely to require tailored supportive measures to localize the practices.

A major benefit of education is the lower risk of unemployment at higher educational levels. In PSID (Panel Study of Income Dynamics) data on the male labor force¹ the reduction of the incidence of unemployment is found to be far more important than the reduced duration of unemployment in creating the educational differentials in unemployment rates. In turn, the lesser unemployment incidence of the more educated workers is, in about equal measure, due to their greater attachment to the firms employing them, and to the lesser risk of becoming unemployed when separated from the firm. The lesser frequency of job turnover of more educated workers, which creates fewer episodes of unemployment, is in large part attributable to more on-the-job training. In explaining the lesser conditional unemployment of educated workers and the somewhat shorter duration of their unemployment, indirect evidence is provided that (1) costs of on-the-job search for new employment relative to costs of searching while unemployed are lower for more educated workers; (2) that these workers are also more efficient in acquiring and processing job search information; and (3) that firms and workers search more intensively to fill more skilled vacancies.

This book focuses on the recent changes in education and training policy, mainly in the UK, and explores the wider contexts in which such policies have been developed.

The level of youth unemployment in the Middle East is higher than any other region in the world. The detrimental effects of early unemployment can be broad and long lasting. This paper discusses some of the factors of youth unemployment in the Middle East, such as poor education systems and underdeveloped labor markets; and the social effects such as delayed marriages and political unrest. It then goes on to analyze the School-to-Work Transition Survey (SWTS) to understand the impact of age, sex, individual education, and parental education on the transition from school to work. The results indicated that sex and education play the largest part in transitioning. Males are at a greater advantage in the Jordanian labor market. Parental education was not as significant as expected. --Page v.

A central claim of this volume is that public policy in education and training can only be properly understood if it is seen in relation to prevailing economic and employment conditions. It has become increasingly apparent that the neo-liberal economic policies pursued by Western governments during the 1980s and 1990s have led to a growing world-wide 'work crisis'. Unemployment levels, particularly in Europe, remain persistently high, and for those in employment, job insecurity and long working hours have become the norm. The response of UK governments has been to promote 'flexibility' in employment practices while proclaiming the importance of improving skill levels through education and training. This volume challenges the adequacy of such an approach, and asks whether reliance on education and training reforms without additional political intervention in economic processes is capable of reversing current trends. Issues covered in this reader include: * the impact of globalization on employment trends * neo-liberal and neo-Keynesian approaches to employment policy * political reforms in education and training institutions * the impact of flexibilization on private life and the family. The two volumes in this series are readers for the Open University course Education, Training and the Future of Work, E837, a module of the MA in Education. The companion volume is Education, Training and the Future of Work II: Developments in Vocational Education and Training. John Ahier is Lecturer in Education at the Open University. Geoff Esland is Director of the Centre for Sociology and Social Research at the Open University and Course team Chair of E837.

The more education, the less unemployment of women; this relationship is as strong as it is in the male labor force. The channel through which this relation arises is also the same, namely, labor turnover, almost half of which involves unemployment. However, the relation between education and turnover is mediated largely by educational differences in on-the-job training among men, while educational differences in labor force attachment are the main source of turnover differences among women. This is because levels of educational differences in on-the-job (in-house) training are small among women, while nonparticipation in the labor market and educational differences in it are quite small among men. Educational differences in the duration of unemployment are negligible among women, though they are observable, if small, among men. Recent growth in women's work attachment has reduced their inter-labor force turnover and their unemployment rate to the point of eliminating the sex differential. On-the-job training of women appears to have increased, though it still remains skimpy.

This book contains 12 chapters, each of which is a case study or a commentary on the unemployment of the 1980s and early 1990s and on the programs devised to retrain workers. Titles and authors are as follows: "Understanding Unemployment: A Critical Overview of Labour Market Trends, Employment, and Unemployment: (John Hughes); "A Critical Overview: Education and Training Responses to Changes in the Labour Market and Unemployment" (Kevin Ward, Keith Forrester); "Unemployment and Education: Adjustment Strategies for Displaced Workers in the United States" (Jeanne Prial Gordus, Karen Yamakawa); "Dislocated Workers in Transition: Overcoming Resistance to Retraining and Continuing Education" (Lee Shore, Jerry Atkin); "Communication and Information System for the Unemployed: A Systems

Approach to a Systems Problem" (Otto Feinstein); "The REPLAN Programme in England and Wales: A National Programme To Improve Educational Opportunities for Unemployed Adults" (Paul Fordham); "Open College Networks and Unwaged People" (David Browning); "Adult Education and Trade Union Centres against Unemployment" (Keith Forrester, Kevin Ward); "Community Business Development in Scotland: Its Relevance to Adult Education" (George Burt); "Recurrent Education and the Labour Market: Changing Conceptions within Swedish Post-Compulsory Education" (Kenneth Abrahamsson); "Youth Unemployment in West Europe: Alternating Training Systems as Responses to Youth Unemployment in Five Western European Countries" (Krista Michiels); and "Conclusion: Education and Training Policies--Future Challenges for Educational Institutions, Employers, and Trade Union Organisations" (Keith Forrester, Kevin Ward). (KC)

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