

Transitions From School To Work Globalization Individualization And Patterns Of Diversity The Jacobs Foundation Series On Adolescence

The transition from school to vocational education is of different quality and performance in the diverse national VET systems and heavily determined by the different structures of governance in the national education and VET systems. In September 2009, the International Network on Innovative Apprenticeship (INAP) hosted its third international conference in Turin bringing together leading researchers in the area of international TVET research. This book summarises all topics discussed within the frame of the Turin conference and overviews current research and analysis in the following fields: Managing successful transitions from school to work * Building vocational identity * Competence evaluation and development in VET * Levels of governance and the role of stakeholders in apprenticeships

Life transitions differ concerning the intensity of the change and the intensity of the child's reaction to that change. For most children, the first and most significant transition is from the family home to an institution of early care and education, which includes preschool. These transitions can also include children's passage from kindergarten to elementary school. However, the intensity of the child's reaction is related to the size of the change that is happening and also to who or what is involved in that change and the importance a child attributes to that someone or something. Supporting Children's Well-Being During Early Childhood Transition to School is an essential scholarly publication that examines evidence-based practices and approaches that fully support a child's well-being during transition periods in early childhood. It serves as a resource to rethink contemporary transition theoretical models, research studies, and applied practices. Featuring a wide range of topics such as emotional competency, language learners, and professional development, this book is ideal for academicians, psychologists, early childhood educators, daycare centers, curriculum designers, policymakers, researchers, education professionals, and students.

The Senate Committee on Labor and Human Resources and the House Committee on Education and Labor (now the House Committee on Economic and Educational Opportunities) asked the Office of Technology Assessment to examine the potential opportunities and possible pitfalls of work-based learning that would be supported by the School to Work Opportunities Act (STWOA). Three main questions are addressed: (1) What are the alternative models of work-based learning and how effective are they? (2) What new learning technologies could support work-based learning? and (3) How can employers be persuaded to provide work-based learning experiences for students? This report assesses the potential of work-based learning as a component of the school-to-work transition systems that are currently being developed in many states and local school districts. Chapter 1 reports the findings about work-based learning and the STWOA. Chapter 2 discusses the history of work-based learning in the United States as well as problems with school-to-work transitions and provides an overview of STWOA. Chapter 3 describes and analyzes the apparent advantages and disadvantages of five learning processes that can be used in work settings: experiential learning, work-group learning, mentoring, workplace instruction, and technology-assisted learning. Chapter 4 discusses various ways that work-based learning can be structured with respect to the following: the types of students who are served; the program objectives; the coordination with schooling; the timing, intensity, duration, and progression of work-based experiences; the settings of work-based learning; and the issue of payment for students. Chapter 5 describes various models of school-to-work transition programs with work-based learning and summarizes the evidence on their effectiveness. These models are youth apprenticeships, clinical training, cooperative education, school-to-apprenticeship programs, school-based enterprises, and career academies. Chapter 6 considers the factors that influence whether or not employers will participate in work-based learning programs. (YLB)

Exploring how formal and informal education initiatives and training systems in the US, UK and Australia seek to achieve a socially diverse workforce, this insightful book offers a series of detailed case studies to reveal the initiative and ingenuity shown by today's young people as they navigate entry into creative fields of work. Young People's Journeys into Creative Work acknowledges the new and diverse challenges faced by today's youth as they look to enter employment. Chapters trace the rise of indie work, aspirational labour, economic precarity, and the disruptive effects of digital technologies, to illustrate the inventive ways in which youth from varied socio-economic and cultural backgrounds enter into work in film, games production, music, and the visual arts. From hip-hop to new media arts, the text explores how opportunities for creative work have multiplied in recent years as digital technologies open new markets, new scenes, and new opportunities for entrepreneurs and innovation. This book will be of great interest to researchers, academics and postgraduate students in the fields of youth studies, careers guidance, media studies, vocational education and sociology of education.

This volume made an important contribution to the growing literature on the transition from school to work. It provides a different perspective on the global changes that have transformed school-to-work transitions since the 1970s; offers an integrative conceptual framework for analysis; and promotes a comparative, cross-national understanding of school-to-work transitions in a changing social context. The articles assembled in this volume compare and assess variations in school-to-work transitions across Europe and North America, providing empirical evidence on how young people negotiate the different options and opportunities available and assessing the costs and returns associated with different transition strategies. Unlike many other volumes on this subject - which are pitched at either the macro or micro level - this volume attempts to integrate both perspectives, capturing the complexity of this critical life course transition. Furthermore, the authors address policies aimed at improving the capacity of individuals to make effective transitions and at enabling societies to better coordinate educational and occupational institutions.

Why do so many high school students drop out, and what are the consequences for the students, their families, and society in general? This work discusses answers to these questions, and examines topics dealing with the issues, policies, and problems associated with leaving school early. It looks at the reasons behind the decision to drop out, the labor market difficulties that dropouts face, the psychological experience of unemployment, the relationship between dropouts and various kinds of deviance, and the dropouts' own expectations about their futures.

As anxieties about America's economic competitiveness mounted in the 1980s, so too did concerns that the nation's schools were not adequately preparing young people for the modern workplace. Spurred by widespread joblessness and job instability among young adults, the federal government launched ambitious educational reforms in the 1990s to promote career development activities for students. In recent years, however, the federal government has shifted its focus to test-based reforms like No Child Left Behind that emphasize purely academic subjects. At this critical juncture in education reform, *Improving School-To-Work Transitions*, edited by David Neumark, weighs the successes and failures of the '90s-era school-to-work initiatives, and assesses how high schools, colleges, and government can help youths make a smoother transition into stable, well-paying employment. Drawing on evidence from national longitudinal studies, surveys, interviews, and case studies, the contributors to *Improving School-To-Work Transitions* offer thought-provoking perspectives on a variety of aspects of the school-to-work problem. Deborah Reed, Christopher Jepsen, and Laura Hill emphasize the importance of focusing school-to-work programs on the diverse needs of different demographic groups, particularly immigrants, who represent a growing proportion of the youth population. David Neumark and Donna Rothstein investigate the impact of school-to-work programs on the "forgotten half," students at the greatest risk of not attending college. Using data from the 1997 National Longitudinal Study of Youth, they find that participation by these students in programs like job shadowing, mentoring, and summer internships raise employment and college attendance rates among men and earnings among women. In a

study of nine high schools with National Academy Foundation career academies, Terry Orr and her fellow researchers find that career academy participants are more engaged in school and are more likely to attend a four-year college than their peers. Nan Maxwell studies the skills demanded in entry-level jobs and finds that many supposedly "low-skilled" jobs actually demand extensive skills in reading, writing, and math, as well as the "new basic skills" of communication and problem-solving. Maxwell recommends that school districts collaborate with researchers to identify which skills are most in demand in their local labor markets. At a time when test-based educational reforms are making career development programs increasingly vulnerable, it is worth examining the possibilities and challenges of integrating career-related learning into the school environment. Written for educators, policymakers, researchers, and anyone concerned about how schools are shaping the economic opportunities of young people, *Improving School-To-Work Transitions* provides an authoritative guide to a crucial issue in education reform.

Skills and Jobs in Brazil: An Agenda for Youth is a new report focusing on the challenge of economic engagement among the Brazilian youth. In the context of a fast aging population, Brazil's greatest economic opportunity is to increase its labor productivity, especially that of youth. This report documents important new facts about the extent of the youth economic disengagement, while at school and at work. Today, close to half of the Brazilian youth aged 15-29 years old is not fully economically engaged, because they are neither working nor studying, are studying in schools of poor quality, or are working in informal and precarious jobs. The report shows how the youth prospects in the labor market are dimmed by policies favoring existing workers over new entrants; in addition, it shows how youth are often ill equipped to meet an increasingly challenging labor market. The report suggests new education, skills, and jobs policy changes that Brazil could prioritize moving forward, so that it can take advantage of the last wave of its demographic transition. The report discusses in particular depth policies aiming to increase learning and reduce school dropouts in upper secondary education, and labor market policies that aim to support more effective and faster youth transitions from school to work.

Aimed at parents of and advocates for special needs children, explains how to develop a relationship with a school, monitor a child's progress, understand relevant legislation, and document correspondence and conversations.

This book brings a refreshing perspective to preparing students with disabilities and their families for all aspects of independent life. Many of the transitions experienced by younger children set the stage for future changes, yet do not receive the attention they deserve in the literature. This publication offers a strengths-based approach that includes philosophical perspectives and evidence-based practices to assist this vulnerable population with lifespan changes and challenges. Each chapter addresses transitional needs and their assessment, and relevant interventions from the perspectives of an application to schools, families and communities. Multicultural perspectives are integral to all these chapters. The book covers transition from: - home to early childhood education - early childhood education to primary school - primary school to secondary school - primary school to special settings - juvenile justice settings back into the community - school to work - school to further education or training - post-school settings to retirement. *Lifespan Transitions and Disability: A holistic perspective* is a necessary companion for postgraduate education students and researchers who have an interest in exploring the nature and context of special and inclusive education today.

This book provides an important compilation and synthesis of current work in transition to school research. The book focuses strongly on the theoretical underpinnings of research in transition to school. It outlines key theoretical positions and connects those to the implications for policy and practice, thereby challenging readers to re-conceptualize their understandings, expectations and perceptions of transition to school. The exploration of this range of theoretical perspectives and the application of these to a wide range of research and research contexts makes this book an important and innovative contribution to the scholarship of transition to school research. A substantial part of the book is devoted to detailed examples of transition to school practice. These chapters provide innovative examples of evidence-based practice and contribute in turn, to practice-based evidence. The book is also devoted to considering policy issues and implications related to the transition to school. It records a genuine, collaborative effort to bring together a range of perspectives into a Transition to School Position Statement that will inform ongoing research, practice and policy. The collaborative, research, policy and practice based development of this position statement represents a world-first.

Now in a thoroughly revised and updated second edition, this handbook provides a comprehensive resource for those who facilitate the complex transitions to adulthood for adolescents with disabilities. Building on the previous edition, the text includes recent advances in the field of adolescent transition education, with a focus on innovation in assessment, intervention, and supports for the effective transition from school to adult life. The second edition reflects the changing nature of the demands of transition education and adopts a "life design" approach. This critical resource is appropriate for researchers and graduate-level instructors in special and vocational education, in-service administrators and policy makers, and transition service providers.

This book discusses the considerable challenges students with disabilities conquer in education, varying from relationships with teachers and academics, learning resources, and everyday social situations.

This book draws on the stories of thirty-two young Australians to identify the barriers and obstacles they face in 'getting a job' in precarious times and from their vantage point. It maps the kinds of educational policies and practices that need to be created and more widely sustained to assist their career aspirations and life chances. It is timely in terms of contributing to an alternative set of possibilities based on a commitment to the principles and values of social justice, respect, trust, care, democracy and citizenship. In constructing an alternative vision and practice for education and training it advocates the right of all young people to have a say in these broader public debates. In pursuing this agenda, it deliberately sets out to listen to what young people themselves have to say with a view to interrupting the way things are. In other words, the book seeks to identify and

explain the dreams, desires and aspirations of young people with a view to creating a new imaginary and socially just future.

Labour markets are becoming more dynamic in response to pressures from globalisation, new technologies and trade agreements, as well as cross-border migration, inter-generation differences, changing education imperatives and employer expectations. By focusing on several Asia Pacific countries, this book explores the differences in their workforces: ageing, or abundant in labour but lacking in skilled employees. One similarity these countries share is the difficulty in attracting and retaining employees with the required skillset and capabilities, and these constraints can stymie national economic growth and long term development. This book brings together national and international perspectives on employability challenges faced by selected countries in the Asia Pacific region. While the region is forecast to enjoy high growth in the coming decade, a recurring challenge is addressing skill shortages and ensuring effective transition from training colleges and universities into employment. Consequently, the book focuses on the roles of multiple stakeholders, primarily: governments, education providers and employers – in more effectively addressing these key socio-economic challenges.

How are activation programs for the young unemployed implemented? Stephan Dahmen explores the practical regulation of biographical transitions in activation programs for the young unemployed by focusing on the interactive accomplishment of activation work.

This book addresses growing reservations about the relevance of educational systems to the economic and social needs of individuals by examining different aspects of transitions from school to work or further studies within formal and informal settings in Asia. Highlighting important issues such as selectiveness and inclusiveness, integration of transversal competencies, vocationalisation of secondary schooling, approaches to career guidance and emerging models of student support, it is of particular interest to educators, policymakers and other stakeholders who are concerned about the effectiveness of system-wide and institutional-based approaches. The first part of the book explores different models, mechanisms and approaches to policy and practice in the context of Asia, while the second part examines Hong Kong students' transitions to post-school life and provides an account of issues and challenges the government and individual schools experience in terms of structural support for both mainstream and special-needs students.

The school-to-work transition is a critical part of the human life-span for young adults, their families, and society. The timing of the transition varies greatly and its co-occurrence with a number of other life transitions make it challenging to summarize or generalize. Individual differences and normative developmental factors, as well as external contextual factors such as global pandemics, changing economic circumstances, workplace demands, and cultural shifts, intersect to create a range of challenges and opportunities for those navigating this transition. Written by internationally renowned scholars in developmental psychology, applied psychology, counseling, and sociology, the chapters in this book highlight the trends, issues, and actions that researchers, academics, practitioners, and policy makers need to consider in order to effectively support young adults' transition to work pathways. This volume provides an explicitly international perspective on this area, broad coverage of psychological topics on the school-to-work transition, and an inclusive focus on sub-groups and minority groups, making it a must-read for those who support young adults as they move from school to work.

European unification represents major challenges to national institutional frameworks as well as significant pressures for institutional convergence. So far, labour markets have actually seen relatively little convergence, and national institutions have remained highly distinct. Against this background, the book provides an encompassing comparative analysis of school-to-work transitions in EU member states. It shows how differences in both European education and training systems, as well as labour market institutions, generated significant variation in the experiences of young people entering European labour markets during the 1990s. This book compiles an integrated series of comparative empirical analyses of education-to-work transitions across the EU by drawing on the European Labour Force Surveys. Individual chapters describe the educational background of young people entering the labour market, address the scope of educational expansion in recent decades, and chart basic structures of transition processes in European labour markets. Chapters not only examine the role of education for successful labour market integration, but also the impact of macroeconomic, structural, and institutional factors on young people's chances of avoiding unemployment and attaining employment in occupations appropriate to their education and training. From these analyses it becomes apparent that the structure of education and training systems is the key institutional factor behind successful youth labour market integration. At the level of intermediate skills, dual systems of training have retained their advantages in terms of reduced youth unemployment. High levels of education still constitute a key asset, for, despite significant educational expansion in recent decades, devaluation trends have been limited. As youth labour markets are found to be particularly responsive to macroeconomic conditions, however, macroeconomic stability turns out to be an equally important predicament to successful youth labour market integration, in particular among those with low levels of education.

This volume explores transitions at all stages of educational progression, across a variety of countries and schools. It helps readers understand how the social and emotional processes that individuals undergo during transitions enable or hinder learning, and how lessons learned from one country can be adapted for other educational systems.

This volume makes an important contribution to the growing literature on the transition from school to work. It provides a unique perspective on the global changes that have transformed school-to-work transitions since the 1970s; offers an integrative conceptual framework for analysis; and promotes a comparative, cross-national understanding of school-to-work transitions in a changing social context. The articles assembled in this volume compare and assess variations in school-to-work transitions across Europe and North America, providing empirical evidence on how young people negotiate the different options and opportunities available and assessing the costs and returns associated with different transition strategies. Unlike many other volumes on this subject - which are pitched at either the macro or micro level - this volume attempts to integrate both perspectives, capturing the complexity of this critical life course transition.

Furthermore, the authors address policies aimed at improving the capacity of individuals to make effective transitions and at enabling societies to better coordinate educational and occupational institutions.

This book explores student education transition and employability negotiation experiences in various contexts. It explores determinants of student transitions at three levels including macro, meso and micro but focuses on exploring affordances, constraints and strategies at the micro level. The framework underpinning the explorations at the micro level covers a range of different

forms of capital including human, culture, social, identity, psychological and agentic. The book is unique in three ways. First, it consists of chapters about critical discussion, empirical research and practical guidance about student transition experiences. The critical discussion and empirical research chapters explore and obtain insights about the complexity of student transitions and develop conceptual frameworks that guide the development of applicable practices. The book is, therefore, a useful resource for policy makers, institutions, academics, professionals and students. Second, it provides insights about how student transitions are determined by a range of factors at different levels. These insights extend discussions about student transitions in the current literature which have mainly explored impacts of policies, institutional programmes and human capital. Finally, it is international in focus because it draws on research with different cohorts of students and graduates in different contexts. Insights provided in the book are, therefore, rich, diverse and comparative.

Like many ideas that inform policy, practice and research, 'transition' has many meanings. Children make a transition to adulthood, pupils move from primary to secondary school, and there is then a movement from school to work, training or further education. Transitions can lead to profound and positive change and be an impetus for new learning for some individuals and be unsettling, difficult and unproductive for others. Transitions have become a key concern for policy makers and the subject of numerous policy changes over the past ten years. They are also of interest to researchers and professionals working with different groups. Transitions and Learning Through the Lifecourse examines transitions across a range of education, life and work settings. It explores the claim that successful transitions are essential for educational inclusion, social achievement, and economic prosperity and that individuals and institutions need to manage them more effectively. Aimed primarily at academic researchers and students at all levels of study across a range of disciplines, including education, careers studies, sociology, feminist and cultural studies, this book is the first systematic attempt to bring together and evaluate insights about educational, life and work transitions from a range of different fields of research. Contributions include: The transition between home and school The effects of gender, class and age Transitions to further and higher education Transitions for students with disabilities Transitions into the workplace Learning within the workplace Approaches to managing transitions

The breakneck speed of change in today's societies creates enormous challenges for educational institutions at all levels. This volume explores ways how to manage change in educational processes and contexts, focusing, in particular, on the concepts of transition and transformation. How do we educate a skilled workforce, sensitive professionals and responsive citizens who are able not only to cope with change but also to adopt required roles as agents of change? How do we prepare students and employees to cope adequately with changes and transitions in their careers and personal lives? The first of this book's three sections deals with the conceptual and theoretical aspects of transition, transformational processes and human development. It defines these concepts and examines the ways in which educational theory and praxis understand concepts of change and development. The second section presents empirical studies that offer differing perspectives on educational transitions, covering the lifespan from early years education to lifelong learning. The third part of the volume focuses on issues of learning and pedagogy and argues that educational practices should change with the changing world. With numerous concrete examples included in the analysis, and with studies taking a range of forms from personal histories to large-scale surveys, this new book is a major addition to the literature in a field that has key implications for our future. The first of this book's three sections deals with the conceptual and theoretical aspects of transition, transformational processes and human development. It defines these concepts and examines the ways in which educational theory and praxis understand concepts of change and development. The second section presents empirical studies that offer differing perspectives on educational transitions, covering the lifespan from early years education to lifelong learning. The third part of the volume focuses on issues of learning and pedagogy and argues that educational practices should change with the changing world. With numerous concrete examples included in the analysis, and with studies taking a range of forms from personal histories to large-scale surveys, this new book is a major addition to the literature in a field that has key implications for our future.

How are activation programs for the young unemployed implemented? How do street-level bureaucrats deal with competing rationalities and demands for action? Transition policies increasingly aim at promoting self-regulation and constructing employable subjects. Stephan Dahmen explores the practical regulation of biographical transitions in activation programs for the young unemployed by focusing on the interactive accomplishment of activation work. The study reveals how the critical tensions of activation policies are continually re-interpreted and adapted to local contingencies and describes the various organisational technologies used for creating employable subjects.

The idea of a 'classless society' is very much in the forefront of current political debate. For young people who are reaching adulthood and making the difficult transition from school to work, how does this new social order present itself? Dr. Furlong examines this question using material drawn from a nationally representative sample of over 4,000 young people who were contacted over a two and a half year period. He describes their experiences in the light of education's newly acquired emphasis on vocationalism, the growing problem of youth unemployment and the replacement of jobs for school leavers by 'training' schemes. From a desire to investigate whether or not there exists a new sense of equality of opportunity, the conclusion reached is that, despite radical social and educational changes, the experience of young people moving between school and work has been little affected: real progress towards a truly classless society is hard to identify.

When it was originally released, Thriving in Transitions: A Research-Based Approach to College Student Success represented a paradigm shift in the student success literature, moving the student success conversation beyond college completion to focus on student characteristics that promote high levels of academic, interpersonal, and intrapersonal performance in the college environment. The authors contend that a focus on remediating student characteristics or merely encouraging specific behaviors is inadequate to promote success in college and beyond.

Drawing on research on college student thriving completed since 2012, the newly revised collection presents six research studies describing the characteristics that predict thriving in different groups of college students, including first-year students, transfer students, high-risk students, students of color, sophomores, and seniors, and offers recommendations for helping students thrive in college and life. New to this edition is a chapter focused on the role of faculty in supporting college student thriving.

Taking a broader view of transition outcomes than many previous comparative studies, this study reveals the complex and many-faceted national institutional arrangements that can result in successful transitions to working life.

