

Barisa Laima

Deficiency of Education in Circumstances of Unemployment = Braki w szkolnictwie w dobie bezrobocia

Humanistyka i Przyrodoznawstwo 6, 185-190

2000

Artykuł został zdigitalizowany i opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

Barisa Laima

Lotewski Uniwersytet Rolniczy

Latvia University of Agriculture

DEFICIENCY OF EDUCATION IN CIRCUMSTANCES OF UNEMPLOYMENT

Braki w szkolnictwie w dobie bezrobocia

Słowa kluczowe: wykształcenie, bezrobocie, rynek pracy, psychologiczna pustka w człowieku, szkolenie, możliwość przekwalifikowania się, nieustanne doksztalcanie się.

Key words: education, unemployment, labour market, psychological emptiness in people, training, requalification, to be educated all the life through.

Streszczenie

Głównym problemem ekonomicznym, socjalnym i politycznym współczesnej Europy jest skala bezrobocia utrzymująca się niezmiennie na wysokim poziomie. Szacuje się, iż obecnie w samej Europie 18 milionów ludzi nie ma pracy. Lata dziewięćdziesiąte przyniosły Łotwie znaczące zmiany socjalne i ekonomiczne. Obok korzystnych dla Republiki Łotewskiej zmian pojawiły się nowe, wcześniej nie znane problemy, z których najbardziej dotkliwym okazało się bezrobocie. Szansą dla ludzi bezrobotnych na ponowne zaistnienie na rynku pracy jako wartościowi pracownicy są szkolenia, doksztalcanie się lub nawet zmiana zawodu. Jedynym sposobem wyjścia z trudnej sytuacji, w jakiej obecnie znajduje się społeczeństwo, jest stworzenie systemu szkolnictwa dla dorosłych.

Abstract

The main economic, social and political problem in Europe is the high rate and nonstop unemployment. There are approximately 18 million people in Europe today who are without job.

Starting the 90ies there have taken place cardinal economic and social changes in Latvia. Besides favourable changes the Republic of Latvia has to encounter never existed before negative sides of things the most serious of which is unemployment. The training, education and requalification of unemployed is precondition that people who have lost their job could be able to compete in labour market. The adult education is the way to fill gaps that appear in society.

The main economic, social and political problem in Europe, as it is stated in the EU bulletin, is the high rate and nonstop unemployment. Half of them is without job for more than a year. It means that at least 9 million people continually are looking for job. The depressive situation makes us speak about „end of the job” and „increase of job-losing”. In average unemployment is 10% throughout Europe. New working places are not created so fast as the offer of labour power (*Living and working*, p. 14).

Many countries practise the so-called passive labour market policy where there is practically no interference on behalf of the state- there exists opinion that situation should develop by itself. However, EU countries refuse this policy little by little and try to influence the solution of employment problems. Although the support of creation of working places in one country does not protect other countries from unemployment. By the way, unemployment becomes long lasting because the demand and offer are not balanced and this situation causes the so-called „two speed” labour market.

The lack of perspective in labour market form also psychological emptiness in people. The lack of objective possibilities succeed in emptiness of peoples motivation because there is no possibility to selfexpressing and due to this the person loses the opportunity to get recognition. The status of people in the system of stratification changes to the lowest one, social security is threatened and the satisfaction of basic needs becomes the most actual.

The level of unemployment is influenced by the following 4 factors:

- 1) economic processes,
- 2) demographic situation,
- 3) the development of technologies,
- 4) the system of education.

All together they make up a certain system where the changes in each separate factor group influence the others.

Many of them cannot compete in labour market due to low or inadequate education and lack of practical training skills. As in life more and more quickly are invented new technologies, one can come to conclusion that education and practical training cannot catch up with tempo of inventions. For the labour force it is demanded to change and most often immediately.

For example, 20% of young people in Europe have gone through the system of education and training without necessary qualification for labour market. That determines them to be the first candidates who will add up the lines of unemployed. In total it is noticed that about half of unemployed do not have necessary skills, less than 10% acquire new qualifications that could guarantee them qualified job in labour market. This leads to the situation that every year about 4 million people get the status of long-term unemployed. (A. Larson, p. 11).

The invention of new technologies and dramatic demographic changes make anxious young workers, and even more – the older ones. That is challenge to the economic and social policy of EU member states. 80% of existing technologies are supposed to change over in nearest decade. Economics will be differentiated supported by wide and deep knowledge in spheres of production and service. Therefore one can foresee that in next ten years the labour power in Europe will change greatly both structurally and according to staff.

Inhabitants in age group from 20 to 30 will be approximately 17% or 9 million. The group of 50–60 years old people will make about 12% or 5,5 million, and the group of 30–50 years old – 7%! Totally the youngest group will be best educated as ever in the whole history of mankind. That will be very convenient for the

employers. Those of age group of 50–60 the employers will try to dismiss as unuseful. That will lead to huge dramatical fall of employment in this age group.

Efforts of creating new work places favour firstly educational and practical skill acquiring workshops, but essential factors are also the work time (it could be shortened), modernization of old working places both in local and regional economics. To emphasize the process it has to include all economic and institutional actors (subjects) – employers, workers, social authorities of all levels, institutions of education and training, and business supporting services. If one assumes that a new technology is information technology, there have to exist very good basic skills of mathematics and grammar, new forms of elementary education, skills of interaction, connected with new technology which usually is called informatics. Many of job seekers do not have education just in this field. These people have greater difficulties to regain their working abilities. Specially great difficulties have those who have worked 10, 20, 30 and even more years and then lost their job. A new job requires new skills.

80% of technology we are dealing today, in the nearest 10 years will become old and will be exchanged to new one, and 80% of employed are working using education and practical skills of old basis that are more than 10 years old. That what Europe needs is real, thoroughly tested education and training. Therefore there must be created new system of education and training that should do both include school and pay special attitude exactly to older age people more effective education and requalification.

There are distinguished 4 main principles in the field of changing abilities of employment:

1. Rely on the best foundation!

Foundation – knowledge and skills. Essential importance here is already that of primary school and comprehensive school. Special importance should be paid to those regions infrastructure of which is the risk group.

2. From training to studying!

The process of training and studying should be very flexible: it should catch quickly changes that take place in business and industry. According to these changes training should also be changed. There should be formed possibilities for education in future – the system should be created where each working person is interested to raise his/her qualification regularly – it means that the person desires to study itself even using self taught course.

3. Learn while doing!

People who are working can use electronical systems for acquiring new knowledge and skills. That ensures the new forms of partnership among branches, different organizations and persons who teach. Restoring of knowledge during working time becomes more important.

4. Instead of lost skills – another qualification!

The most important question is – how the people who have lost their old job integrate in working life. For working people it must be cared before one has

become long-term unemployed not to lose their qualification. States should find the ways of how from passive labour market creating policy transfer to active labour market forming policy preparing job seekers with wide and profound education. (A. Larson, p. 19).

At present it is self-evident thing in Europe that education and practical training occupy the main role in modern employment policy. However one has to ascertain that there exists also opposite view-education and practical training are not the main. As argument is given the fact that there is no sense to invest means and efforts in education and requalification, if there is no guarantee that people afterwards will be able to find the job. This argument is correct but it does not reveal the point of the matter. The point of new education and requalification is **to create greater flexibility** in labour market when looking for job.

1997 Dublin summit of employment problems final announcement includes following conclusions:

- Capacity and amount of education and practical training. What skills and abilities are needed in society of information in the nearest and further perspective.
- Plans and quality of education and practical training. How to create anew the system of education and training so that it answers the existing needs and those in future that will occur during next 5–10 years.
- The amount of requalification of unemployed who now are in the most critical period in existing system of education and training. How to give possibilities of starting new job life for people who have lost job.
- The degree in which equal rights of possibilities and success can be provided naturally to all economically active inhabitants (A. Larson, p. 20).

Commitment of unemployment and education in Latvia

Starting the 90ies there have taken place cardinal economic and social changes in Latvia. Besides favourable changes the Republic of Latvia has to encounter never existed before negative sides of things the most serious of which is unemployment. On 23 December 1991, Latvia accepted the law „On employment” which stated what is unemployed, what are their rights and duties.

The number of unemployed is 84,758 people for 1 January 1998, what makes 6,5% of all economically active inhabitants. However the number of unemployed increases catastrophically due to narrowing of foreign market that is caused by the economic crisis in some neighbouring countries.

There becomes more acute the discrepancy between the needs of national economy for labour power and specific level of preparation for employers. The training, education and requalification of unemployed is precondition that people who have lost their job could be able to compete in labour market. (K. Kolodziejka).

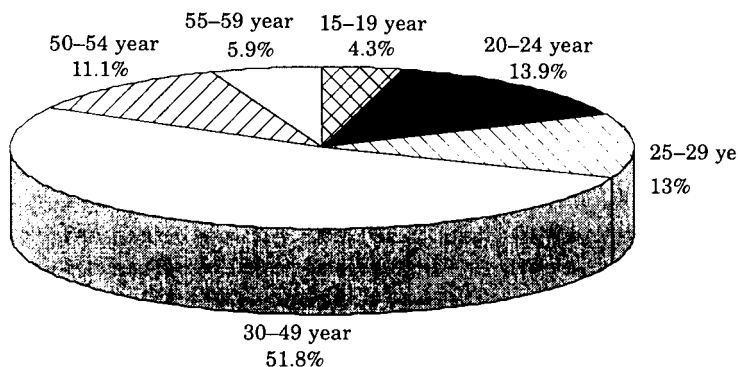
The invaluation of the role of education and saving on this account can have bad influence on the future of Latvia. The role of education determines the following factors:

- only with the help of education the persons consciousness can be changed,
- the higher level of education guarantee the possibilities of survival of small nation,
- the intellect is our main national wealth that determines the prestige of the country,
- the raise of industrial production level can be acquired through educated doers,
- it lowers the unemployment impact because educated people have more possibilities,
- ... every individual has to be given the possibility to acquire the education on the level of its abilities and wishes (P. Bumanis, p.11).

Analyzing the registrated during the previous year unemployed according to age one can state that more than half of unemployed are in the most difficult working age 30–49 years old when they have acquired a certain amount of experience, but till retiring there is quite a long time to wait, and besides the experience is acquired.

Picture 1

The division of unemployed according to age
(at the end of the year in percentage of the total number) 1997

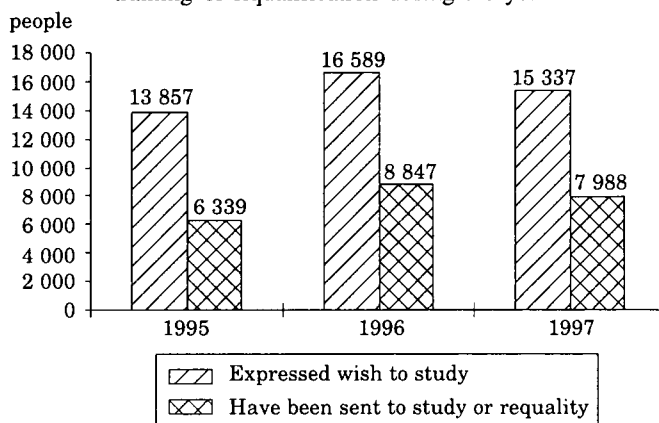


For the jobless people could enter the labour market, education and requalification are the basic factors because persons with higher education can easily find job. So can also qualified workers.

To find the job is the most difficult for people with narrow specialization. It must be admitted that wish to study or requalify is expressed by comparatively small number of registrated unemployed.

Picture 2

The have expressed wish to study or requalify and have been sent to training or riqualification during the year



In Latvia the State Employment Office deals with the problems of unemployed. One of the SEO functions is to help people prepare for the labour market. The unemployed are offered professional training and requalification. Though not all who have used it can find the job (K. Kolodzieja).

The adults are interested to get education only then if it corresponds their needs. In 1993 was established Latvia Adult Education Association (LAEA), the aim of which is to change the peoples attitude towards new knowledge and to advance individual development and each individuals aspirations for education.

There are established 26 regional centres of adult education and information in all regions thus trying to fill gaps that appear in society. The adult education is a mirror reflecting social processes and how the changes are put into practice. In general education is the factor that ensures the rising vertical mobility, it is the lift to employment, to creating career (A. Jakobsons, p. 6) Informed and educated people are less subjugated to be socially driven out.

It cannot be denied that there exist well-established traditions of elementary education in Latvia, but it is very important to create the opportunity to be educated all the life through. The support of society to education means that it thinks for the future society.

LITERATURE

- Bumanis P., *Higher agricultural education in process of changes. Economic education in economics of transition* (Problems and solutions), 1995.
- Jakobsons A., *Social mobility and adult education. Democracy*, „Baltic Dialogue” 1/1997.
- Kolodzieja K., *The portrait of average unemployed*, „Neatkarīgā Rīta Avīze” 1998, may 8.
- Larson A., *New jobs for a new Europe*, Sigma. The bulletin of European statistics. Social Europe. New horizons for statistics 01/1998.
- Living and working in the information society: People first*. Green paper. Bulletin of the European Union. Supplement 3/96, Luxembourg: European Commission.