

Education Jobs Gap

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TIANA CARDENAS

Why Good People Can't Get Jobs Between The Lines

The future of work is already here, and what this future looks like must be a pressing concern for the current generation of leaders in both the private and public sectors. In the next ten to fifteen years, rapid change in a post-pandemic world and emerging technology will revolutionize nearly every job, eliminate some, and create new forms of work that we have yet to imagine. How can we survive and thrive in the face of such drastic change? Deanna Mulligan offers a practical, broad-minded look at the effects of workplace evolution and automation and why the private sector needs to lead the charge in shaping a values-based response. With a focus on the power of education, Mulligan proposes that the solutions to workforce upheaval lie in reskilling and retraining for individuals and companies adapting to rapid change. By creating lifelong learning opportunities that break down boundaries between the classroom and the workplace, businesses can foster personal and career well-being and growth for their employees. Drawing on her own experiences, historical examples, and reports from the frontiers where these issues are unfolding, Mulligan details how business leaders can prepare for and respond to technological disruption. Providing a framework for concrete and meaningful action, Hire Purpose is an essential read about the transformations that will shape the next decade and beyond.

Underemployment Or Economic Democracy Currency

This unique report examines the uneven pattern of economic and employment change across Britain in the last two decades, focusing on the 20 largest cities. It explores how the workforce has responded (eg through outmigration, outcommuting and reduced economic participation), and looks at the impact on recorded unemployment. The authors argue that an understanding of these effects is vital to urban policy and area regeneration, as well as to a range of national economic and social policies that are currently insensitive to geographical disparities. The focus is at the city-wide scale to provide the overview and essential context within which local and neighbourhood level processes and policies need to be located. The report suggests that outmigration and outcommuting provide inadequate responses to urban economic problems, and that a more thoroughgoing policy of employment expansion is needed. The jobs gap in Britain's cities provides a clear and accessible analysis of employment trends and problems, and has important implications for many different strands of economic and social policy, including policies towards unemployment, welfare reform, urban regeneration and regional development. It is important reading, therefore, for policy makers at national and local government levels, researchers at various levels and teachers in universities and higher education.

How a Mentor, a Mentee, and a Project Can Close the Skills Gap in America Harvard Educational Publishing Group

Get ready to relearn everything you thought you knew about what a successful career path can look like. Today, unemployment hovers at a near-record high, yet 3.5 million American jobs remain unfilled. Why? Because companies simply cannot find people with the skills they actually need. The good news is that this skills gap represents unprecedented opportunities for every person seeking a successful and exciting career. But these opportunities can't be found inside the walls of the traditional classroom. Instead, they lie in the myriad of educational options that provide the technical, vocational, and soft skills on demand in today's workplace, such as: -Professional certifications: Start your career faster in fields like bioscience aviation, culinary arts, and medical technology. -Associates degrees: Increase earning potential through inexpensive 2-year programs in subjects like civil engineering, environmental science, education, and nursing. -Apprenticeships: Earn while you learn under the direct supervision of a skilled expert. Far beyond the artisan trades,

today's apprenticeships can be found at companies like Volkswagen and Siemens. -Occupational learning: Refresh or reboot your skill sets through on-the-job training or online education. In Job U, you'll learn about these paths to rewarding occupations; where to find them and how to parlay them into the best paying job in any field. And along the way, you'll meet individuals of all ages who have attained their "dream jobs" through a non-traditional education: from an emergency air paramedic, to a lead mechanic of a racecar team, to an engineer of complex gas turbine generators, to a bestselling cookbook author. Whether you are recent high school or college graduate, or well along in your career journey, Job U will help you find your way to a more secure and prosperous future.

The University, the Marketplace and the Trials of Liberal Education IGI Global

This text's basic argument is that our knowledge generally far exceeds our job opportunities.

Workforce Education Basic Books

A very important contribution to the field of labor economics, and in particular to the understanding of the labor market for workers with relatively low skill levels. I think we have the sense that the market looks bad, but haven't been clear on how bad it is, or how it got that way. What Employers Want provides some of the answers and identifies the important questions. It is essential reading. —Jeffrey S. Zax, University of Colorado at Boulder The substantial deterioration in employment and earnings among the nation's less-educated workers, especially minorities and younger males in the nation's big cities, has been tentatively ascribed to a variety of causes: an increase in required job skills, the movement of companies from the cities to the suburbs, and a rising unwillingness to hire minority job seekers. What Employers Want is the first book to replace conjecture about today's job market with first-hand information gleaned from employers about who gets hired. Drawn from a survey of over 3,000 employers in four major metropolitan areas—Los Angeles, Boston, Atlanta, and Detroit—this volume provides a wealth of data on what jobs are available to the less-educated, in what industries, what skills they require, where they are located, what they pay, and how they are filled. The evidence points to a dramatic surge in suburban, white-collar jobs. The manufacturing industry—once a steady employer of blue-collar workers—has been eclipsed by the expanding retail trade and service industries, where the vast majority of jobs are in clerical, managerial, or sales positions. Since manufacturing establishments have been the most likely employers to move from the central cities to the suburbs, the shortage of jobs for low-skill urban workers is particularly acute. In the central cities, the problem is compounded and available jobs remain vacant because employers increasingly require greater cognitive and social skills as well as specific job-related experience. Holzer reveals the extent to which minorities are routinely excluded by employer recruitment and screening practices that rely heavily on testing, informal referrals, and stable work histories. The inaccessible location and discriminatory hiring patterns of suburban employers further limit the hiring of black males in particular, while earnings, especially for minority females, remain low. Proponents of welfare reform often assume that stricter work requirements and shorter eligibility periods will effectively channel welfare recipients toward steady employment and off federal subsidies. What Employers Want directly challenges this premise and demonstrates that only concerted efforts to close the gap between urban employers and inner city residents can produce healthy levels of employment in the nation's cities. Professor Holzer outlines the measures that will be necessary—targeted education and training programs, improved transportation and job placement, heightened enforcement of antidiscrimination laws, and aggressive job creation strategies. Repairing urban labor markets will not be easy. This book shows why. A Volume in the Multi-City Study of Urban Inequality

The "Informality Gap" Harvard Education Press

"What are the correlations between the education employees bring to their jobs, the education

required to do those jobs, and the skills employees acquire while working on the job? Written as a sequel to the critically acclaimed The Education-Jobs Gap, Livingstone and contributors explore these questions by building on earlier research and presenting new labour force surveys and case studies of different economic classes and specific occupational groups. The survey evidence finds an increasingly overqualified non-managerial labour force (especially service sector and industrial workers, recent immigrants, and visible minorities). The case studies of professional employees (teachers and computer programmers), clerical workers, auto workers, and workers with disabilities explore how workers modify these apparent gaps by continuing to learn and reshape their jobs. The book is the most thorough exploration to date of relations between workers and jobs. The Education-Job Requirement Matching (EJRM) Research Project team, including M. Lordan, S. Officer, K.V. Pankhurst, M. Radsma, M. Raykov, J. Weststar, and O. Wilson, worked closely together for several years conducting and analyzing both survey and case study data. The new paradigm they present aims to help reshape future studies of learning and work." -- Publisher description.

Confronting the Jobs Gap iUniverse

Peter Cappelli confronts the myth of the skills gap and provides an actionable path forward to put people back to work. Even in a time of perilously high unemployment, companies contend that they cannot find the employees they need. Pointing to a skills gap, employers argue applicants are simply not qualified; schools aren't preparing students for jobs; the government isn't letting in enough high-skill immigrants; and even when the match is right, prospective employees won't accept jobs at the wages offered. In this powerful and fast-reading book, Peter Cappelli, Wharton management professor and director of Wharton's Center for Human Resources, debunks the arguments and exposes the real reasons good people can't get hired. Drawing on jobs data, anecdotes from all sides of the employer-employee divide, and interviews with jobs professionals, he explores the paradoxical forces bearing down on the American workplace and lays out solutions that can help us break through what has become a crippling employer-employee stand-off. Among the questions he confronts: Is there really a skills gap? To what extent is the hiring process being held hostage by automated software that can crunch thousands of applications an hour? What kind of training could best bridge the gap between employer expectations and applicant realities, and who should foot the bill for it? Are schools really at fault? Named one of HR Magazine's Top 20 Most Influential Thinkers of 2011, Cappelli not only changes the way we think about hiring but points the way forward to rev America's job engine again.

Ticket to Nowhere OECD Publishing

As the 21st century has seen, lifelong learning has become more important as many countries have emerged into [learning societies]. With these learning societies, adult and community education, along with new technologies, play a major role in shaping and reshaping their economic, political, and cultural realities. Handbook of Research on Technologies for Improving the 21st Century Workforce: Tools for Lifelong Learning addresses how technologies impact the combination of workforce education and adult learning. This comprehensive collection of research from leading authorities and front line faculty seeks to equip adult learners/employees with the right knowledge and skills to continue to contribute to the economy given the importance of the essential role of technologies.

Leadership, Social Difference, Career and Education McGill-Queen's Press - MQUP

getAbstract Summary: Get the key points from this book in less than 10 minutes. The media may editorialize about a workforce "skills gap," but education is not the problem. The hiring process is to blame, says Wharton management professor Peter Cappelli. Contrary to popular wisdom, he says, candidates do have the academic skills they need, but employers' training and hiring processes need vast improvement. For instance, application screening software creates hurdles

few applicants can overcome and eliminates many applicants with relevant skills. Expectations that candidates will arrive with the knowledge they need for a specific job means that only candidates with experience in exactly that job get hired. Cappelli parses the myths surrounding the skills gap and addresses misconceptions about today's workforce. He urges companies to use training to create the best possible employees and to weigh training costs against the financial penalties of job vacancies, which are more expensive than most managers realize. Cappelli concludes his brief but powerful manual with a list of training options and examples of companies that have implemented them successfully. getAbstract recommends his treatise to any managers who hire and all HR directors and officers. Book Publisher: Wharton Digital Press

Is There a Jobs Gap? Minutes of Evidence The Education-jobs Gap Underemployment Or Economic Democracy

Minding the Gap argues that in today's highly competitive, global economy, all young people need a postsecondary education. Yet only one in ten students from the lowest economic quintile in the United States currently earns a postsecondary credential. This timely and instructive book from Jobs for the Future explores policies and practices that would quickly enable a larger number of low-income and first-generation college students to earn postsecondary degrees. In doing so, Minding the Gap calls for a system that thoroughly integrates secondary and postsecondary education--a system in which a college degree is the goal for all students. "Minding the Gap is an invaluable resource for policymakers and practitioners interested in eliminating the gap between secondary and postsecondary education. It focuses on those factors that must be addressed if the gap is to be eliminated: the lack of coordination between secondary and college curricula; dramatically different approaches to funding for public schools and higher education; and the lack of coordinated data systems spanning the educational continuum, from kindergarten through college. This is a 'must-read' for all those interested in increasing the number of American college graduates." -- Freeman A. Hrabowski III, President, University of Maryland, Baltimore County "This comprehensive collection offers a bracing examination of the anachronistic divide that separates K-12 schooling and higher education, to the detriment of both. It explains how this state of affairs came about, why it's a problem, and what can be done about it. The contributors provide concrete and concise guidance on implementation, promising models, policy, data systems, and financial aid. This is an important book for educators and reformers serious about reinventing high school and tearing down the barriers to college access." -- Frederick M. Hess, Director of Education Policy Studies, American Enterprise Institute "In today's economy, a college education is a must for every citizen. Minding the Gap shares innovative strategies for improving the delivery system of college so it is affordable and attainable for every child in America." -- Mike Easley, Governor of North Carolina "Minding the Gap highlights the importance of raising the bar for high school and postsecondary education in the United States. Most important, it acknowledges that we must do a better job of reaching out to underserved and low-income communities to raise the educational level of their students and to provide them with the critical skills needed for the future global workforce." -- Charles B. Reed, Chancellor, California State University Edited by Nancy Hoffman, Joel Vargas, Andrea Venezia, and Marc S. Miller

The Education-jobs Gap University of Pennsylvania Press

"In Career and Family, Claudia Goldin builds on decades of complex research to examine the gender pay gap and the unequal distribution of labor between couples in the home. Goldin argues that although recent public and private discourse has brought these concerns to light, the actions taken--such as a single company slapped on the wrist or a few progressive leaders going on paternity leave--are the economic equivalent of tossing a band-aid to someone with cancer. These solutions, Goldin writes, treat the symptoms and not the disease of gender inequality in the workplace and economy. Goldin points to data that reveals how the pay gap widens further down the line in women's careers, about 10 to 15 years out, as opposed to those beginning careers after college. She examines five distinct groups of women over the course of the twentieth century: cohorts of women who differ in terms of career, job, marriage, and children, in approximated years of graduation--1900s, 1920s, 1950s, 1970s, and 1990s--based on various demographic, labor force, and occupational outcomes. The book argues that our entire economy is trapped in an old way of doing business; work structures have not adapted as more women enter the workforce. Gender equality in pay and equity in home and childcare labor are flip sides of the same issue, and Goldin frames both in the context of a serious empirical exploration that has not yet been put in a long-run historical context. Career and Family offers a deep look into census data, rich information

about individual college graduates over their lifetimes, and various records and new sources of material to offer a new model to restructure the home and school systems that contribute to the gender pay gap and the quest for both family and career"--

Exploring the Gaps Columbia University Press

According to Ivar Berg's performance criteria, over half of the U.S. workforce is now underemployed. Using analysis based on U.S. and Canadian surveys of work and learning experiences and other documentary data, author David Livingstone exposes the myth of the "learning enterprise" and argues that the major problem in education-work relations is not *Careers in a Changing Era* Wbusiness Books

In Skills Mania Bob Davis argues passionately that the emphasis in the secondary school classroom must shift from a technocratic, skills-based approach, to teaching and discussion that focuses on real, substantive issues. He also calls for a new emphasis on the teaching of history, a practice that has been sadly lacking in recent years. Two central qualities warm up this book: first the story is told through the author's own teaching, and second, the author presents us with an original and frank point of view. This is a stirring, engaged, and practical book.

Preparing College Students for Life and Work John Wiley & Sons

The United States is abundantly rich in adults with "know how." By connecting mentors -- educated adults with expertise and knowledge -- with mentees -- teens and young adults who lack motivation, experience, and role models in their lives -- we can begin to close this gap dramatically. We can prepare the next generation for the jobs of tomorrow by adding real-world, project based experience to their education. Teach to Work is a call to action for mentors currently sitting on the sidelines. Whether you are a banker, lawyer, architect, accountant, engineer, IT specialist, or artist, you have the experience and skillset to become an ambassador of talent, grit, and transferable skills. The book provides a step-by-step guide to help professionals share their knowledge with the next generation of workers through this intergenerational experience. Based on Alper's fifteen years of mentoring inner-city high-school students, Teach to Work proves how corporations, professionals, and boomers can have a significant impact on the professional future of America's youth. Drawing from real-life stories and letters received from students, teachers, and fellow mentors describing pride of accomplishment, Alper helps professionals embark on this journey to transform lives, mentoring one student at a time.

What Every Technology Executive Must Know to Save America's Future IGI Global

This is a must-read book for employers and individuals interested in what job skills will be important in the future, as well as providers of education and training who need to support innovative new companies with appropriately skilled talent pool.

Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need-and What We Can Do About It University of Toronto Press

Is a widening "skills gap" in science and math education threatening America's future? That is the seminal question addressed in The U.S. Technology Skills Gap, a comprehensive 104-year review of math and science education in America. Some claim this "skills gap" is "equivalent to a permanent national recession" while others cite how the gap threatens America's future economic, workforce employability and national security. This much is sure: America's math and science skills gap, or should be, an issue of concern for every business and information technology executive in the United States and The U.S. Technology Skills Gap is the how-to-get involved guidebook for those executives laying out in a compelling chronological format: The history of the science and math skills gap in America Explanation of why decades of astute warnings were ignored Inspiring examples of private company efforts to supplement public education A pragmatic 10-step action plan designed to solve the problem And a tantalizing theory of an obscure Japanese physicist that suggests America's days as the global scientific leader are numbered Engaging and indispensable, The U.S. Technology Skills Gap is essential reading for those eager to see America remain a relevant global power in innovation and invention in the years ahead.

English Language Instruction in EFL Contexts Routledge

Bestselling education expert Tony Wagner's groundbreaking manifesto on how to reform our schools and educate our children for the twenty-first century global economy In The Global Achievement Gap, education expert Tony Wagner situates our school problems in the larger context of the demands of the global knowledge economy. He illustrates that even in our best schools, we don't teach or test the skills that matter most for the twenty-first century. Uncovering what motivates today's generation to excel in school and the workplace, Wagner explores new models of schools that are inspiring students to solve tough problems and communicate at high

levels. An education manifesto for the 21st century, The Global Achievement Gap is a must-read for anyone interested in seeing our young people achieve their full potential, while contributing to a strong economy and vibrant democracy.

How to Grow Companies and Land Good Jobs in the Age of Innovation Russell Sage Foundation

Employers currently struggle to find workers who possess the necessary skills to fill job openings, and this skills gap is projected to grow. By 2025, 30 percent of all job openings in California--or a total of 1.9 million jobs--will require some form of postsecondary education short of a four-year degree. California's education pipeline is not keeping pace with the higher levels of skills and education required by employers and must significantly increase the number of individuals with industry-valued, middle-skill degrees, certificates and credentials. California's community colleges have a strong career technical education mission and, with added emphasis and prioritization, are well positioned to close this impending skills gap. The California Community Colleges Board of Governors launched the Task Force on Workforce, Job Creation and a Strong Economy (Strong Workforce Task Force) to address the projected shortfall in middle-skill workers. The task force, comprised of both internal and external stakeholders, was convened to recommend a series of policies and practices to increase the production of industry-valued degrees and credentials. This report details 25 recommendations to build upon current college efforts and address barriers to enhancing the capacity of California Community Colleges to prepare students for high-value jobs in regions throughout the state. The recommendations are the culmination of extensive input from more than 1,200 stakeholders during a nine-month period to identify actions that can be taken to provide policy guidance, regulatory review, and legislative and budgetary actions with the goal of increasing the number of students obtaining career technical education degrees and certificates--crucial for closing California's skills gap. Appendices include: (1) Task Force Membership; (2) Summary of Regional College Conversations; (3) Summary of Strong Workforce Town Halls; (4) Issue Statements; (5) Task Force Background Papers; and (6) Suggested Reading List.

Skills Mania University of Toronto Press

Lifelong Learning is essential to all individuals and in recent years has become a guiding principle for policy initiatives, ranging from national economic competition to issues of social cohesion and personal fulfillment. However, despite the importance of lifelong learning there is a critical absence of direct, international evidence on its extent, content and outcomes. Lifelong Learning in Paid and Unpaid Work provides a new paradigm for understanding work and learning, documenting the active contribution of workers to their development and their adaptation to paid and unpaid work. Empirical evidence drawn from national surveys in Canada and eight related case studies is used to explore the current learning activities of those in paid employment, housework and volunteer work, addressing all forms of learning including: formal schooling, further education courses, informal training and self-directed learning, particularly in the context of organisational and technological change. Proposing an expanded conceptual framework for investigating the relationships between learning and work, the contributors offer new insights into the ways in which adult learning adapts to and helps reshape the wide contemporary world of work throughout the life course.

Why Good People Can't Get Jobs OECD Publishing

Take a deep dive into the world of career readiness -- from the perspective of students, colleges and universities, and employers. As tuition prices continue to rise, students consider college an investment more than ever, and they want that investment to pay dividends in the form of a job. Thankfully, the gap between what employers want and what colleges teach their students isn't insurmountable. Students continue to graduate and employers continue to hire new talent, despite grievances about their readiness. But there are many factors that colleges can't control. Hiring standards rise during economic downturns. Wages for new college grads have remained flat for decades. Racism ensures that students of color are hired at lower rates than their white counterparts. Colleges, witnessing a shift in perception about their own value, have sought adjustments to their model in multiple ways, all in the hopes of better preparing students for the workforce. This special report from Inside Higher Ed describes what colleges of all kinds -- community colleges and four-year institutions, public and private -- are doing to improve the employability of their students. The strategies covered in this report should inform the decisions other colleges make to get ahead of the narrative that they're not doing enough to prepare students for today's economy.