Work and Lifelong Learning Resource Base (WALLRB)
Materials for Teaching, Research and Policy Making

Principal Investigator: David W. Livingstone
Team Members: M. Raykov, K. Pollock, F. Antonelli

November, 2006
## Content

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Introduction

The purpose of the Work and Lifelong Learning Resource Base (WALLRB) is to provide a wide range of bibliographic references and links to full-text sources of research on diverse forms of lifelong learning and diverse forms of work, with a primary focus on the relations between learning and work. The conceptions of learning (including formal schooling, continuing education, informal education and non-taught informal learning) and of work (including household and volunteer work as well as paid employment) are more inclusive than prior common usage and bibliographic conventions have encouraged. Sections on general theoretical perspectives and relevant research methods are included as well as specific studies of different aspects of work, learning, work-learning relations and several other topics. The current version of the WALLRB focuses on materials from the 2000 to 2006 period, with a few earlier items.

The WALLRB is being developed under the sponsorship of the Canadian Foundation for Innovation (CFI) fund award associated with the Canada Research Chair in Lifelong Learning and Work. The WALLRB is coordinated by the Centre for the Study of Education and Work (CSEW), located at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). This collection of learning and work resources was developed in consultation with OISE/UT library staff and many of these resources may be found in the OISE/UT library.

The WALLRB provides extensive coverage of international, mostly English language sources and includes: (1) the most extensive current annotated bibliography of research and policy studies on lifelong learning and work issues; (2) an extensive listing and data archive of recent surveys and case studies on learning and work; and (3) a growing collection of books, articles and other materials related to CSEW to be accessible through the University of Toronto library system.

The WALLRB builds on related bibliographic research done by the research network on the Changing Nature of Work and Lifelong Learning (WALL) sponsored by the Social Sciences and Humanities Federation of Canada (SSHRC). The preliminary WALL bibliography (WALL Working Paper # 2 by Livings tone, Raykov and Stowe), is available, along with other WALL General Studies Papers at the WALL website (www.wallnetwork.ca). The WALLRB also builds on the prior bibliographies focused on informal learning (see Adams et al, 1999; Luciani, 2001) produced by the SSHRC research network on New Approaches to Lifelong Learning (NALL); these are available at the NALL website (www.nall.ca). An annotated bibliography of many of the research papers produced by NALL (Livingstone, 2006) is also available at both the NALL and WALL websites.

The WALLRB relies primarily on the sources listed in the following table:

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Bibliographic Databases
- Sociological Abstracts
- ERIC
- Psyc INFO
- Worldwide Political Science Abstracts
- Canadian Education Index
- CBCA Full-text Education
- Education-line: Electronic Texts in Education and Training
- MEDLINE

Review of Relevant Journals
- Journal of Education and Work
- Studies in Adult Education
- Work and Occupations
- Work, Employment and Society
- Canadian Journal of Sociology
- Canadian Review of Sociology and Anthropology
- Annual Review of Sociology
- American Journal of Sociology
- British Journal of Sociology of Education
- Contemporary Sociology
- International Journal of Sociology
- Women's Studies

Government Sources
- Statistics Canada
- US Department of Labour
- US Department of education
- International Labour Organization

Internet Search Engines
- www.google.com
- scholar.google.com
- www.yahoo.com
- www.altavista.com

The following keywords, mostly drawn from prior bibliographic databases, were used to aid the initial search process for relevant work and learning studies:

**Keywords:**

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Work and Learning/ Learning and Work Relations

| Career Development       | Case Studies               |
|                         | Social Surveys             |
|                         | Equality-Equity            |
| Education Work Relationship | Social Inequality         |
| Professional Development | Social Justice             |
| Skill Development        | Discrimination             |
| Education and Employment | Disadvantaged              |
| Partnerships in Education| Labour/Labor               |
| School to Work Transitions| Labour Movement            |
| Apprenticeship           | Social Movements           |

Paid Work Employment Status

| Knowledge Workers      | Labour Relations          |
|                       | Labour Force              |
| Unemployment           | Labour Unions             |
| Underemployment        | Trade-Unions              |
| Overqualification      | Women in Trade-Unions     |
| Overschooling          | Women Labour Union        |
| Overeducation          | Labour Unions and Education|
| Part-Time Work         | Labour Education          |
| Temporary Work         | Teacher Work              |
| At Risk Workers        | Teaching Conditions       |
| Disabled Workers       | Teacher Hours of Work     |
| Immigrant Workers      | Teacher Attitudes         |
| Contingent Work        | Teacher Supply/Demand     |
| Self-Employment        | Teacher Education         |
| Service Personnel      | Student Teachers          |

Employee Attitudes, Morale, Motivation, Participation, Rights, Turnover

Employers' Requirements

Employment Policy

Employment Practices

Employment Changes

Hiring Practices

Work

| Work Attitudes       | Unions                      |
| Job Design           | Labour Market               |
| Environment          | Labour Supply               |
| Organization         | Labour Turnover             |
| Skills               | Unions                      |
| Conditions           | Labour Unions               |
| Changes in Paid Work | Trade-Unions                |
| Unpaid Work          | Women in Trade-Unions       |
| Volunteer Work       | Women Labour Union          |
| Community Work       | Labour Unions and Education|
| Community Involvement| Labour Education            |

Household Work

Housework

Demographics

| Sex                     | Teacher Work |
| Age                     | Teaching Conditions |
| Race                    | Teacher Hours of Work  |
| Marital Status          | Teacher Attitudes    |
| Single Parents          | Teacher Supply/Demand |
| Educational Status      | Teacher Education    |
The current search was completed by relying on the general categories in the table of contents in conjunction with these keywords. Again, the emphasis throughout was on resources that addressed the *relations between work and learning*. The WALLRB is not intended to be inclusive of all relevant items but indicative of the diversity of issues and representative of the types of recent studies. Each item contains basic citation information, an annotation and a set of keywords. Most annotations are based on publicly available sources provided through government agencies, most notably the ERIC database. Website addresses for available relevant items are provided and directly linked to the sources through the html version of the WALLRB.

The WALLRB can be searched through the table of contents categories, keywords, or through a full-text search using any word contained within the references. Indexes of authors cited and keywords use in WALLRB are provided as search aids. Either web interface or MS Word search functions may be used. The WALLRB is available in several formats including standard printed form as well as different electronic forms (PDF, MS Word, searchable html, EndNote and RIS file format) which should make this database almost universally accessible. The WALLRB is accessible through the website www.wallnetwork.ca, as well as through the web server www.workandlearning.ca. Together with the Centre for the Study of Education and Work (CSEW), University of Toronto Library System has recently established a research repository which makes studies developed through the NALL and WALL research networks permanently available for public access through the UT Library Website (https://tspace.library.utoronto.ca/handle/1807/2390). The infrastructure of WALLRB is designed to facilitate continuing updating.

Most of the item-by-item search process was conducted by Fab Antonelli, Milosh Raykov and Katina Pollock. They each handled major sections. Milosh integrated and formatted these materials. I was responsible for editing. Rhonda Sussman assisted with final editing. Others whose resource searches contributed to specific sections were: Victoria Bowman, Kathryn Church, Sandria Officer and Antonie Scholtz. We are grateful to OISE/UT Education Commons staff who assisted in the acquisition of library materials and development of the searchable web interface for the resource base, most notably Don Banh, Valerie Downs, Julie Hannaford and Judith Snow.

Any feedback on the further development of the WALLRB is most welcome. Please send any comments or suggestions to Dr. D.W. Livingstone, Department of Sociology and Equity Studies, OISE/UT, 252 Bloor St. W., Toronto, Ontario, Canada M5S 1V6 (phone: 416 923-6641 x2703, email: dlivingstone@oise.utoronto.ca). We hope the WALLRB will become a widely usable resource base in learning and work as well as a building block for continuing research, policy formation and practice in this burgeoning field.

D.W. Livingstone

November 30, 2006

D.W. Livingstone, M. Raykov, K. Pollock, F. Antonelli
Key Previous Sources


Chapter 1. General Resources for Work and Learning

Section 1.1 Research Methods for Studying Learning and Work Relations

Identifies ruptures between epistemology, theory, & technique in qualitative social investigations by drawing on the notion of social distinctions (Bourdieu, 1988) & subjectivity in methodology (Ibanez, 1979). As contemporary qualitative investigation has lost sight of the realization that facts & statistics are scientific constructions, that there must be a consistent understanding of the distinction between the social fact & the social process, & that sometimes this distinction is impossible to infer, this text explores the occurrence of fact & statistic in contemporary qualitative methodology.

**KEY WORDS:** Qualitative Methods; Social Science Research; Epistemology; Methodology (Philosophical); Social Facts; Social Processes.


People committed to a sociopolitical ideology have different skills relating to a social movement designed to bring about social change. Janet Chafetz contends that feminist social and behavioral scientists can maximize their movement contributions by doing excellent social science on gender issues; that is their unique contribution. She offers the development of gender theory including well-defined and empirically relevant concepts and the use of the most appropriate methodologies available to answer the specific questions raised by such theories.

**KEY WORDS:** Feminist Theory; Research Methodology; Theory Practice Relationship; Sex; Theoretical Problems; Methodological Problems; Social Science Research; Theory Formation.


The use of ethnographic methods by teachers' to assess learning and staff development needs for workplace adult education programs is the focus of this article. Outlined are characteristics of the ethnographic researcher's approach and behavior as well as the following 4 stages of ethnographic research: (1) open-ended, inductive study; (2) structured observation; (3) analysis; and (4) speculation and sharing of findings. Data collection through photography and interviews is presented. Photography is used to create a record of the workplace, identify its technology status and needs, and create an image for later analysis and sharing. Noted are tips for taking and analyzing photographs. For interviews, 5 types of interview questions are discussed. They are: "grand tour" or overview; specific task-or area-related questions; asking for examples; eliciting experiences; and questions about use of job-related terminology. Authors highlight the benefits of using these data collection methods, and the similarities and differences in workplace and adult basic education.

**KEY WORDS:** Action Research; Adult Education; Data Collection; Educational Needs; Ethnography; Labor Force Development; Research Methodology; Staff Development; Teacher Role; Work Environment.

What are the most effective methods for doing life course research? The field's founders and leaders attempt to answer this question, giving readers tips on: the art and method of the appropriate research design; the collection of life-history data; and the search for meaningful patterns to be found in the results.

**KEY WORDS:** Social Sciences; Biographical Methods; Life Cycle; Human Research Methodology.


While Denzin & Lincoln's American Handbook of Qualitative Research radically changed epistemological methods and approaches, and paved the way to new and innovative publications, many current published books do not go beyond their ethnocentric connotations with few including the very lively discussion on localism vs. globalization concepts. By definition, an international publication must give the same consideration to every nation regardless of political and economical power. However, scientific publications on qualitative methodology, often presented as international, are in fact published only in English.

**KEY WORDS:** Qualitative Methods; Globalization; Localism.


Reviews, from a British perspective, the literature on lifelong inclusive education for individuals with learning disabilities. The role of the family, community, and society in an inclusive educational culture is discussed. The paper urges more longitudinal studies, structured evaluation of inclusive educational developments, basic research on different models of inclusive education, and cross-cultural research.

**KEY WORDS:** Foreign Countries; Inclusive Schools; Learning Disabilities; Lifelong Learning; Mental Retardation; Research and Development; Research Needs; Social Integration; United Kingdom.


Explores quantitative and qualitative disability issues in the US and England addressed by the media. A US analysis explores eight major daily newspapers and three weekly news magazines for stories about disability issues that took place in 1998. Stories are classified according to their number in each publication, location in thematic sections, length, type, and variety of disability. An England analysis of mainstream and tabloid coverage explores disparaging comments made by well-known soccer coach, Glenn Hoddle, that led to his termination in 1999. Content analysis reveals society's changing perceptions of people with disabilities and the significance of mass media in shaping public attitudes.

**KEY WORDS:** Handicapped; Social Perception; Social Attitudes; Mass Media Images; Mass Media Effects; News Coverage; England; United States of America; Research Methodology.

Explores the undercover or “overt” approach to fieldwork as a useful technique in some settings. Covert researchers nearly always protect the anonymity of their participants and locations. Other researchers cannot validate the covert researcher's claims. While, ethical guidelines, often insist that researchers demonstrate the benefits from a covert study, researchers who cannot show that their studies will prove beneficial will find ethical standards weighing against them and their studies. In other words, omitting informed consent should be counterbalanced by the scientific rewards of research. Expanding the results to more peer investigation may place participants at risk of unwanted notoriety. Guidelines. Unless we adjust our conceptions of research, ethics, or both, there does not seem to be a way for covert research to meet ethical expectations.

**KEY WORDS:** Research Ethics; Informed Consent; Fieldwork; Ethnography; Methodological Problems; Research Methodology.


Jürgen Habermas's introduction of the phrase "public sphere" has been used as a fundamental concept for assessing everything from intellectual debate and "public access" criticism, to the function of race, gender and sexual difference in present-day civil society. However, the concept has been refined and extended as new demands have been made, positing the idea of a plurality of "counter-public spheres" and continually addressing the philosophical concept of the public sphere itself. This book extends these debates to pose fundamental questions about the function and continued relevance of the public sphere in a range of essays from a distinguished group of writers.

**KEY WORDS:** Sociology; Methodology; Social Classes; Social Structure; Mass Society; Public Interest; Political Sociology.


Reviews ethnographic methodology. The paper focuses on working out the central problem solved by descriptions - the verbalization of the "silent" dimension of the social. Ethnographic writing is introduced as a documentary procedure that has been devalued by advanced recording techniques, techniques which have set a naturalistic standard with respect to the reification and de-contextualization of "data." This standard is reviewed from the perspective of the sociology of knowledge. The article elaborates on problems that are left untouched by empirical procedures and that depend on primordial verbalizations of informants: interviews, discourse analysis, and conversation analysis. Ethnographic writing has to solve the problems of the voiceless, the mute, the unspeakable, the prelinguistic, and the indescribable. To fulfill this task of shifting the limits of articulation, descriptions must reject the logic of recording and develop a theory-oriented research practice, which must be assessed not in terms of its documentary accuracy, but in terms of its analytical performance.

**KEY WORDS:** Methodological Problems; Ethnography; Qualitative Methods; Writing; Sociology of Knowledge.

Rapid and far-reaching social transformation in Western society over the last few decades has drawn considerable interest in the life course. This accessible and informative book provides a substantive overview to the topic, combining contemporary and more traditional perspectives. Outlining the different stages of the life course through infancy and youth to old age and dying, the book considers what is distinct about a sociological approach to the life course and explores recent debates and changing theoretical perspectives in the context of biological, psychological and social influences.

**KEY WORDS:** Life Cycle; Human Social Aspects; Sociology.


Explores ethnographies as politically cast and policy relevant. Ethnographies that report holistically on journeys to "the other side" build policy/political significance by contesting popular stereotypes. Theoretical ethnographies utilize political imagination to fill in for a lack of variation in participant observation data and to model an area of social life without attempting to discount alternative explanations. Comparative analytic studies create political relevance by exposing social forces that are hidden by local cultures. Each of these three genres of ethnographic methodology faces unique challenges in relating fieldwork data to politically significant explanations. By shaping the ethnographer's relations to subjects and readers, each methodology also structures a unique class identity for the researchers - as worker, as aristocrat, or as bourgeois professional.

**KEY WORDS:** Ethnography; Public Policy; Policy Research; Research Methodology; Methodological Problems; Rhetoric.


Using ethnographic methodology, this article explores the ways in which methods shape research subjects. Similarities and differences between participant observation, audio-recordings of daily conversations, and ethnographic interviews are analyzed. Using the research subject of "gossip" as an example, the article explores ways in which methodical proceedings affect various subjects. Theoretically, claims of triangulation - widespread in qualitative research - are criticized and the specific theoretical productivity of each proceeding is emphasized.

**KEY WORDS:** Researcher Subject Relations; Qualitative Methods; Ethnography; Children; Peer Relations; Methodological Problems; Research Methodology.


This paper explores the following: i. qualitative methodologies in psychology and the social sciences should be directed toward discoveries rather than reflexive interpretations. ii. classical studies in psychology and sociology show that problems
associated with hermeneutics can be overcome using discovery or explorative research strategies. iii. the Hamburg qualitative heuristic methodology. iv. Explorative research with qualitative data using the methods of the qualitative experiment & group-controlled "dialogic" introspection. v. the use of quantitative data in an explorative approach. vi. that there is no inherent relationship between the form of the data, qualitative or quantitative, and a particular research methodology. vii. that discoveries should be a basic guideline for psychological and social research.

KEY WORDS: Qualitative Methods; Hermeneutics; Research Methodology; Methodology; Data Analysis; Data Collection; Quantitative Methods; Experiments; Heuristics.


Presents an excerpt from the book Stseny iz istorii izobreteniya sovetskogo obshchestva (Scenes from the History of Inventing the Soviet Society). This article explores Soviet citizens’ use of diaries, letters, and various forms of personal writing for scholarly research. Reflections are shared, from a postmodernist perspective, on the importance of such sources to sociology and history alike. Max Weber's (1990) thesis that identifies the importance in understanding individuals' motivations is indispensable for understanding the rise, existence, and fall of societies is applied to Soviet society. Qualitative and quantitative methods combined with nomothetic and ideographic approaches should be applied in researching these documents.

KEY WORDS: Union of Soviet Socialist Republics; Citizens; Autobiographical Materials; Sociology; History; Society; Methodology; Data Analysis; Weber, Max; Research Methodology.


The context for this chapter lies in research into trade union policies for vocational training in five countries. Cross-cultural case studies are explored in relation to language and meaning. Stressed is the significance of contextualized meaning in relation to national realities and the way in which actors perceive realities located in different countries. Outlined is a technique of "crossed interviewing" whereby researchers of different nationality attend identical interviews in an attempt to avoid the ethnocentrism of the cultural specificity of the lone interviewer. The approach facilitates a common methodology while allowing flexibility toward different national realities. Discussed is also the shortage of research funding available for cross-cultural research. Argued is the view that a narrow concentration on national experts with specialist knowledge is not conducive to comparative methodology.

KEY WORDS: Unions; Job Training; Crosscultural Analysis; Comparative Analysis; Case Studies; Interviews; Research Methodology.


"Ethnological imagination" is a substantial countercurrent of thought that interprets and contests Western modernity's social order through comparison and contrast to a non-
Western other. Critiqued are the writings of this way of thinking (i.e., Jean-Jacques Rousseau, Karl Marx, Max Weber, Emile Durkheim, Claude Levi-Strauss, and Michel Foucault). In the work of these thinkers, Kurasawa finds little justification for two of the most prevalent claims about social theory: the wholesale "postmodern" dismissal of the social-theoretical enterprise because of its supposedly intractable ethnocentrism and imperialism, or, on the other hand, the traditionalist and historicist revival of a canon stripped of its intercultural foundations. Defended is a cultural perspective that eschews both the false universalism of "end of history" scenarios and the radical particularism embodied in the vision of "the clash of civilizations." The book contends that ethnological imagination can invigorate critical social theory by informing its response to an increasingly multicultural world.

**KEY WORDS:** Ethnology; Philosophy; Methodology; Marxist Anthropology; Structural Anthropology.


**KEY WORDS:** Sociology; Research Methodology; Ethnology; Qualitative Research.


Combined are two diverse approaches to examine content and continuity of a single-item survey measure of self-rated health. Results from a quantitative study (Manderbacka, Lahelma, & Martikainen) drawing on cross-sectional, face-to-face interview data from the 1994 Finnish Survey of Living Conditions and a qualitative study (N = 42 semi-structured interviews from a sub-sample of respondents) illustrate the way that methods can complement one other. Results are discussed in relation to one another, and the advantages of combining methods on survey measures are discussed; other ways of combining the approaches are also suggested.

**KEY WORDS:** Quantitative Methods; Qualitative Methods; Surveys; Research Methodology; Methodology (Philosophical); Health; Living Conditions; Finland.


Uses personal research conducted on written life-stories of Finnish lone mothers as a cases study. The author examines consequences of using biographical material as a methodology, and focuses on two methodological alternatives: analyzing biographical material as documents of preceding events, or as meaning-making constructs. The author contends that treating biographical material as a gateway into studying events in
people's lives reduces the heuristic value of material, and questions of truth and reliability become problematic. This still seems to be the preferred methodological alternative of many sociologists. The author further contends that if biographical material is analyzed for its own sake, focusing on the creation of meaning through storytelling, the above-mentioned problems of truth and reliability diminish considerably. From research on lone motherhood, arguments for the use of narrative analysis, examining what it has to offer methodologically, theoretically, and conceptually are explored.

KEY WORDS: Research Methodology; Biographies; Narratives; Epistemology; Research Design; Finland; Single Mothers.


This book provides readers with a balanced overview of both qualitative and quantitative approaches to social research. The fourth edition of Social Research Methods attempts to help readers understand that social research exists in a social and historical context that can affect their actions. It encourages researchers to guard against ethnocentric perspectives and confining their research on the assumptions, values, and beliefs of their own particular society. Lastly, the author attempts to show readers that both quantitative and qualitative styles of social research are valuable, but the greatest benefit to social research lies in combining the two.

KEY WORDS: Sociology; Research Methodology; Social Sciences.


A leading feminist scholar's breakthrough study of gender bias in the social sciences.

KEY WORDS: Feminist Theory; Research Methodology.


This article presents selected parts of a study of Danish interviews conducted at the Danish National Institute of Social Research in Copenhagen (Olsen, 2002a-c), and examines how to implement "good" qualitative interviews with "proper" informants. This article is based on textual analysis of a diverse range of English and Scandinavian qualitative methodology literature (i.e., 200 books and articles) concerning competing understandings of qualitative interviews, interview preparation, interview implementation, and interview quality. The article concludes with the author presenting his own interview quality-ensuring proposals.

KEY WORDS: Denmark; Interviews; Qualitative Methods; Research Design; Methodology (Data Collection); Research Subjects.

Interpretations and reconstructions of Marx's thought have had difficulty maintaining the central elements - the dialectical method, historical materialism, political-economics, and the communist program - in a proper logical relationship. As a consequence, Marxian oriented approaches display both internal weaknesses and external criticisms. Examining the assumptions, language, concepts and methods of Marx's dialectical methodology provides a better foundation for evaluating supporters' and detracters' arguments. Some contemporary critics point to the work of Michel Foucault as containing the elements necessary to supplant Marxist orientations. However, this interpretation is does not hold up when viewed through an analytical lens of a reconstructed dialectical methodology. Doing so, allows one to analyze modern techniques of power that are "productive" as a supplement to classical Marxian models of "repressive" power. Such a synthesis allows for a view of power that is expressed as techniques for maintaining class domination - proletarians are repressed as they are produced as docile and useful subjects. The practices are examined historically, focusing on the discursive underpinnings of the legitimation of ruling class domination and its use of violence. Next, the analysis scrutinizes current policies practiced in international political-economy in the era of globalization.

**KEY WORDS:** Foucault, Michel; Dominance; Marxist Analysis; Globalization; Political Economy; Dialectics; Social Power; Class Struggle; Oppression; Research Methodology.


This article explores the critical race theory (CRT) as a methodological and epistemological tool to exposing race and racism in the lives of American racial minorities, and provides a theoretical and conceptual framework for its discussion. Specifically, it situates CRT within a socio-historical context and offers a definition, and it presents an argument as to why there is a need for CRT in educational and qualitative research. In doing so, it identifies concerns of addressing or failing to address race and racism in educational research. Its authors speculate about what lies ahead and assess possible points of agreement and conflicts between CRT and qualitative research in the field of education.

**KEY WORDS:** Educational Research; Epistemology; Race; Qualitative Methods; Social Theories; Racism; Research Methodology.


Pierre Bourdieu's sociology attempts to overcome subjectivism-objectivism, individual-social, and freedom-determinism oppositions by analyzing sociality as a construct of two modalities: (1) social agents with habitus dispositions, and (2) the world consisting of objects (economic goods) or cultural productions (e.g., legal texts). The approach is based on a multidisciplinary propensity of psychology, economy, history, and geography. It implies the application of diverse methodologies utilizing qualitative and quantitative procedures.

**KEY WORDS:** Bourdieu, Pierre; Sociology of Culture; Sociological Theory; Methodology (Philosophical); Interdisciplinary Approach.

This article offers an epistemological review of the analysis of content, methodology for conducting content-analysis, and the technical alternatives that underlie an analysis noting software resources. Raigada's article references the work of Harald Klein.

**KEY WORDS:** Epistemology; Sociolinguistics; Content Analysis; Research Methodology; Computer Assisted Research; Computer Software; Methodology; Data Analysis.


This article relates the didactic experience of applying a 100-point scale in assessing the quantitative and qualitative aspects of student performance and learning progress in sociology instruction at the Financial Academy of the Government of the Russian Federation. The scale is divided between students' theoretical knowledge and practical skills, and outlines the specific tasks evaluated in each category. Scores from the semester are included with the final grade for semester-end tests. The argument is that this evaluation technique increases students' motivation in sociological study.

**KEY WORDS:** Sociology; Education; Student Evaluation; Grades; College Students; Russia; Tests; Research Methodology.


This text explores reflexivity, a qualitative research strategy, and addresses our subjectivity as researchers related to people and events encountered in the field. It addresses the subjective nature of reflexive research and the ways that reflexivity enhances the quality of research. Specifically, it explores the ways that our positions and interests as researchers affect each stage of the research process. By highlighting aspects of the researcher's reflexivity across the entire research process, (i.e., situating the study, gaining access, managing self, living in the field, and telling the story), the reflexive account presented frames an analysis and interpretation of previously published findings on work and play in families.

**KEY WORDS:** Experimental Design; Methodology; Qualitative Research; Reflectiveness; Family; Subjectivity.


Contending methodological perspectives and different types of research products are founded on irreconcilable philosophical assumptions, the sharp, recurrent debates over social science research methods are likely to be fruitless & counterproductive. By exposing some of the philosophical assumptions underlying the most recent calls for a unified social science methodology, this article seeks to help develop a common appreciation of how different kinds of methods and research products advance our understanding of different aspects of social life at different levels of abstraction. Commonly posited dichotomies as deductivist/inductivist logic, quantitative/quantitative analysis, and nomothetic/idiogetic research products are shown to obscure significant differences along a continuum of strategies through which context-bound information and analytic constructs are combined to produce interpretations of varying degrees of complexity or generality. Durkheim's conception of "organic solidarity" in a social "division
of labor" is a useful metaphor to capture the complementary roles performed by various research products and the trade-offs arising from the strengths & weaknesses of various methodological approaches (ranging from formal & statistical approaches to various case-based & interpretive approaches). Thus, sharp claims regarding the strengths & limitations of particular methods are transformed into elements of an overarching agnostic understanding of the trade-offs & complementarities among these methods. Finally, a distinctive role is identified for an ideal-typical "middle-range" comparative-historical approach in fostering greater communication among a more inclusively defined community of methodologically diverse social scientists.

**KEY WORDS:** Social Sciences; Research Methodology; Data Collection; Methodological Problems; Social Science Research; Data Analysis.


This article describes a research methodology, the combined use of oral history & grounded theory procedures, that should be useful for the study of race, gender, & class, & which, in particular, supports the SUNO-RGC Project's approach to race, gender, & class studies as a foundation for strategizing social change/social justice. The article draws attention to the coincidence of oral history & grounded theory with principles of community organizing. It emphasizes the importance of understanding history & ideology in any social research.

**KEY WORDS:** Research Methodology; Oral History; Grounded Theory; Activism; Race; Sex; Social Class; Social Change; Social Justice.


The author describes and defends an alternative sociology that has its foundations in the women's movements. The method of inquiry, institutional ethnography, is based on an ontology of the social that concentrates on people's everyday lived experiences in institution. Smith sees language as coordinator of people's subjectivities. She explains institutional ethnography as discovering the relevance of people's experience to mapping institutions and recognizing the way texts enter into the organization of institutional forms of action.

**KEY WORDS:** Ethnology; Methodology; Research; Sociology.


This article shows how critical race theory can inform a critical race methodology in education. The authors challenge the intercentricity of racism with other forms of subordination and exposes deficit-informed research that silences & distorts epistemologies of people of color. Social scientists tell stories under the guise of "objective" research, such stories actually uphold deficit, racialized notions about people of color. For the authors, a critical race methodology provides a tool to "counter" deficit storytelling. Specifically, a critical race methodology offers space to conduct and present research grounded in the experiences and knowledge of people of color. They describe how they compose counter-stories, the authors discuss how the stories can be used as
theoretical, methodological, & pedagogical tools to challenge racism, sexism, and classism and work toward social justice.

**KEY WORDS:** Epistemology; Race; Social Theories; Educational Research; Research Methodology.


Using conversational analysis this article explores an issue central to the design and delivery of feminist research: the relationship between researcher and researched, and specifically, the impact of the former on the latter. One principle guiding this research is that it should be respondent-centered, allowing participants to set the agenda and define what is important in their own terms. Though not advocated as an explicitly feminist method, one technique deemed to be ideally suited to this end is the use of prompts as stimulus materials. In this article, I revisit data from my own research in which picture prompts were used to derive gender talk. Rather than treat prompts as facilitators of talk in which the respondents set the priorities, I demonstrate how the activity of showing a prompt itself requires work on the part of the moderator. I argue that even where the researcher tries to minimize her impact on the data collection process, that she is still influential & the data is thereby always an interactional product. Although many feminists acknowledge this, & advocate the importance of a reflexive orientation to our data collection practices, I suggest that most feminists do not, as yet, possess the analytic skills to do this reflexivity well. I consider the implications of this analysis for the way feminists & other researchers derive & analyze gender talk, & conceive of the relationship between the researcher & those researched.

**KEY WORDS:** Conversational Analysis; Feminism; Researcher Subject Relations; Research Methodology; Methodology (Data Collection); Sex Role; Orientations; Reflexivity.


After evaluating the epistemologies available to social science researchers - positivism, postmodernism, critical realism and standpoint theory - Sprague argues that sociological perspective leads to a preference for standpoint epistemology. She also examines both conventional and experimental ways of reporting research findings and proposes some strategies for developing research questions that serve social justice. She concludes with a call for transformation in the social organization of research, from collaborative agendas to new terms of evaluation of scholarly productivity.

**KEY WORDS:** Women's Studies; Methodology; Sociology; Research Methodology; Statistical Methods.

36. Tanner, R. E. S. (2002). Some reflections on being the subject of research into memory. An academic critique of methodology applied to a single person. *Quality and Quantity, 36*(1), 81-91.

The author's memory of events between 1941-60 in WWII & civilian employment in Burma & Tanganikya, was tested by three psychologists over 3 days on the basis of his 3,000-page diary & other written records that had not been read since they were written. Results found discrepancies in both traumatic & non-traumatic events. The methodology incorporated complex interpersonal relationships related to age, sex, appearance, class,
education, ethnicity, and trust in the researchers as well as issues of what to test in such a mass of material & the validity of the base line tests. The methodology brought out the need for researchers to know the social field surrounding memory such as current affairs & routine & the need for an industrial work study approach to research planning. The overall approach used an elitist language code and did not allow for such things as the physical tiredness or the social obligations of those involved.

**KEY WORDS:** Autobiographical Materials; Research Methodology; Methodological Problems; Memory; Life History; Researcher Subject Relations; Research Design.


Feminist methodology and gender planning tools move in opposite directions. Many tools used in gender planning tend to an empiricist epistemological orientation, characterized by a standardization of procedures and a preference for checklists, indicators, and measuring, whereas feminist academic circles have a predominantly critical attitude towards empiricism. Discussions tend to question positivist scientific procedures & emphasize the importance of reflexivity. While recognizing the different requirements & goals of academic research & policy analysis in the area of gender, this article argues for more convergence in methodological terms, so that the 2 areas can enrich rather than oppose each other.

**KEY WORDS:** Feminism; Feminist Theory; Positivism; Development Strategies; Methodology (Philosophical); Methodological Problems.


This article examines the education & employment life courses of 3 cohorts of East Germans using longitudinal survey data on 3,776 respondents graduating from vocational schools or universities in 1985, 1990 & 1995; biographies of 67 workers in agriculture & chemistry; & expert interviews with personnel managers in 36 companies. The life passages of job entry, career mobility, retraining, & fertility are analyzed by educational level, cohort, gender, occupation, labor market sector, East German unemployment rates, & activity, 1989-1992 (the "window of opportunity" following German reunification). Per event-history analysis, changes in macrostructure & individual life courses are closely interrelated. At the macro level, the postreunification East German labor market declined, economic sector importance changed, & unemployment rates rose. At the micro level, four patterns to deal with change were identified: redirection, acceptance, retraining, & despondence.

**KEY WORDS:** German Democratic Republic; German Reunification; Employment Changes; Social Inequality; Workers; Generational Differences; Education Work Relationship; Life Cycle; Career Patterns; Family-Work Relationship; Working Women; Sexual Inequality; Social Change; Occupational Mobility; Methodology.

This book argues that the life-course policy of a nation-state, which buttresses life-course regimes, is challenged by globalization & historical rupture. The authors use a neoinstitutionalist perspective to understand life-course institutions & how the nation-state establishes & develops institutional regimes to guide the life course. The German Democratic Republic's transformation is utilized to describe the impact of historical rupture on life-course policy, highlighting education-work & work-family relationships. The globalization & supranationalization of life-course regimes in the fields of the welfare state & education are examined via the example of the European Union. Radical reform of life-course policy has resulted in both cases of social transformation; however, it is argued that life-course policy & life-course conduct evidence a strong path dependency. The use of neoinstitutionalism for life-course policy studies & life-course analysis is considered in conclusion.

**KEY WORDS:** Life Cycle; Government Policy; Social Change; Globalization; Institutions; German Democratic Republic; European Union; Family-Work Relationship; Education Work Relationship; Welfare State.
Section 1.2
Compendium of Surveys on Learning and Work
I. Primary Canadian Surveys

Adult education and training survey (AETS)

The Adult Education and Training Survey provides comprehensive data on participation in adult education and training in Canada. The information gathered by this survey is intended to inform policies related to adult training and education. The survey was administered three times during the 1990s: in 1990, 1992, 1994, and 1998. The most recent survey was administered in 2004.


   The Adult Education and Training Survey (AETS) is Canada's most comprehensive source of data on individual participation in formal adult education and training. It is the only Canadian survey to collect detailed information about the skill development efforts of the entire adult Canadian population. The AETS provides information about the main subject of training activities, their provider, duration and the sources and types of support for training. Furthermore, the AETS allows for the examination of the socio-economic and demographic profiles of both training participants and non-participants. This survey also identifies barriers faced by individuals who wish to take some form of training but cannot. The AETS was administered four times during the 1990s: in 1990, 1992, 1994 and 1998, as a supplement to the Labour Force Survey (LFS).


   **KEY WORDS:** Educational Surveys; Canada; Adult Education; Occupational Training; Employee’s Training; Employer-Supported Education; Vocational Education; Educational Attainment; Educational Level; Postsecondary Education; Education; Age; Sex; Statistics Databases.


   This survey was conducted for Human Resources Development Canada. The information from this survey is intended to help form policies to better meet current training needs by asking such questions as "At any time during 1993, did you receive any training or education including courses, private lessons, correspondence courses, workshops, apprenticeship training, arts, crafts, recreation courses, or any other training or education?" etc.


   **KEY WORDS:** Educational Surveys; Canada; Adult Education; Occupational Training; Employee’s Training; Employer-Supported Education; Vocational Education; Educational Attainment; Educational Level; Postsecondary Education; Education; Age; Sex; Statistics

The Adult Education and Training Survey 1994 was conducted by Statistics Canada with the cooperation and support of Human Resources Development Canada. The reference year for this survey was 1993. This manual has been produced to facilitate the manipulation of the microdata file of the survey results.


**KEY WORDS:** Educational Surveys; Canada; Adult Education; Occupational Training; Employee’s Training; Employer-Supported Education; Vocational Education; Educational Attainment; Educational Level; Postsecondary Education; Education; Age; Sex; Statistics Databases; Canada.


The Adult Education and Training Survey 1998 was conducted by Statistics Canada with the cooperation and support of Human Resources Development Canada. The reference year for this survey was 1997. This manual has been produced to facilitate the manipulation of the microdata file of the survey results.


**KEY WORDS:** Educational Surveys; Canada; Adult Education; Occupational Training; Employee’s Training; Employer-Supported Education; Vocational Education; Educational Attainment; Educational Level; Postsecondary education; Education; Age; Sex; Statistics Databases; Canada.


This survey was conducted for Human Resources Development. The information from this survey is intended to help create policies to better meet current training needs by asking such questions as "At any time during 1997 did you receive any training on education including courses, private lessons, workshops, apprenticeship training, arts, crafts, recreation courses, or any other training or education?" etc.


**KEY WORDS:** Educational Surveys; Canada; Adult Education; Occupational Training; Employee’s Training; Employer-Supported Education; Vocational Education; Educational Attainment; Educational Level; Postsecondary Education; Education; Age; Sex; Statistics Databases.

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**Canadian Census**

The Canadian Census intends to provide a statistical portrait of the country and its inhabitants. The 2001 Census Handbook acts is a reference document, providing an...
overview of every phase of the census, while the Dictionary provides detailed information. The 2001 data and a wide range of products and services are available on the Internet to users of census data, including analysts, researchers and government decision makers.


The 2001 Census Handbook is a reference document covering every aspect of the 2001 Census of Population and Census of Agriculture. It provides an overview of every phase of the census, from content determination to data dissemination. It traces the history of the census from the early days of New France to the present. It also contains information about the protection of confidential information in census questions and variables, along with information about data quality and the possible uses of census data. Also covered are census geography and the range of products and services available from the 2001 Census database.

URL: http://www12.statcan.ca/english/census01/home/index.cfm

**KEY WORDS:** Population Surveys; Educational Surveys; Employment Surveys; Agricultural Surveys; Canada; Census, 2001; Handbooks, Manuals; Methodology; Population Statistical Methods; Methodology.


The 2001 Census Dictionary provides detailed information on all of the concepts, universes, variables and geographic terms of the 2001 Census. The information provided for each variable includes a definition, the associated census question(s), the applicable response categories or classifications and special notes The Census Dictionary also includes supplemental plain language definitions for certain variables, without census or Statistics Canada jargon, to help users better understand the meaning of the definitions.

The Dictionary is divided into five sections. These sections are:

i) **Population Universe** - Provides information on the characteristics of Canada's population, such as demography, language, mobility, immigration, labour force activity and income.

ii) **Family Universe** - Pertains to the characteristics of family units. Both census and economic families are included.

iii) **Household Universe** - Covers the characteristics of a person or a group of persons who occupy a private dwelling.

iv) **Dwelling Universe** - Describes the characteristics of dwelling units in Canada.

v) **Geography** - Describes terms related to geographic areas, census cartography and census geographic products and services.


**KEY WORDS:** Population Surveys; Educational Surveys; Employment Surveys; Agricultural Surveys; Canada; Census, 2001; Handbooks, Manuals; Methodology; Population Statistical Methods; Methodology.


Canada entered the 21st century with a population better educated than ever, according to new data from the 2001 Census. The hallmark of the 1990s was the tremendous
growth in the number of Canadians with a college or university education. The increases in education were dramatically apparent for those in the age group 25 to 34. This generation was in the age range 15 to 24 when the recession of the 1990s hit. Many of them may have opted to stay in school rather than face uncertain prospects in the labour market. This growth has shifted the education profile of the adult population as a whole, that is, of Canadians aged 25 and over.

**KEY WORDS:** Population Surveys; Employment Surveys; Demographic Surveys; Immigrants; Educational Surveys; Agricultural Surveys; Canada; Census.


During the past decade, three key factors have shaped the nation’s workforce: A demand for skills in the face of advancing technologies and the “knowledge based economy”; a working-age population that is increasingly made up of older people; and a growing reliance on immigration as a source of skills and labour force growth. The demand for skills has been clearly evident in new data from the 2001 Census.


**KEY WORDS:** Population Surveys; Employment Surveys; Demographic Surveys; Immigrants; Educational Surveys; Agricultural Surveys; Canada; Census.


New census data on age and sex show that as of May 15, 2001, the median age of Canada’s population reached an all-time high of 37.6 years, an increase of 2.3 years from 35.3 in 1996. This was the biggest census-to-census increase in a century. Median age is the point where exactly one-half of the population is older, and the other half is younger. The decline in the number of births that occurred since 1991 is a major factor behind both the record-low growth in population between 1996 and 2001, and the record increase in median age.

URL: [http://www12.statcan.ca/english/censuse01/Products/Analytic/companion/age/images/96F0030XIE2001002.pdf](http://www12.statcan.ca/english/censuse01/Products/Analytic/companion/age/images/96F0030XIE2001002.pdf)

**KEY WORDS:** Demographic Surveys; Age; Sex; Population Surveys; Employment Surveys; Immigrants; Educational Surveys; Canada; Census.


A family portrait taken by the census at the outset of the 21st Century shows a continuation of many of the changes in families over the last 20 years. The proportion of “traditional” families—mom, dad and the kids—continues to decline, while families with no children at home are on the increase. Behind this shift in living arrangements are diverse factors, such as lower fertility rates, couples who are delaying having children or who are childless. In addition, life expectancy is increasing, with one result being that couples have more of their lives to spend together as “empty-nesters” after their children have grown up and left home.
General Social Survey (GSS)

The GSS survey program, established in 1985 is a representative national telephone survey which examines a wide array of social issues including education, work, time use, social engagement and family relations in Canada. These surveys also provide data on specific social issues and trends relevant to specific social policy issues.

The two primary objectives of the General Social Survey (GSS) are:

a) to gather data on social trends in order to monitor changes in the living conditions and wellbeing of Canadians over time; and
b) to provide immediate information on specific social policy issues of current or emerging interest.

The GSS program, established in 1985, conducts telephone surveys from a sample selected across the 10 provinces. The GSS is recognized for its regular collection of cross-sectional data that allows for trend analysis, and its capacity to test and develop new concepts that address emerging issues.

Increased pressure during the past decade, to operate more efficient government funded programmes, has led to a related increase in the information needed for policy formulation, programme development and evaluation. Many of these needs could not be filled through existing data sources or vehicles because of the range or periodicity of the information required. The two primary objectives of the GSS, as stated above, aim at closing these gaps. The GSS is a continuing programme with a single survey cycle conducted almost every year since 1985.

The target population of the GSS consisted of all individuals aged 15 and over living in a private household in one of the ten provinces. There have been several cycles of the GSS, each dealing with specific content. For example, Cycle 4 covered work and education in the service economy, new technologies and human resources, emerging trends in education and work and knowledge and attitudes to science and technology, whereas Cycle 6 covered self-perceived health status, long and short-term disability measurements, consultations with health professionals, alcohol consumption, smoking, physical activity, sleep patterns, height and weight satisfaction with health, occupational and emotional health measures, job benefits, and old age and disability income. The most recent cycle (Cycle 17, conducted in 2003) deals with social contacts with family, friends and neighbours; involvement in formal organizations, political activities and volunteer work; values and attitudes; the level of trust in people and in public institutions; and the care provided or received on an informal basis.

URL: http://dsp-psd.tpsgc.gc.ca/Collection/Statcan/89F0115X/89F0115XIE2006001.pdf
URL: http://www.statcan.ca/english/Dli/Data/Ftp/gss.htm

KEY WORDS: Social Surveys; Canada; Employment; Self-employment; Unemployment; Retirement; Underemployment; Education-Job Match; Occupations; Industries; Handbooks, Survey Methodology; Educational Attainment; Household Income; Social Networks; Social Support; Information Technology; Citizenship.

Since the 1993 GSS data for Cycle 9 were collected using Computer Assisted Telephone Interviewing (CATI). With CATI, the survey questions appeared on a computer monitor. The interviewer asked the respondent the questions, and entered the responses into the computer as the interview progressed. Built-in edits and fewer processing steps resulted in better quality data. CATI methodology also eliminated the need for paper and pencil questionnaires. As a result, the forms in Appendix C were produced as reference documents only. In Cycle 9, the CATI system provided the interviewer with two main "components" which can be imagined to represent two paper questionnaires.

URL: http://prod.library.utoronto.ca/datalib/codebooks/cstdl/c9docse.pdf

**KEY WORDS:** Employment Surveys; Canada; Social Surveys; Employment; Self-employment; Unemployment; Retirement; Underemployment; Education-Job Match; Occupations; Industries; Handbooks; Manuals; Survey Methodology; Educational Attainment; Household Income; Social Networks; Support Educational Attainment.


The GSS is a continuing program with a single survey cycle each year. To meet the stated objectives, the data collected by the GSS are made up of three components: Classification, Core and Focus. Classification content consists of variables which provide the means of delineating population groups and for use in the analysis of Core and Focus data. Examples of classification variables are age, sex, marital status, language, place of birth, and income. Core content is designed to obtain information which monitors social trends or measures changes in society related to living conditions or well-being.

Data for Cycle 11 of the GSS were collected monthly from February 1996 to December 1996. An additional sample was added of approximately 1,250 seniors aged 65 and over (sponsored by the Senior's Directorate of Health Canada) and 700 seniors over-sampled from the province of Quebec (sponsored by the Quebec Bureau of Statistics). These interviews were drawn from the Labour Force Survey (LFS) rotate-outs. Approximately 25% of the regular sample was also drawn from the LFS rotate-outs and was restricted to seniors aged 65 and over, thereby obtaining more reliable estimates from this group. Cycle 11 marks the first GSS with social support as the core content. The focus content of Cycle 11 collected information on tobacco use and was sponsored by Health Canada. The objectives and scope of Cycle 11 were: to determine the nature of the help received and provided; to understand the dynamic between an individual's social network and help received and provided; and to identify unmet needs, as well as the reasons these needs exist. As in the 1994 and 1995 General Social Surveys, data for Cycle 11 was collected using Computer Assisted Telephone Interviewing (CATI) using Computer-Assisted Survey Execution System software (CASES).

URL: http://www.statcan.ca/english/sdds/4502.htm

**KEY WORDS:** Social Surveys; Canada; Time Management; Handbooks; Manuals; Survey Methodology; Educational Attainment; Ethnic Origin; Personal Satisfaction; Religion; Type of Dwelling; Household Income; Children; Lone Parent Families; Self-employment; Occupations; Industries; Job Search; Unemployment; Social Networks; Social Support; Child Care; Community Services; Support Services; Housework; Health;
Activity Limitations; Personal Care; Health Care; Educational Attainment; Mother Tongue; Tobacco Use; Income.


Cycle 12 of the General Social Survey was the third cycle to return to previous core content: time use. Most of the core content of Cycle 12 repeated Cycles 7 and 2, conducted in 1992 and 1986, respectively. Focus content is aimed at the second survey objective of GSS. This component obtains information on specific policy issues which are of particular interest to certain federal departments or other user groups. In general, focus content is not expected to be repeated on a periodic basis. The focus content for Cycle 12 was participation in sport and cultural activities sponsored by Heritage Canada. Information on media use was also collected for the Canadian Broadcasting Corporation.

URL: http://info.library.yorku.ca/depts/lds/docs/gss12/gssc1298userguide.pdf

**KEY WORDS:** Social Surveys; Canada; Time Management; Internet Use; Occupations; Employment; Personal and Family Responsibilities; Hobbies; Housing; Housework; Hours Worked; Hours of Work; Income; Leisure Time; Maintenance and Repairs; Marital Status; Commuting; Courses; Economic Conditions; Educational Attainment; Education; Employment; Entertainment; Ethnic Origin; Survey Methodology; Television Viewing; Time Use; Travel; Type of Work; Unpaid Work; Additions and Renovations; Children; Child Care; Urban Transit; Volunteer Work; Work at Home; Shift Work; Social Activities; Sports.


This cycle of the Canadian General Social Survey (GSS) is designed to enable interested users to access and manipulate the microdata file for the fourteenth cycle of the GSS, conducted from January through December 2000. It contains information on the objectives, methodology and estimation procedures as well as guidelines for releasing estimates based on the survey. It also gives a description of how to correctly use the microdata files. The GSS program, established in 1985, conducts telephone surveys across the 10 provinces. The GSS is recognized for its regular collection of cross-sectional data that allows for trend analysis, and its capacity to test and develop new concepts that address emerging issues.

To meet the objectives of the GSS, the data collected is made up of three components: Classification, Core and Focus. Classification content consists of variables used to delineate population groups and for use in the analysis of Core and Focus data. Examples of classification variables are age, sex, education, and income. Core content, such as technology use, is designed to obtain information that monitors social trends or measures changes in society related to living conditions or well-being. Focus content, aimed at the second survey objective of the GSS, is not part of the 2000 GSS because the core content will supply data to inform specific policy issues.

URL: http://prod.library.utoronto.ca/datalib/codebooks/cstdli/gss/gss14/gssc14gid_v2.pdf

**KEY WORDS:** Social Surveys; Canada; Information Technology; Information Superhighway; Internet; Telecommunication; Social Aspects; Economic Aspects.

Data for Cycle 14 of the GSS was administered in 12 independent monthly samples from January to December 2000. The target sample sizes for each month were initially the same but were adjusted slightly during the year to try to achieve a final overall sample size of 25,000 respondents. These samples were all selected using the random digit dialing (RDD), and, as in previous Cycles, data for Cycle 14 was collected using Computer Assisted Telephone Interviewing (CATI). Cycle 14 of the GSS is the first cycle to collect detailed information on access to and use of technology in Canada. Because much of the content on work and education is now being covered by other surveys (particularly the Workplace and Employee Survey) and there is considerable interest in measuring the impact of technology on society, Cycle 14 has a specific focus on computer and Internet use. Examples of the polled content of Cycle 14 include the general use of technology and computers, the work and education background of respondents, and use of computer technology in the workplace.

URL: http://www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4505&lang=en&db=IMDB&dbg=f&adm=8&dis=2

KEY WORDS: Social Surveys; Canada; Information Technology; Information Superhighway; Internet; Telecommunication; Social Aspects; Economic Aspects.


Data collection for Cycle 17 began in February 2003 and continued through December 2003. As with previous Cycles, data for Cycle 17 was collected using Computer Assisted Telephone Interviewing (CATI). Cycle 17 of the GSS is the first cycle dedicated to the topic of social engagement, including social participation, civic participation, trust and reciprocity. Data from this cycle complements other Statistics Canada surveys, particularly the National Survey of Giving, Volunteering and Participating (NSGVP); the Canadian Community Health Survey (CCHS) and National Population Health Survey (NPHS); the Ethnic Diversity Survey (EDS); and the Participation and Activity Limitation Survey (PALS).

URL: http://www.statcan.ca/Daily/English/030902/d030902a.htm
URL: http://www.statcan.ca:8096/bsolc/english/bsolc?catno=89-598-XIE

KEY WORDS: Social Surveys; Canada; Social Engagement; Social Participation; Civic Participation; Trust; Reciprocity; Methodology.

Labour Force Survey (LFS)


The Guide to the Labour Force Survey contains a dictionary of concepts and definitions and covers topics such as survey methodology, data collection, data processing and data quality. It also contains information on products and services, sub-provincial geography descriptions as well as the survey questionnaire.
Employment estimates include detailed breakdowns by demographic characteristics, industry and occupation, job tenure, and usual and actual hours worked. The survey incorporates questions permitting analyses of many topical issues, such as involuntary part-time employment, multiple job-holding, and absence from work. Since January 1997, it also provides monthly information on the wages and union status of employees, as well as the number of employees at their workplace and the temporary or permanent nature of their job.

Unemployment estimates are produced by demographic group, duration of unemployment, and activity before looking for work. Information on industry and occupation, and reason for leaving last job is also available for persons currently unemployed or not in the labour market with recent labour market involvement. In addition to providing national and provincial estimates, the LFS also releases estimates of labour force status for sub-provincial areas such as Economic Regions and Census Metropolitan Areas.


**KEY WORDS:** Data Capture; Data Collection; Data Editing; Data Processing; Data Quality; Dictionaries; Handbooks; Industries; Interviews; Labour Force Survey; Provincial Differences; Questionnaires; Sampling and Weighting; Survey Methodology; Survey Sampling; Surveys.


This paper introduces and explains modifications made to the Labour Force Survey estimates in January 2006. Some of these modifications include changes to the population estimates, improvements to the public and private sector estimates and historical updates to several small Census Agglomerations (CA).

URL: http://www.statcan.ca/bsolc/english/bsolc?catno=71F0031X2006003

**KEY WORDS:** Demographic Characteristics; Estimation Methods; Labour Force Characteristics; Labour Force Survey; Population Estimates.


This new online publication provides an overview of a host of labour market topics, illustrated by charts. Among these topics: labour market trends; employment by industry; trends in workplace training; reasons workers select part-time jobs; absenteeism rates; wages and income; international comparisons; labour markets in provinces and census metropolitan areas; and the labour market for immigrants and Aboriginal people.

The first issue of The Canadian Labour Market at a Glance is available from the Statistics Canada website, Our products and services page, under Browse our Internet publications, choose Free, then Labour, then The Canadian Labour Market at a Glance.


**KEY WORDS:** Aboriginal Peoples; Aging Population; Analytical Products; Earnings; Educational Attainment; Employment; Employment Benefits; Employment Growth; Employment Insurance; Flexible Working Arrangements; Full Time Employment; Hours Worked; Immigrants; Labour Market; Male Female Income Gap; Multiple Jobholders;
New Approaches to Lifelong Learning (NALL)

The 1998 New Approaches to Lifelong Learning (NALL) survey results provide evidence on the widespread practice of adult informal learning and provide estimates of the amount of time that all Canadians spend in such practice. Empirical estimates of the extent and distribution of self-reported learning activities are provided based on a country-wide representative telephone survey of 1,562 Canadian adults.

The first Canadian Survey of informal learning examines the extent of adult learning, the existence of social barriers to education courses, and more effective means of linking informal learning with organized education and work. This study is based on a random sample of 1,562 Canadian adults conducted by the Institute for Social Research at York University between August and November, 1998. Nearly everybody (over 90% of the population) is involved in some form of informal learning activities that they can identify as significant. The survey provides estimates of the amount of time that all Canadians - including those who say they do no informal learning at all - are doing in all four areas (employment, community, household, and general interest). The average number of hours devoted to informal learning activities by all Canadian adults over the past year was around 15 hours per week. This is vastly more time than Canadian adults are spending in organized education courses (an average of about 3 hours per week if we include the entire population.) In summary, the majority of Canadian adults are now actively engaged in extensive informal learning, taking further education and training courses and planning to take still more courses.

URL: www.nall.ca.

**KEY WORDS:** Canada; Informal Learning; Underemployment; Employment; Labor Supply; Educational Attainment; Job Requirements; Effect of Education.


This paper provides empirical estimates of the extent and distribution of self-reported learning activities in the current Canadian adult population, based on a recent country-wide survey, and briefly addresses some implications of these adult learning patterns. The basic finding from the survey is that most Canadian adults are spending a great deal and increasing amount of time in learning activities, most of this in informal learning on their own. The major implications are that Canada is already and increasingly a knowledge society in any reasonable sense of the term and that Canadian adults' mostly informal learning practices should be taken into account more explicitly when shaping educational, economic and other social policies; adult educators should take this detectable informal learning into greater account to develop more responsive further education opportunities.

**KEY WORDS:** Educational Surveys; Employment Surveys; Canada; Adults; Adult Education; Adult Learning; Educational Trends; Enrollment Trends; Experiential Learning; Foreign Countries; Independent Study; Informal Education; Lifelong Learning; National Surveys; Nonformal Education; Trend Analysis.


The extent and distribution of self-reported learning activities in the current Canadian adult population was estimated on the basis of data collected during a 1998 telephone
survey of a sample of 1,562 Canadian adults. Random digital dialing was used to give all provinces, households, and individuals within households an equal chance of selection. The response rate was 64% of all eligible households. The interviews averaged 32 minutes, and the data was weighted by known population characteristics of age, sex, and educational attainment to ensure profiles representative for Canada as a whole. More than 95% of those interviewed were involved in some form of explicit informal learning activities that they considered significant. On average, respondents devoted approximately 15 hours per week to informal learning (versus the Canadian average of approximately 4 hours per week to organized education courses). The most commonly cited areas of informal learning activities were as follows: computer skills related to employment; communications skills through voluntary community volunteer work; home renovations and cooking skills in household work; and general interest learning about health issues. It was recommended that those shaping Canada’s educational, economic, and other social policies give more explicit consideration to Canadian adults’ mostly informal learning practices.

URL: http://www.oise.utoronto.ca/depts/sese/csew/nall/res/10exploring.pdf

**KEY WORDS:** Educational Surveys; Employment Surveys; Canada; Adults; Adult Education; Adult Learning; Educational Trends; Enrollment Trends; Experiential Learning; Foreign Countries; Independent Study; Informal Education; Lifelong Learning; National Surveys; Nonformal Education; Trend Analysis.


This paper analyzes the results of the first countrywide survey of the informal learning practices of adults in Canada, conducted in 1998. The survey found respondents to be devoting unprecedented amounts of time to learning activities, including an average of 15 hours per week in informal learning projects. Implications for policy and program initiatives are included.

**KEY WORDS:** Educational Surveys; Employment Surveys; Canada; Adults; Adult Education; Conference Papers; Continuing Education; Foreign Countries; Informal Education; Lifelong Learning; National Surveys; Nontraditional Education; Underemployment; Unemployment.


This study analyzed the schooling, further adult course participation, and informal learning of organized and unorganized workers in different occupational classes across Canada. Data was obtained from the first Canadian national survey of 1,562 adults' informal learning practices, conducted in 1998, and field notes and interview transcripts drawn from participants in the auto-plant case study of the Working Class Learning Strategies project conducted at five union locales in southern Ontario in 1995-2000. The study found that unionized and non-unionized industrial and service workers in Canada are increasingly highly educated, increasingly participating in adult education courses and devoting substantial amounts of their time to informal learning activities outside organized education and training programs. In addition, the study found that working people are generally engaged collectively and individually in an extensive array of
employment-related and other informal learning activities that are neither fully recognized by most employers or union leaders nor given prior learning credit by educational institutions. The study concluded that underestimation of the current range and depth of workers' knowledge and skills by union leaders represents a significant barrier to further growth of the labor movement. Recommendations for strategies to facilitate union growth are suggested, based on what has worked most effectively in these locals of differing general organizational strength and demographic profiles.

URL: http://www.oise.utoronto.ca/depts/sese/csew/nall/res/31workers.htm

KEY WORDS: Educational Surveys; Employment Surveys; Canada; Adults; Academic Achievement; Continuing Education; Developed Nations; Employee Attitudes; Employees; Employer Attitudes; Employer Employee Relationship; Foreign Countries; Independent Study; Informal Education; Job Skills; Labor Force; Nonformal Education; Off the Job Training; Postsecondary Education; Quality of Working Life; Unions; Member Union Relationship; Union Leadership.


This paper on adult informal learning is divided into four sections. Section 1 examines different conceptions of informal learning and the issues and limitations associated with alternative definitions of informal learning. Section 2 is a review of empirical research on the estimated extent, role, and outcomes of informal learning and posited linkages between informal and formal methods of learning. It reports that, according to the New Approaches to Lifelong Learning (NALL) 2000 national survey, over 95 percent of Canadian adults are involved in some form of informal learning activities that they identify as significant. Section 3 critically assesses current research approaches to studying informal learning and identifies policy-relevant knowledge gaps concerning the general level and nature of informal learning, the distribution of informal learning across the adult population, the impact of informal learning on individual and firm performance, and the relationship of informal learning to formal skills development. Section 4 recommends optimal approaches to future research on informal learning practices with a particular focus on survey research in Canada and finds it imperative to establish benchmarks of the general incidence, basic contents and modes, and any differential patterns of intentional informal learning and training, and to continue to track trends in relation to other dimensions of adult learning.

URL: http://www.oise.utoronto.ca/depts/sese/csew/nall/res/21adultsifnormallearning.htm

KEY WORDS: Educational Surveys; Employment Surveys; Canada; Adults; Adult Education; Adult Learning; Education Work Relationship; Educational Research; Experiential Learning; Foreign Countries; Independent Study; Informal Education; Intentional Learning; Lifelong Learning; National Surveys; Outcomes of Education; Research Methodology; Research Needs.

This study provided extensive statistics and documentation of Canadian adults' work and learning activities. The study included statistics for household labor and community volunteer activities as well as paid employment. Learning activities included both formal course work and informal learning, as well as on-the-job training. Data sources were the 1998 National Survey of Learning and Work by the Research Network on New Approaches to Lifelong Learning (NALL); estimates of the extent of unpaid household and community work; the Adult Education and Training Survey; the 1996 census; the National Survey of Giving, Volunteering, and Participating; and the General Social Survey. Findings of the study included the following: (1) in contrast to the concerns about Canadians' need to become "lifelong learners," the study found that most Canadians are already extensively engaged in learning and that the need for higher-level job skills has been greatly exaggerated; (2) in terms of work, Canadian adults are now spending about as much time in unpaid household and community work as they are in paid employment; (3) despite the rhetoric about a "knowledge-based economy," the study found only a gradual upgrading of job skill requirements, and knowledge workers still comprise a small minority of the labor force; (4) as a result of the increased amount of learning by adults and the slower increase of job requirements, many Canadians find themselves underemployed; and (5) instead of focusing efforts on further education and training for Canadians, society and government should address major paid work reforms in order to prevent underemployment from becoming one of the major social problems of the 21st century.

URL: http://www.oise.utoronto.ca/depts/sese/csew/nall/res/33working&learning.htm

KEY WORDS: Change; Economic Development; Education Work Relationship; Educational Needs; Educational Philosophy; Educational Policy; Employment; Employment Qualifications; Government Role; Housework; Informal Education; Job Skills; Knowledge Level; Labor Needs; Lifelong Learning; National Surveys; On-the-Job Training Participation; Underemployment; Volunteers; Canada.


Data from Canada's New Approaches to Lifelong Learning Study confirm the pervasiveness of unpaid work and informal learning. Most employed persons engage in a variety of work-related informal learning activities. However, underemployment in terms of the use of acquired skills is widespread.

KEY WORDS: Educational Surveys; Employment Surveys; Canada; Adult Education; Education Work Relationship; Foreign Countries; Informal Education; Nonformal Education; Underemployment; Workplace Learning.


Canadians' employment and working patterns were examined by analyzing the 1998 survey called New Approaches to Lifelong Learning and other recent surveys by Statistics Canada. "Work" was defined as comprising household labor, community volunteer activities, and paid employment, and "learning" was defined as comprising informal learning activities, initial formal schooling, and adult education courses and programs. The data indicated that Canadian adults generally spent as much time in unpaid household and community work as in paid employment. Canadians were
extensively involved in learning throughout their lives. According to their self-reports, Canadian adults devoted an average of 15 hours each week to informal learning activities related to their paid employment, household duties, volunteer community work, and other general interests. Those in the labor force averaged 6 hours each week in job-related informal learning pursuits. A generally positive association between the amounts of time people spend in paid employment, household labor, and community work and the time spent in work-related informal learning was found. Employment-related informal learning was more extensive than course-based training across nearly all employment statuses and occupational groups. At least 20% of the employed labor force saw itself as having skill levels exceeding those required by their jobs.

URL: http://www.cprn.org/cprn.html

**KEY WORDS:** Adult Education; Adult Learning; Data Analysis; Definitions; Economic Change; Education Work Relationship; Educational Change; Employment Level; Employment Patterns; Enrollment Trends; Foreign Countries; Housework; Informal Education; Job Skills; Learning Activities; Lifelong Learning; Literature Reviews; National Surveys; Participant Characteristics; Participation; Policy Formation; Postsecondary Education; Public Policy; Time Factors (Learning); Time Management; Trend Analysis; Underemployment; Unemployment; Volunteers.


This report offers an analysis of factors related to adult learning in Canada based on the results of the 1991, 1993 and 1997 Adult Education and Training Survey (AETS) of program and course participation and the first national survey of informal learning by the research network for New Approaches to Lifelong Learning (NALL) in 1998. The data documents that, while Canada achieved increasingly high levels of post-secondary schooling, the moderate levels of adults' participation in training activities declined during the 1990s. However, the incidence of informal learning is estimated to have reached an average of about 15 hours a week in 1998. Informal learning is more extensive than formal schooling and not closely related to either level of formal schooling or participation of adults in training activities.

An analysis of the AETS results suggests that perceived material barriers to training participation increased during the 1990s. Among those who were interested in taking training, lower income groups found lack of money to be the main barrier, while higher income groups found lack of time to be the greatest barrier. Further multivariate analyses of background factors and perceived barriers found that income level had a stronger effect on participation rates among interested adults than either age or schooling, and that perceived barriers appear to have much weaker effects than either income or schooling levels. The report ends with suggestions for informal learning measures and more inclusive measures of situational and attitudinal factors in future administrations of the AETS.

**KEY WORDS:** Adult Education; Interest; Participation; Barriers; Informal Learning; Formal Schooling; Further Education; Surveys.
The Changing Nature of Work and Lifelong Learning, (WALL) Survey

The WALL Survey was conducted in 2004 with a large representative national sample of the adult Canadian population in order to provide both qualitative and quantitative data on learning and work activities as well as their inter-relations. The survey was administered by the Institute for Social Research at York University and 12 case studies.


Lifelong learning is now widely assumed to be essential for everyone and has become a guiding principle for policy initiatives ranging from national economic competitiveness to social cohesion and personal fulfillment. But there is a critical absence of direct evidence on the extent, contents and outcomes of lifelong learning in all countries. Effective implementation of lifelong learning policies, such as those envisioned in the Canadian federal government’s current Innovation Strategy (Government of Canada, 2002, pp. 37-48), urgently requires further research on actual existing adult learning. Similarly, the nature of paid employment appears to be changing rapidly in response to global competition, major new technological innovations and labour supply factors. But theorists differ widely over both the extent of workplace changes and their relations with adult learning. Further empirical research on adult learning in relation to the changing nature of work is required to test leading theories as well as to guide economic and educational policy-making.

URL: http://wall.oise.utoronto.ca/resources/wallwp01.pdf

**KEY WORDS:** Employment Surveys; Educational Surveys; Canada; Paid Work; Unpaid Work; Changing Nature of Work; Change; Economic Development; Education Work Relationships; Educational Needs; Educational Philosophies; Educational Policies; Employment Qualifications; Government Roles; Housework; Informal Education; Job Skills; Knowledge Levels; Labor Needs; Lifelong Learning; National Surveys; On-the-Job Training; Participation; Employment; Underemployment; Volunteers.


The WALL Survey was conducted in 2004 with a large representative national sample of the adult (18+) Canadian population (N=9,063) to provide unprecedented quantitative detail on learning and work activities and their inter-relations. This survey is part of the research network on “The Changing Nature of Work and Lifelong Learning” (WALL) funded by the Social Sciences and Humanities Research Council (SSHRC) as a Collaborative Research Initiative on the New Economy (Project No. 512-2002-1011). The survey was administered by the Institute for Social Research at York University. The network also includes 12 related case studies. For further information see our website: www.wallnetwork.ca. A previous research network, New Approaches to Lifelong Learning
(NALL), completed a smaller (N=1,562) related national survey in 1998 (see www.nall.ca). (Over 70 related survey and case study papers are now posted on the NALL site and numerous WALL papers will be posted on the WALL site over the coming few years).

URL: http://lifelong.oise.utoronto.ca/papers/WALLBasicSummJune05.pdf

KEY WORDS: Employment Surveys, Educational Surveys; Canada; Paid Work; Unpaid Work; Changing Nature of Work; Change; Economic Development; Education Work Relationships; Educational Needs; Educational Philosophies; Educational Policies; Employment Qualifications; Government Roles; Housework; Informal Education; Job Skills; Knowledge Levels; Labor Needs; Lifelong Learning; National Surveys; On-the-job Training; Participation; Employment; Underemployment; Volunteers.

National Longitudinal Survey of Children and Youth (NLSCY)

The National Longitudinal Survey of Children and Youth (NLSCY) is a longitudinal study which has been conducted in Canada since 1994. The objective of the NLSCY is to monitor the development and well-being of Canada's children as they grow from infancy to adulthood.


The National Longitudinal Survey of Children and Youth (NLSCY) is a long-term study conducted in partnership by Human Resources Development Canada (HRDC) and Statistics Canada. The primary objective of the NLSCY is to monitor the development and well-being of Canada's children as they grow from infancy to adulthood. The NLSCY is designed to follow a representative sample of Canadian children, aged newborn to 11 years, into adulthood, with data collection occurring at two-year intervals. The first collection of information (cycle 1) took place in the winter and spring of 1994-95 and the second (cycle 2) in the winter and spring of 1996-97. Collection of cycle 3 began in the fall of 1998 and was carried until June 1999. In addition to the original sample of children, who were aged 2 to 13 years at the time of the second data collection, a new sample of newborn and 1-year-old children was added to cycle 3 to allow for cross-sectional estimates. An extra cross-sectional sample of children 5 years old was also added to allow some provincial estimates for that age group.

URL: http://www.statcan.ca/english/freepub/89F0078XIE/99003.pdf

KEY WORDS: Social Surveys; Canada; Longitudinal Studies; Health Surveys; Family; Children; Youth; Single Parents; Child Development; Social Conditions.


This is the second in a set of two documents containing the NLSCY cycle 3 instruments,
the various questionnaires used to gather information from parents, children and youth, teachers and principals. This document includes the teacher, principal and youth self-complete questionnaires only; the parent questionnaires can be found in Book 1. The questions used in Cycle 3 are quite similar to those used in Cycle 1 and 2; the reader may also wish to refer to the Cycle 1 and 2 documentation.

URL: http://www.statcan.ca/english/freepub/89F0077XIE/cyc3-bk2.pdf

**KEY WORDS:** Social Surveys; Canada; Longitudinal Studies; Health Surveys; Family; Children; Youth; Single Parents; Child Development; Social Conditions.

### National Survey of Giving, Volunteering and Participating (NSGVP/CSGVP)

**National Survey of Giving, Volunteering and Participating (NSGVP) has been conducted in 1997, 2000 and again in 2004 (CSGVP).** The survey is based on a representative sample of Canadians aged 15 and is intended to provide a comprehensive assessment of giving, volunteering and participating proactive in Canada.


Each CD-ROM includes a micro-data file and related documentation for the 2000 National Survey of Giving, Volunteering and Participating (NSGVP). The survey asks Canadians 15 years of age and over about the ways in which they support one another and their communities through their involvement in giving, volunteering and participating. The survey, given its scale, provides the most comprehensive assessment of giving, volunteering and participating ever undertaken in Canada or, to the best of our knowledge, in the world. The 2000 survey replicates the 1997 survey and enables us to begin to track both changes in contributory behaviours and in the characteristics of those Canadians making contributions. Any trend in these behaviours has important implications for Canadian society.

**KEY WORDS:** Voluntarism; Charities; Social Participation; Canada; Charitable Donations; Charitable Organizations; Confidentiality; Culture; Data Collection; Data Editing; Data Processing; Data Quality; Donations; Education; Employment; Environment; Estimation Methods; Handbooks; Health; Health Care Institutions; Housing; Interviews; Labour Force Status; Labour Force Survey; Law; Non-response Rate; Occupations; Provincial Differences; Random Rounding; Recreation; Religion; Research; Response Rate; Sampling and Weighting; Social Behaviour; Social Services; Social Surveys; Survey Methodology; Survey Sampling; Surveys; Unemployed Persons; Unemployment; User Guides; Volunteer Work; Volunteers; Volunteer Work.


The National Survey of Giving, Volunteering and Participating (NSGVP) is one component of the Voluntary Sector Initiative, a collaborative program of the federal government and the voluntary sector. The 2000 NSGVP was conducted by Statistics Canada in October, November and early December of 2000 on behalf of the Voluntary Sector Initiative and in partnership with federal policy departments and voluntary
organizations. This manual has been produced to facilitate the manipulation of the microdata file of the survey results.

The content of the 2000 NSGVP and its methodology are, for the most part, identical to that of the 1997 Survey. The 2000 survey is based on a representative sample of 14,724 Canadians aged 15 and over who were asked how they gave money and other resources to individuals and to organizations, volunteered time to help others and to enhance their communities, and participated in the practices of active citizenship. The survey, given its scale, provides the most comprehensive assessment of giving, volunteering and participating ever undertaken in Canada or, to the best of our knowledge, in the world. The 2000 survey replicates the 1997 survey and enables us to begin to track both changes in contributory behaviours and changes in the characteristics of those Canadians making contributions. Any trend in these behaviours has important implications for Canadian society. The results from the survey allow this report to paint a portrait of the ways Canadians contribute to society through their monetary and voluntary support of others.

URL: http://prod.library.utoronto.ca/datalib/codebooks/cstdli/nsgvp/2000/nsgvp00gid.pdf

KEY WORDS: Household Surveys; Canada; Voluntarism; Charities; Social Participation.


This survey deals with unpaid volunteer activities, charitable giving and civic participation. The survey results will help build a better understanding of these activities which can in turn be used to develop programs and services to support them.

URL: http://prod.library.utoronto.ca/datalib/codebooks/cstdli/nsgvp/2000/nsgvp00que.pdf

KEY WORDS: Household Surveys; Canada, Voluntarism; Charities; Social Participation.


The purpose of this survey is to collect data regarding unpaid volunteer activities, charitable giving and participation. The results will help build a better understanding of these activities which can in turn be used to help develop programs and services.

The Canada Survey on Giving, Volunteering and Participating (CSGVP) is the result of a partnership of federal government departments and voluntary sector organizations that includes Imagine Canada, Canadian Heritage, Health Canada, Human Resources and Social Development Canada, the Public Health Agency of Canada, Statistics Canada and Volunteer Canada. This survey is an important source of information on Canadian contributory behaviour, including giving, volunteering and participating.

The objectives of the CSGVP are threefold:
1) to collect national data to fill a void of information about individual contributory behaviours including volunteering, charitable giving and participation;
2) to provide reliable and timely data to the System of National Accounts; and
3) to inform both the public and voluntary sectors in policy and program decisions that relate to the charitable and volunteer sector.

URL: http://www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4430&lang=en&db=IMDB&dbg=f&adm=8&dis=2

KEY WORDS: Household Surveys; Canada, Voluntarism; Charities; Social Participation.

The Canada Survey of Giving, Volunteering and Participating (CSGVP) offers a unique opportunity to examine a constellation of activities in which millions of people engage, and that are at the heart of Canadian life. Every day in communities across our country, Canadians donate their time and money to charities and other nonprofit organizations, help their neighbours, friends and family, and connect with one another through their community groups.

This report presents highlights of the findings of the 2004 CSGVP. It reveals the enormous range of giving, volunteering and participating that occurs throughout Canada over the course of a year. Canadians donate money and volunteer time to support the arts, local sports clubs, medical research, food banks, shelters, international relief efforts, and their places of worship, among many other causes. They help their neighbours and friends in a variety of ways, by doing work around their homes, doing shopping or driving people to appointments, or providing health-related or personal care.

The 2004 CSGVP provides a new way of measuring giving, volunteering and participating. It replaces the way these behaviours were measured in the 1997 and 2000 National Surveys of Giving, Volunteering and Participating (NSGVPs). Because of these changes it is not appropriate to compare results from the 2004 CSGVP with the previous NSGVP surveys.

**KEY WORDS:** Household Surveys; Canada, Voluntarism; Charities; Social Participation.

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Every January, the Survey of Labour and Income Dynamics (SLID) Labour interview is conducted using computer-assisted interviewing (CAI). CAI is paperless interviewing. This document is therefore a written approximation of the CAI interview, or the questionnaire. The CAI process is as follows: (a) A question appearing on the computer screen is read aloud to the respondent. (b) The respondent's answer is directly entered by the interviewer. (c) Based on the answer given, and/or age or other flow criterion, the computer determines the next question to be asked and displays it on the screen. This research paper presents the content of the Labour interview, including question wording, possible responses, and flows of questions.

URL: [http://www.statcan.ca/english/research/75F0002MIE/75F0002MIE2000015.pdf](http://www.statcan.ca/english/research/75F0002MIE/75F0002MIE2000015.pdf)

**KEY WORDS:** Household Surveys; Social Surveys; Canada; Labor Supply; Survey Methodology; Questionnaires; Marital Status; Mother Tongue; Ethnic Origin; Immigrant Status; Household Characteristics; Educational Attainment; Labour Force Status; Employment; Salaries and Wages; Income.

In May 2000 the Survey of Labour and Income Dynamics collected data on income for the seventh consecutive year. Respondents had the option of answering the questions on income in an interview, or giving permission to Statistics Canada to allow SLID to use the information from their income tax return. The 2000 Income interview was conducted only for persons aged 16 years or over on January 1, 2000. Cohabitants (new members) identified in the January interview were questioned about their 1999 income (if they were 16 or over). New cohabitants were not identified during the May 2000 interview. They will be identified in the January 2001 Labour interview and questioned in May 2001 about their 2000 income. This research paper presents the content of the Income interview including question wording, possible responses and flows of questions.

URL: http://www.statcan.ca/english/research/75F0002MIE/75F0002MIE2000014.pdf

**KEY WORDS:** Household Surveys; Social Surveys; Canada; Labor Supply; Survey Methodology; Questionnaires; Marital Status; Mother Tongue; Ethnic Origin; Immigrant Status; Household Characteristics; Educational Attainment; Labour Force Status; Employment; Salaries and Wages; Income.


Each January, the Labour interview for the Survey of Labour and Income Dynamics (SLID) is conducted. Then, in May, SLID income data is collected. Both use computer-assisted interviewing (CAI) for data collection. The questions particular to each interview are preceded by different versions of the Entry Exit component. In Appendix 2, figures 1 and 2 present an overview of the flow of the interview and the flow of the Entry Exit component, respectively.

A new panel of approximately 17,000 households was added to SLID in January 2000, making a total sample of about 33,500 households. Panel 3 was selected from two rotation groups of the Labour Force Survey (LFS) of January 1999. Some information, such as names, sex, date of birth, address and telephone number, was carried over from the LFS. SLID collects marital status and household relationships in a different way than the LFS so in the Demographics module all Panel 3 respondents are asked these questions. For continuing (Panel 2) respondents, marital status is confirmed, but the other questions are asked only if values are missing or if there has been a change in relationships.

URL: http://www.statcan.ca/english/research/75F0002MIE/75F0002MIE2000013.pdf
URL: http://www.statcan.ca/english/research/75F0002MIE/75F0002MIE2000012.pdf

**KEY WORDS:** Household Surveys; Social Surveys; Canada; Labor Supply; Survey Methodology; Questionnaires; Marital Status; Mother Tongue; Ethnic Origin; Immigrant Status; Household Characteristics; Educational Attainment; Labour Force Status; Employment; Salaries and Wages; Income.
Workplace and Employee Survey (WES)

This survey, consisting of two components, a workplace survey and a survey of employees within these workplaces, is intended to provide data on the "business of business" by looking at the practices that help firms succeed. This survey examines Canadian employees and employers on a range of workplace concerns including organizational practices, participation in work-related education and overall industrial relations.


This survey consists of two components: (1) a workplace survey on the adoption of technologies, organizational change, training and other human resource practices, business strategies, and labour turnover in workplaces; and (2) a survey of employees within these same workplaces covering wages, hours of work, job type, human capital, use of technologies and training. It provides data from the new Workplace and Employee Survey (WES) conducted by Statistics Canada with the support of Human Resources Development Canada. The result is a rich new source of linked information on workplaces and their employees (From Introduction).


**KEY WORDS:** Employment Surveys; Education Surveys; Canada; Employees; Employers; Employment Training; Hiring; Information and Communication; Technologies; Information Technology; Occupations; Employees; Work Environment; Industrial Organization; Labor Relations; Labor Market; Job Vacancies; Business Administration, Management; Income.


In exactly the same fashion as the "employer" survey, the "employee" version of The Workplace and Employee Survey provides valuable information on the "business of business" by looking at the practices that help firms succeed. It polled Canadian employees and employers on a range of workplace concerns such as "Workforce Characteristics and Job Organization", "Separations" (i.e. the number of employees who have left the organization for various reasons), etc. Survey results provide a unique insight into the relationship between employment practices and firms' performance, as well as more in-depth information on the effect of technology, training and human resource practices.


**KEY WORDS:** Employment Surveys; Education Surveys; Canada; Employees; Employers; Employment Training; Hiring; Information and Communication; Technologies; Information Technology; Occupations; Employees; Work Environment; Industrial Organization; Labor Relations; Labor Market; Job Vacancies; Business Administration, Management; Economic Aspects; Income.

The Workplace and Employee Survey provides valuable information on the "business of business" by looking at the practices that help firms succeed. It polled Canadian employees and employers on a range of workplace concerns such as "Determine end of previous job and current labour market status", "New employer content", etc. Survey results provide a unique insight into the relationship between employment practices and firms' performance, as well as more in-depth information on the effect of technology, training and human resource practices.


KEY WORDS: Employment Surveys; Education Surveys; Canada; Employees; Employers; Employment Training; Hiring; Information and Communication; Technologies; Information Technology; Occupations; Employees; Work Environment; Industrial Organization; Labor Relations; Labor Market; Job Vacancies; Business Administration; Management; Economic Aspects; Income.


The Workplace and Employee Survey Guide contains a dictionary of concepts and covers topics such as survey methodology, data collection, data processing and data quality. It also contains helpful information for researchers wishing to use the microdata.

URL: http://www.statcan.ca/english/freepub/71-221-GIE/71-221-GIE2005001.pdf

KEY WORDS: Data Analysis; Data Collection; Handbooks; Response Rate; Survey Sampling; Workplace.


This overview report provides the first data from a new pilot survey recently conducted by Statistics Canada for Human Resources Development Canada. This survey, called the "Workplace and Employee Survey" (WES) and developed jointly by the two agencies represents the first attempt in Canada at conducting a large-scale linked employer-employee survey. The survey consists of two components: (1) an establishment survey on the adoption of technologies, organizational change, training and other human resource practices, business strategies, and labour turnover in the establishment; and (2) a survey of workers within these same establishments to obtain data on their wages, hours of work, job type, human capital, other characteristics, use of technologies, and training taken. This data source provides, for the first time in Canada, detailed linked micro-data on establishments and their workers.

KEY WORDS: Downsizing; High Technology; Human Capital; Organizational Change; Training; Workplace.

This document provides data from the new Workplace and Employee Survey (WES) conducted by Statistics Canada with the support of Human Resources Development Canada. The survey consists of two components: (1) a workplace survey on the adoption of technologies, organizational change, training and other human resource practices, business strategies, and labour turnover in workplaces; and (2) a survey of employees within these same workplaces covering wages, hours of work, job type, human capital, use of technologies and training. The result is a rich new source of linked information on workplaces and their employees. [This study shows that] HRM practices play a positive and significant role in the innovation performance. This relationship holds when dealing with all industrial sectors as well as with the manufacturing sector only. Moreover, using more HRM practices makes the relationship with innovation stronger. For instance, the predicted probability of being a first-to-the-market innovator is 35% when using more than six HRM practices, 11% when using three or fewer practices, and only 4% if none of these HRM practices are adopted.

URL: http://www.statcan.ca/cgi-bin/downpub/listpub.cgi?catno=71-584-MIE2003008

**KEY WORDS:** Labour; Information and Communications Technology; Innovation; Technology; Workplace.


Certain provisions such as pay, leave and supplementary medical coverage are common to virtually all collective agreements. Others such as a cost-of-living allowance reflect the socioeconomic climate of the times. From a list of 10 collective bargaining provisions, employers in the Workplace and Employee Survey were asked the ones included in their settlements. The two most common in 2001 dealt with job security and occupational health and safety.

URL: http://www.statcan.ca/english/freepub/75-001-XIE/1080575-001-XIE.pdf

**KEY WORDS:** Labour; Unionization and Industrial Relations; Analytical Products, Collective Agreements; Economic Conditions; Economic Indicators; Employees; Employment Equity; Job Security; Occupational Health; On-the-Job Training; Outsourcing; Salaries and Wages; Socioeconomic Profiles; Unions.

**Youth in Transition Survey (YITS)**

The Youth in Transition Survey (YITS) is a longitudinal survey designed to provide policy-relevant information about school-work transitions among Canadian youth. It is intended to be a vehicle for future research and analysis of major transitions in young people's lives, particularly those between education, training and work. The first YITS survey was conducted in 1999, the second survey cycle took place in 2001 and the third cycle of the YITS in 2003.

This report provides a descriptive overview of the first results from the 2000 Youth in Transition Survey (YITS) for 18-20-year-olds in Canada. These early results draw a picture of where youth stand in terms of both their educational participation and attainment and their labour market participation as of December 1999. Youth at this age are in transition - some are in the final stages of completing high school, others are continuing their education at the post-secondary level, while still others have left the school system altogether. Most leave after graduation, while some have left school before completing their program, or using the more common term employed in this report, have "dropped out" of school. Youth in this age group also exhibit different levels of attachment to the labour market, with some combining work and school and others being full labour market participants.

Given variable pathways, a survey such as the YITS that tracks the progress of youth is a key instrument for identifying the factors that can assist youth in the successful pursuit of their education and employment goals. The second cycle of the YITS, scheduled for early 2002, will collect new information from this same group of youth, tracking their educational and labour market activities over time.


KEY WORDS: Education Surveys; Canada; OECD; Educational Planning; Career Education; Vocational Education; Longitudinal Studies; School-to-Work Transition; Public Schools; High School Graduates; Academic Achievement; Vocational Education; Employment; Programme for International Student Assessment (PISA).


The Youth in Transition Survey (YITS) is a longitudinal survey designed to provide policy-relevant information about school-work transitions and factors influencing pathways. YITS will provide vehicle for future research and analysis of major transitions in young people's lives, particularly those between education, training and work. Information obtained from, and research based on, the survey will help clarify the nature and causes of short and long-term challenges young people face in school-work transitions, as well as support policy planning and decision making to help prevent or remedy these problems.

The objectives of the Youth in Transition Survey were developed after an extensive consultation with stakeholders with an interest in youth and school-work transitions. Content includes measurement of major transitions in young people's lives including virtually all formal educational experiences and most labour-market experiences. Factors influencing transitions also include family background, school experiences, achievement, aspirations and expectations, and employment experiences. The implementation plan encompasses a longitudinal survey for each of two age cohorts, to be surveyed every two years. Data from a cohort entering at age 15 will permit analysis of long-term school-work transition patterns. Data from a cohort entering at ages 18-20 will provide more immediate, policy-relevant information on young adults in the labour market.

URL: http://www.statcan.ca/english/freepub/81-588-XIE/81-588-XIE.pdf

KEY WORDS: Educational Surveys; Canada; School-to-Work Transition; Occupational Training; Employee's Training; Vocational Education; Educational Attainment; Educational Level; Postsecondary Education.

Cycle one for the cohort aged 15 includes information collected from youth, their parents, and school principals. The sample design is a school-based frame that allows the selection of schools, and then individuals within schools. This design permits analysis of school effects, a research domain not currently addressed by other Statistics Canada surveys. Methods of data collection include a self-completed questionnaire for youth and school principals, a telephone interview with parents, and assessment of youth competency in reading, science and mathematics as using self-completed test booklets provided under the integration of YITS with the OECD Programme for International Student Assessment (PISA). A pilot survey was conducted in April 1999 and the main survey took place in April-May 2000. Interviews were conducted with 30,000 students aged 15 from 1,000 schools in Canada. A telephone interview with parents of selected students took place in June 2000.

URL: http://www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4435&lang=en&db=IMDB&dbg=f&adm=8&dis=2

**KEY WORDS:** Educational Surveys; Canada; School-to-Work Transition; Occupational Training; Employee’s Training; Vocational Education; Educational Attainment; Educational Level; Postsecondary Education.

II. Other Canadian Surveys.

The following collection of surveys includes:

- the Household Internet Use Survey (intended to provide information on the use of computers for communication purposes),
- the Information and Communications Technologies in Schools Survey (ICTSS) (designed to collect data on the infrastructure, reach and use of information and communications technologies in all elementary and secondary schools in Canada),
- the Canadian Out-of-Employment Panel Survey (which interviewed people who had a job interruption during two periods in 1995),
- the 2001 Participation and Activity Limitation Survey (PALS) (a post-censal survey of adults with disabilities),
- the 2002 Public Service Employee Opinion Survey (PSES) (which seeks employee opinion on a variety of issues related to organizational effectiveness, workplace well-being and service delivery),
- the Survey of 1995 Graduates Who Moved to the United States (SGMUS) (intended to collect information on postsecondary graduates who moved to the United States), and
- the Survey of Work Arrangements (intended to provide information on such things as work schedules, flextime and home-based work.)


The Household Internet Use Survey is being conducted by Statistics Canada on behalf of Industry Canada. The information from this survey will assist the Science and Technology Redesign Project at Statistics Canada to fulfill a three-year contractual agreement
between them and the Telecommunications and Policy Branch of Industry Canada. The Household Internet Use Survey is a voluntary survey. It will provide information on the use of computers for communication purposes, and households’ access and use of the Internet from home.

The objective of this survey is to measure the demand for telecommunications services by Canadian households. To assess the demand, the authors measure the frequency and intensity of use of the internet. This was done by asking questions relating to the accessibility of the internet to Canadian households both at home, the workplace and a number of other locations. The information collected will be used to update and expand upon previous studies done by Statistics Canada on the topic of the Information Highway. Among other things, the 2003 survey results showed that after surging during the late 1990s, the growth in Internet use among Canadian households has levelled off. However, growth rates remained relatively stable largely because the majority of households were already plugged in, an estimated 7.9 million (64%) of the 12.3 million Canadian households had at least one member who used the Internet regularly in 2003, either from home, work, school, a public library or another location.


**KEY WORDS:** Household Surveys; Social Surveys; Canada; Internet; Households; Information Highway; Survey Methodology; Computers; Personal Computers; Internet Use.


The Information and Communications Technologies in Schools Survey (ICTSS) collects data on the infrastructure, reach and some usage patterns of information and communications technologies in all elementary and secondary schools in Canada. The main purpose of this survey is to obtain critical benchmark data on the integration of ICT in education. The Information and Communications Technologies in Schools Survey (ICTSS) collects data on the infrastructure, reach and use of information and communications technologies in all elementary and secondary schools in Canada.

The survey was sponsored by Industry Canada’s SchoolNet program which works with Canadian learning partners to increase access to and integration of ICT into the learning environment in order to develop an ICT-skilled population, capable of participating in the knowledge economy. Support to the initiative has been provided by the Library and Archives Canada. The survey asked a variety of questions about the reach, use, infrastructure and outcomes of ICT being used in schools. The main topics include:

- the current ICT infrastructure in the school;
- information about the time when students can access computers;
- information about the location of computers in the school;
- the types of internet and intranet connections;
- teacher skills and training in ICT;
- capabilities in regards to online courses and videoconferencing;
- attitudes toward ICT;
- challenges encountered in using ICT.

URL: http://www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=5051&lang=en&db=IMDB&dbg=f&adm=8&dis=2

**KEY WORDS:** Information and Communications Technologies; Public Education; Elementary Schools; Secondary Schools; Surveys; Canada.

The Canadian Out-of-Employment Panel Survey was conducted by Statistics Canada for Human Resources Development Canada, Strategic Evaluation and Monitoring. This survey interviewed people who had a job interruption during one of the two reference periods: (1) Jan. 29-Mar. 11, 1995; or (2) Apr. 23-June 3, 1995.

The survey gathered information on subsequent employment during a 13-month period, background demographics on the individual and the household, as well as information on job search activities and outcomes, income, assets and debts, expenditures, and training. The survey collects information on employment history during an 18-month period, background demographics on the individual and the household, as well as information on job search activities and outcomes, income, assets and debts, expenditures, and training. The main changes to the sample design compared to COEP 1995 are as follows: all individuals who are issued an ROE in the reference period are included in the 1996 design whereas under the 1995 design, only individuals whose ROE was issued for particular reasons were included; and the reference periods for the 1996 design are consecutive quarters, giving complete coverage across time whereas for the 1995 design, two discrete time periods were selected. As well, information is collected about all employers the individual worked for during the reference period whereas under the 1995 design, information was only collected for the ROE employer, the next employer and the current employer.

URL: http://www.statcan.ca/english/Dli/Data/Ftp/coep.htm
URL: http://www.statcan.ca/english/Dli/Metadata/coep/1995/coep95que1w1.pdf

KEY WORDS: Employment Surveys; Canada; Employment; Unemployment.


The 2001 Participation and Activity Limitation Survey (PALS) is a post-censal survey of adults with disabilities, including any person whose everyday activities are limited because of a physical condition or health problem.

The survey covers themes such as activity limitations, help with everyday activities, education, employment status, social participation and economic characteristics. Data collected by the survey will be used to plan the services and programs required by persons with disabilities to participate fully in our society. The most recent data collected on persons with disabilities before PALS is from the 1991 Health and Activity Limitation Survey (HALS). In order to better identify the PALS target population, major changes were made to the structure of the sample and the filter questions identifying persons with disabilities. Therefore, comparisons between the 1986 and 1991 HALS and 2001 PALS surveys are not possible. On the other hand, these filter questions can now serve as a standard for identifying persons with disabilities in other Statistics Canada surveys. The PALS survey population consisted of all persons who reported disabilities in response to the Census questions on activity limitations and who were living in Canada at the time of the Census. Interviews were conducted over the telephone by interviewers completing a
paper-and-pencil questionnaire. Interviews by proxy were allowed. In some special cases, face-to-face interviews were conducted. Data collection began in September 2001 and continued until January 2002. The reference period varied depending on the question asked, e.g., the past week, the past six months, the past year or the past five years.

URL: http://www.statcan.ca/english/Dli/Data/Ftp/pals.htm

**KEY WORDS:** Household Surveys; Social Surveys; Canada; Activity Limitations; Survey Methodology; Household Characteristics; Educational Attainment; Labour Force Status; Employment; Salaries and Wages; Income.


The fundamental objective of the 2002 Public Service Employee Opinion Survey (PSES) was to seek employee opinion on a variety of issues related to organizational effectiveness, workplace well-being and service delivery. The 2002 PSES was designed to enable departments and agencies to identify areas where the Public Service is doing well and point to other areas where improvement is still needed. In addition to making it possible for new employees to provide their perspectives on the workplace, the survey ensures a measurement capacity between the 1999 and 2002 questionnaires. The survey solicited views of Public Service employees on their work environment and overall job satisfaction. Employees expressed their opinions on their work unit, their communication with their supervisor, skills and career aspirations, client services and labour management relations. General information such as age, gender, years of service and province of work were collected and questions were asked on specific themes such as staffing fairness, official languages, health and safety, harassment and discrimination, and retention issues.

The Public Service Employee Survey (PSES) was administered in May and June of 2002 to all employees in the Public Service for which Treasury Board is the employer. The survey was a census. Each member of the target audience received a paper questionnaire to complete. The survey was anonymous; that is, the respondent's name or other identification was not required on the questionnaire.


**KEY WORDS:** Employment Surveys; Employees Attitudes; Labour Relations; Work Experience; Communication in Personnel Management.


The Survey of 1995 Graduates Who Moved to the United States (SGMUS) was commissioned by Human Resources Development Canada (HRDC) and conducted by Statistics Canada. The purpose of this survey was to collect information on the work and education experiences of 1995 postsecondary graduates who were living in the United States in 1997, and the factors that attracted them to the United States.

The target population consisted of graduates of Canadian post-secondary institutions who received their certificate, diploma or degree, or completed their requirements in 1995 and had moved to the United States by the summer of 1997. Excluded were: those who were exclusively American citizens who had been studying in Canada and who had
returned home to the U.S.; those who were not living in Canada or in the U.S. at the time of the survey; and graduates who may have moved to the U.S. but returned to Canada before the summer of 1997.

URL: http://www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4436&lang=en&db=IMDB&dbg=f&adm=8&dis=2

**KEY WORDS:** Employment Surveys; Canada; College Graduates; Employment; Business and Education; Labor Mobility; Migration.


The Survey of Work Arrangements was conducted by Statistics Canada in November 1995 with the cooperation and support of Human Resources Development Canada. This manual has been produced to facilitate the manipulation of the microdata file of the survey results. The need for information on work arrangements such as work schedules, flextime and home-based work was behind the 1991 Survey of Work Arrangements - the first national survey covering these issues. An interest in changes in work arrangements, as well as a need for data on other aspects of working conditions led to the 1995 Survey of Work Arrangements. Both surveys were conducted as supplements to the Labour Force Survey (LFS).

URL: http://www.statcan.ca/english/Dli/Metadata/was/1995/was95gid.pdf

**KEY WORDS:** Employment Surveys; Social Surveys; Canada; Paid Work; Type of Work; Occupations; Hours of Labor; Flexible Hours of Labor; Shift Systems; Home Labor; Temporary Employment; Labor Market; Self-employment; Employment; Seasonal Employment; Employment Benefits; Income; Self-Employment; Income.


The National Population Health Survey (NPHS) is designed to collect information related to the health of the Canadian population. The first cycle of data collection began in 1994, and will continue every second year thereafter. The survey will collect not only cross-sectional information, but also data from a panel of individuals at two-year intervals. The target population of the NPHS includes household residents in all provinces, with the principal exclusion of population on Indian Reserves, Canadian Forces Bases and some remote areas in Quebec and Ontario. Separate surveys were conducted to cover the Yukon, the Northwest Territories and the Institutions (long term residents of hospitals and residential care facilities) and will be presented at a later stage. The National Population Health Survey (NPHS) was conducted by Statistics Canada. This manual has been produced to facilitate the manipulation of the microdata file of the survey results.

**KEY WORDS:** Public Health; Canada; Statistics; Health Surveys; Health Status Indicators; Medical Data Processing.

The National Population Health Survey (NPHS) uses the Labour Force Survey sampling frame to draw a sample of approximately 20,000 households. The sample is distributed over four quarterly collection periods. In each household, some limited information is collected from all household members and one person in each household is randomly selected for a more in-depth interview. The questionnaire includes content related to health status, use of health status information includes self-perception of health, a health status index, chronic conditions, and activity restrictions. The use of health services is probed through visits, health care providers, both traditional and non-traditional, and the use of drugs and other medications. Health determinants include smoking, alcohol use, physical activity and a special focus in the second cycle of the survey was access to services with questions on preventive tests and examinations probing for frequency, reasons for use or non-use and barriers encountered. The demographic and economic information includes age, sex, education, ethnicity, household income and labour force status.

KEY WORDS: Public Health; Canada; Statistics; Health Surveys; Health Status Indicators; Medical Data Processing.


Education, at all levels, from pre-primary to postsecondary through to adult education and training, plays a crucial role in the development of individuals and society. An educated work force, capable of using knowledge to generate innovation, is vital to a strong and prosperous economy. Education empowers people to be involved in the issues and debates affecting them and society. Indeed, in the Joint Ministerial Declaration of 1999, provincial and territorial ministers responsible for education and training affirmed that the future of our society depends on informed and educated citizens. The Organisation for Economic Co-operation and Development (OECD) has adopted the principle of lifelong learning to reflect the diversity of education and training that individuals will engage in over their lifetimes. This report provides a comprehensive set of statistical measures, or indicators, describing the education systems in Canada in terms of students, teachers, finances and outcomes. It is the publication of the Canadian Education Statistics Council and was produced by Statistics Canada and the Council of Ministers of Education, Canada, in collaboration with the provinces and territories.

KEY WORDS: Educational Indicators; Statistics; Elementary Education; Secondary Education; Postsecondary Education; Canada.


These statistical indicators of education cover various aspects of the elementary, secondary and postsecondary education systems in Canada, such as enrolment, graduation and human resources, as well as financing. Furthermore, the first chapter provides a statistical portrait of the school-age population while the last one shows measures of transitions from secondary to postsecondary education and to the labour market. Labour market outcomes are also included. The Pan-Canadian Education Indicators Program (PCEIP) is a joint venture of Statistics Canada and the Canadian Council of Ministers of Education. The report was prepared jointly by the two organizations in collaboration with the provincial and territorial
departments and ministries responsible for education and training. It is aimed at policy
makers, practitioners and the general public.

**KEY WORDS:** Educational Indicators; Statistics; Elementary Education; Secondary
Education; Postsecondary Education; Canada.

III. Foreign Surveys

European Union Surveys on Learning and Work.

The following surveys offer a broad examination of the state of work, working conditions
and education in the European Union. Studies range from those covering the relationship
between education and training level and transition from school to work, to European
citizens’ attitudes to, and participation in, adult learning of all kinds.

survey ad hoc module 2000 on transition from education to working life.*
Brussels: EUROSTAT European Commission.

Young people’s unemployment is a subject which has been supplying public debates for
about twenty years in the majority of European Union countries. Definite increased risks
of unemployment among young people are observed in the majority of countries,
accompanying the overall unemployment trend. School-to-work transition is a key issue
in Education and Training as well as Employment policies. The relationship between
education and training level and the transition, as well as that between initial transition
and long-term perspectives on the labour market have been extensively studied. The
studies point at this process as crucial for policy-making in Education and Training and
Employment. The objectives of this report are twofold:

1) Analysis of the methodological aspects:
   i) Comparisons of the different national implementation
   ii) Review of the module including propositions for improving the features with the idea of
       repeating the module in the next few years, as well as developing it with the idea of
       launching a discussion for a specific survey on those who leave school.

2) Statistical analysis of the data:
   i) The results of the module should help to provide relevant material concerning the
       clarification of the notion of the “drop-out” as embodied in the Employment Guidelines.
   ii) The module is also likely to propose new elements aiming at appreciating what a
       successful transition can be (time to get a first job after end of studies, analysis of
       current labour market situation by education received)

URL: [http://ec.europa.eu/education/programmes/leonardo/old/leonardoold/stat/trainingstats/
secondphase/area2_en.html](http://ec.europa.eu/education/programmes/leonardo/old/leonardoold/stat/trainingstats/
secondphase/area2_en.html)

**KEY WORDS:** Educational Surveys; Employment Surveys; European Union Countries;
Young People; Unemployment; School-to-work Transition; Education Policies; Training
Policies; Employment Policies; Cost-effectiveness.

The main statistical objectives of the Labour Force Survey is to divide the population of working age people (15 years and above) into three mutually exclusive and exhaustive groups - persons in employment, unemployed persons and inactive persons - and to provide descriptive and explanatory data on each of these categories. Respondents are assigned to one of these groups on the basis of the most objective information possible obtained through the survey questionnaire, which principally relates to their actual activity within a particular reference week.

The concepts and definitions used in the survey are based on those contained in the Recommendation of the 13th International Conference of Labour Statisticians, convened in 1982 by the International Labour Organisation (hereafter referred as the ‘ILO guidelines’). To further improve comparability within the EU, Commission Regulation (EC) No 1897/2000 gives a more precise definition of unemployment. This definition remains fully compatible with the International Labour Organisation standards. (From Introduction)

This survey in 2003 includes data collection in an ad hoc module on lifelong learning.

URL: http://forum.europa.eu.int/irc/dsis/employment/info/data/eu_lfs/F_LFS_CONCEPTS.htm

**KEY WORDS:** Employment Surveys; Social Surveys; Economic Surveys; European Union; Labor Supply; Vocational Education; Politics and Government; Manpower; Statistics; Methodology.


The User guide provides an overview of the variables available in the LFS data sets and, details on their codification. The variable list is divided in three categories: Core variables (as transmitted by the National Statistical Institutes to Eurostat according to the last Commission regulation), Primary derived variables (computed by Eurostat on the basis of the core variables), Secondary derived variables (computed by Eurostat to make the analyses easier across time due to codification changes).


**KEY WORDS:** Employment Surveys; Social Surveys; Economic Surveys; European Union; Labor Supply; Vocational Education; Politics and Government; Manpower; Statistics; Methodology.


This report presents detailed findings of the 2003 Lifelong Learning Eurobarometer, which covers 15 EU Member States, Iceland and Norway. It focuses on European citizens’ attitudes to and participation in adult learning of all kinds, paying special attention to learning related to work, employment and career but setting this family in an integrated approach to education and training throughout life. This is the first time that
comparative information on lifelong learning from citizens’ own standpoint has become available, which makes the data a base reference point for the future studies and analyses. The report focuses on three themes: skills for a knowledge society; the diversity of learning contexts; and the participation in, and motivation for, learning. It also highlights information on a number of topical policy issues: citizens’ opinions on lifelong learning and their willingness to contribute to its financing; guidance and counseling; mobility as a learning tool; foreign languages and IT. The material and analysis in this report therefore enriches the basis for evidence-based policymaking and the effective implementation of lifelong learning in Europe.

URL: http://www2.trainingvillage.gr/etv/publication/download/panorama/4038_en.pdf

KEY WORDS: Continuing Education; Europe; Public Opinion; Lifelong Learning; Adult Education.


Adult education is recognized today as an essential enabler of economic growth and social development within the rapidly evolving knowledge-based society and economy of the European Union. This is particularly so in the context of an ageing labour force and the internationalization of activities. Adult learning is one of the key components of the Lisbon strategy. It is a major factor for the improvement of human capital of citizens after leaving initial education and is therefore a key element of both Employment, and Education and Training policies. Consequently, the EU requires the collection of broader and higher quality statistical data on adult learning, in order to inform policy making, policy monitoring and benchmarking activities at the international and European level. Recent reviews of available data at the national level carried out for Eurostat, confirm that national initiatives, where they exist, are not at this time harmonized at the EU level. Eurostat undertook in 2000, in parallel to the Lisbon Strategy issued by the Council, to operationalise the concepts needed to achieve a harmonization of statistics on lifelong learning. Two task forces (the task force on measuring lifelong learning (2000-2001), later succeeded by the task force on the Adult Education Survey (2002-2004)) were created with the active involvement of EU countries, as well as non-EU countries (Switzerland, Canada) and international organizations (OECD, UNESCO Institute for Statistics, International Labour Office) having experience and interest in the field. The present report is the final contribution of the second task force, whose objectives were to explore the feasibility and the requirements for launching an EU Adult Education Survey. This report has been presented and endorsed by the group of Directors of Social Statistics in September 2004. On this occasion, a large majority of EU member states were in favour of launching a first adult education survey in 2005-2007.

KEY WORDS: Continuing Education; Europe; Public Opinion; Lifelong Learning; Adult Education.


The Final Report of the Task Force includes a methodological discussion on lifelong learning combining almost all available information at an international level. Experience at the national level has also been taken into account through the participation of national experts in the Task Force. Different proposals were made to improve existing ESS sources and to develop new sources. This report demonstrates that today more
information is needed on the way people of all ages learn in formal and non-formal settings but also through informal activities like self-learning. Skills may be acquired in several ways and it is essential to monitor the acquisition, upgrading and renewal of skills - as well as skill erosion. We need to be able to assess the societal outcomes of learning (e.g. citizenship-related outcomes, environment, consumer protection) as well as employment-related and personal outcomes in a wider sense (e.g. basic skills, employability, quality of life, economic well-being, physical and mental health, satisfaction). Notions like motivations, expectations and satisfaction are essential for lifelong learning, while personal investment in time and money is a major issue in the debate. The role and involvement of the different actors of learning provision (educational institutions, enterprises, NGOs, professional bodies, regional and local authorities, state and of course individuals) also need to be clarified.


**KEY WORDS:** Education Surveys; European Union; Public Opinion; Adult Education; Open Learning; Continuing Education; Vocational Qualifications; Occupational Training; Vocational Education.

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**European working conditions surveys.**

**Carried out every five years since 1990, these surveys provide an overview of working conditions throughout Europe. They also indicate the changes which affect the workforce as well as the quality of work. The most recent survey (2005) included the new Member States and candidate countries.**


The survey presented here was carried out in 1991. It was based on direct interviews with 12,500 workers, both employees and the self-employed, throughout the 12 member states of the European Community. The sample is representative of the distribution of the labour force between sectors, males and females, age groups and by professional status. As social integration moves forward, and as the number of initiatives dealing with the work environment at the Community level increase, more comprehensive and homogeneous data on working conditions in the Community is required. The present survey is a step in this direction.


**KEY WORDS:** Working Conditions; Work Environment; Europe; Labor Laws and Legislation; Employees; European Union Countries; Women; Employment; Quality of Work Life; Survey.


The second European survey on working conditions took place in January 1996 and collated the views of the 15,800 workers from all over Europe. Its findings highlight how
pollution, noise, stress and musculo-skeletal disorders are among the rising occupational hazards in the EU. The survey underlines a need for a more holistic and multidisciplinary approach to tackle health and safety issues in Europe. Above all it clearly indicates that health issues must be central to the organization’s structure and development.


**KEY WORDS:** Working Conditions; Work Environment; Europe; Labor Laws and Legislation; Employees; European Union Countries; Women; Employment; Quality of Work Life; Survey.


The Foundation carried out its Third European Working Conditions Survey in the 15 Member States of the European Union (EU) in 2000. In 2001, the survey was extended to cover the 12 acceding and candidate countries and the following year the survey included Turkey. Working conditions in the acceding and candidate countries provides the first important benchmark of the situation in all 13 countries. Gauging the status on issues ranging from stress in the workplace to types of employment or working hours, the report attempts to portray a realistic picture of the working environment of these countries as they take this critical step towards an enlarged Europe. An information sheet (EF0375) and a summary (EF0396) on this topic are also available.


**KEY WORDS:** Working Conditions; Work Environment; Europe; Labor Laws and Legislation; Employees; European Union Countries; Women; Employment; Quality of Work Life; Survey.


This report presents the main findings of the Third European survey on working conditions. The survey was carried out simultaneously in each of the 15 Member States of the European Union in March 2000. The previous surveys were carried out in 1990/91 and in 1995/96. Hence it is now possible to establish time series (at least for those variables which have remained the same) and the report highlights these time series wherever possible. These surveys aim to provide an overview of the state of working conditions in the European Union, as well as indicating the nature and content of changes affecting the workforce and the quality of work. Since they are of a general nature, obviously they cannot address all the issues in detail. However, they do indicate the need for more detailed research, including qualitative research, on specific issues.

This report is limited to a straightforward presentation of the results. It is planned to carry out more detailed statistical analysis at a later stage and to produce separate reports on specific areas. Some of the issues which will be analyzed in more detail are: gender and work; age and work; employment status; sector profiles; work organization and working conditions; time.

URL: http://www.eurofound.ie/publications/files/EF0121EN.pdf
KEY WORDS: Employment Surveys; European Union Countries; Work Environment; Quality of Work Life; Health.


Over the last decade, the Foundation has looked extensively at measures for the social and economic integration of vulnerable groups. Research (documented in references throughout this paper), mainly through local case studies, has examined experiences in employment and active labour market measures across the European Union. The studies have focused on different groups - people with disabilities, older workers, minimum income recipients, people from ethnic minorities, long-term unemployed, adults with mental illness, and family careers - each with their particular problems and employment prospects, but, of course, often overlapping categories. Moreover, the same basic strategies to improve access to employment are often common to the different groups. This paper presents findings from the Foundation's studies in order to address some of the challenges of employment insertion strategies and to highlight some of the issues for future policy and practice.

URL: http://www.eurofound.ie/publications/files/EF0244EN.pdf

KEY WORDS: Social Surveys; European Union; Social Policy; Manpower Policy; Discrimination in Employment; Labor Supply; Social Marginality.

Other European Union Surveys on Working Conditions


This survey was conducted by the French Direction de l'Animation de la Recherche, des Études et des Statistiques (DARES) - Ministère de l'Emploi et de la Solidarité. The objective was to study working conditions and organization and their evolution during the last two decades. The target population was the active population of all the economic activities, and the sample size was approximately 20000 persons.

This survey is a complement of the INSEE Employment survey. This survey covers only metropolitan France. Only private households are included. The survey also covers part of the population living in collective households and some persons who are counted separately, insofar as they have family ties with ordinary households. The resident population comprises persons living on French territory. The complementary surveys questionnaire is applied to each active working individual in the household. The worker has to answer personally. Subjects considered in the questionnaire include: Design of work stations, exposure to physical agents (noise, radiation, vibration, etc.), physical workload, mental strain, work organization issues.

KEY WORDS: Employment Survey; Working Conditions; Exposure; Physical Agents; Noise; Radiation; Vibration; Physical Workload; Mental Strain; Work Organization.

This survey was conducted by the Federal Institute for Vocational Training Affairs (BIBB)/Institute for Employment Research (IAB). The stated objective was to assess the working population and their actual working conditions. The population consisted of people with more than nine working-hours/week who must be able to answer the German questionnaire (no translation into foreign languages). Apprentices were not included. The population size was approximately 34 thousand employees. Interviews were conducted face-to-face.

Each one of the four surveys treats a specific topic. 1985/86 treated the effects of computerization and 1991/92 compared the working conditions between East Germany and West Germany after the reunification. All four survey programmers included questions related to occupational risk and occupational demands. Subjects considered in the survey include: occupational safety and health (OSH) management, design of work stations, exposure to physical agents (noise, radiation, vibration, etc.), exposure to chemical agents, exposure to biological agents, safety at the workplace, physical workload, mental strain, work organization issues, social environment (participation and consultation, equal opportunities, violence at work, etc.), occupational and health outcomes.

URL: http://info1.za.uni-koeln.de/dbksearch/SDESC2_eng.asp?no=3379&search=BIBB&search2=&DB=E

KEY WORDS: Work Responsibilities; Working Conditions; Job Stress; Work Changes; Occupations; Education; Further Education; Mobility.


This survey, conducted by the ISFOL - Istituto per lo sviluppo della formazione, attempts to define features of work and working conditions in Italy. The sample size was approximately 2,000 persons. Interviews were conducted at home.

KEY WORDS: Features of Work; Working Conditions; Atypical Workers.


This survey, conducted by TNO Work & Employment was designed to describe the work situation of Dutch workers. The population consisted of people 15-65 years of age, of all the economic activities except: forestry, logging and related service activities; fishing, operation of fish hatcheries and fish farms; service activities incidental to fishing; mining of coal and lignite; extraction of peat; extraction of crude petroleum and natural gas; service activities incidental to oil and gas extraction, excluding surveying; mining of uranium and thorium ores; mining of metal ores; and other mining and quarrying (NACE codes). Interviews were conducted by mail, with a sample size of approximately 4,000.
Subjects considered in the questionnaire included: occupational safety and health (OSH) management, design of work stations, exposure to physical agents (noise, radiation, vibration, etc.), exposure to chemical agents, exposure to biological agents, safety at the workplace, physical workload, mental strain, work organization issues, social environment (participation and consultation, equal opportunities, violence at work, etc.), occupational and health outcomes.

URL: http://www.tno.nl/kwaliteit_van_leven/publicaties/tno_work_situation_improvement_of_productivity.pdf

KEY WORDS: Occupational Safety and Health; Management; Design of Work Stations; Exposure to Physical Agents; Noise; Radiation; Vibration; Chemical Agents; Biological Agents; Physical Workload; Mental Strain; Work Organization; Job Security.


The increasing need for information concerning working conditions justified the inclusion of complementary data related to the working environment that were not included before, such as: ergonomic conditions, more detailed information about the working station, degree of autonomy, absenteeism levels and opportunities for mobility, among other items gathered in this occasion by means of face-to-face interviews. This survey was conducted by the Departamento de Estatística do Trabalho, Emprego e Formação Profissional (DETEFP) do Ministério do Trabalho e da Solidariedade (MTS). The stated objectives were to characterise labour conditions which may be hazardous to the health and safety of the worker; to identify activity sectors, professional occupations and other target groups most vulnerable to occupational risks; and to improve knowledge of services and equipment for the protection and prevention against occupational risks available at the workplace.

The sample size was 5000 workers. Subjects considered in the questionnaire include: occupational safety and health (OSH) management, exposure to physical agents (noise, radiation, vibration, etc.), exposure to chemical agents, exposure to biological agents, safety at the workplace, occupational and health outcomes. As well as ergonomic conditions, working time, commuting time, social conditions (distance between home and workplace, means of transportation used, holidays given, subsidies earned...), accidents at work and occupational diseases.

KEY WORDS: Occupational Safety and Health; Management; Design of Work Stations; Exposure to Physical Agents; Noise; Radiation; Vibration; Employees Working Conditions; Technical Innovation; Training, Risks Assessment; Health Examinations; Ergonomic Conditions; Working Time; Commuting Time; Social Conditions; Accidents at Work; Occupational Diseases.


This survey was conducted by the Spanish National Institute for Health and Safety (INSHT). The objectives were to gain knowledge of those work environment factors that are generating illness or discomfort in the Spanish working population; to identify the Spanish worker population’s typical working conditions; to understand the current preventive structures; to assess preventive activities based upon research, intervention actions or training acts; and to gain knowledge of the evolution of the Spanish working conditions.
population labour conditions.
The target population consisted of all companies operating in Spain with more than one worker in all economic activities, except farming and mining sectors. The selection of the workers was at random among the employees considering all present workers in the working centre at that time, including in-house workers and those belonging to other companies such as subcontracts and temporary employment agencies (ETT). The selected workers answered the worker questionnaire. Only one employee was interviewed in companies with less than 250 employees and two were interviewed in companies with more than 250. The resultant sample size was 3419 face to face interviews to employers and 3702 interviews to employees. Subjects included in the questionnaire include: occupational safety and health (OSH) management, design of work stations, exposure to physical agents (noise, radiation, vibration, etc.), exposure to chemical agents, exposure to biological agents, safety at the workplace, physical workload, mental strain, work organisation issues, social environment (participation and consultation, equal opportunities, violence at work, etc.), occupational and health outcomes. As well as employees working conditions, labour conditions (in terms of contractual relationships), technical innovation performed by the companies, (machinery and equipment) OSH activities (training, information about security and health, risks assessment and health examinations).

**KEY WORDS:** Occupational Safety and Health; Management; Design of Work Stations; Exposure to Physical Agents; Noise; Radiation; Vibration; Employees Working Conditions; Technical Innovation; Training, Risks Assessment; Health Examinations.

### European Survey on Working Time & Work-life Balance

The Foundation undertook its first survey on working time and work-life balance policies in the establishments in the former EU15 and in six new Member States in late 2004 and early 2005. It complements existing Foundation data and research on working time, which has mainly focused on individual workers. The survey aims to find out whether, why and how establishments make use of a variety of working time arrangements. First results were available in December 2005. See the section on time for further information.

URL http://www.eurofound.eu.int/areas/worklifebalance/eswt.htm

**KEY WORDS:** Working Time; Work-life Balance; European Union; Work Arrangements; Employment Surveys.

83. Riedmann, Arnold; Bielenski, Harald; Szczurowska, Teresa; Wagner, Alexandra (2006). Working time and worklife balance in European companies.

The Foundation’s Establishment Survey on Working Time and Work–Life Balance 2004–2005 set out to map the use of a variety of working time arrangements in companies, to assess the reasons for their introduction and their impact. This report presents an overview of the survey’s initial findings. It focuses on aspects such as flexible time arrangements in general, overtime, part-time work, nonstandard working hours, childcare leave and other forms of long-term leave, phased and early retirement and company policies to support work-life balance.

Surveys on Work and Learning in Finland.

These surveys are designed to produce statistical data and publications relating to adult education and learning, as well as to provide follow-up information on working conditions and other work related factors. It is hoped that the results could be used in planning and decision-making concerning adult education and learning.


Statistics Finland has conducted four surveys concerning participation in adult education. The data for the first survey were collected in 1980. The survey has been conducted at five-year intervals since 1990, and the next data collection will take place in 2006. The surveys have been joint projects with the Ministry of Education, which has also provided most of the funding for them. In addition, the 2006 survey is part of a European co-operative project coordinated by the Statistical Office of the European Communities (Eurostat). Adult education surveys study participation in education, as well as learning and skills among the adult population. In addition, they produce data about people’s opinions and experiences of adult education, their willingness and need to participate in it, and obstacles to and preconditions for it. Adult education is described by its organisers, contents, scope and perceived effects. Data on specific, additional topics, such as information technology or foreign language skills and diverse everyday learning environments have also been collected on each survey round. Since the 1990 data collection, the collected information has included large volumes of data describing the working lives and work histories of the adult population. The population of the survey has been the resident adult population of Finland, defined in each survey as all persons aged 18 to 64 and living permanently in Finland. Depending on specific research requirements, the upper age limit of the population has sometimes been raised; for example up to 79 in the 2000 survey. The data from the survey are based on face-to-face interviewing of a sample of approximately 5,000 people. The sample of the 2006 survey will comprise approximately 6,800 persons. The data for the next adult education survey will be collected in 2011, integrated into a corresponding survey concerning studying and learning among the adult population in the Member States of the European Union. Preliminary data on the survey for 2006 will be available in the first half of 2007. The basic report will be written during 2007.

URL: http://tilastokeskus.fi/til/aku/index_en.html


The 1995 Adult Education Survey reports the following: Half of the population attended adult education in 1995; Women are more active than men; Activity depends on initial education; About 43 per cent of labour force are in work-related adult education; Increasing numbers of wage earners are in employer-sponsored training; Big companies
are the most active in staff training; Work-related training brings new job tasks; Almost two in three are interested in further work-related training; Self-improvement and professional development are the primary motives for training; Time pressure in the workplace is the main obstacle to participation in employer-sponsored training; Financial restraints are the main obstacle to education during out-of-work time.

URL: http://www.stat.fi/tk/he/aku95b_text_en.html

**KEY WORDS:** Educational Surveys; Finland; Adult Education; Participation.


The purpose of the Adult Education Survey 2000 is to produce statistical data and publications relating to adult education and learning, which can be used in planning and decision-making concerning adult education and learning, and which offer a comprehensive and reliable foundation for public discussion. This is the fourth Survey on participation in adult education and training implemented by Statistics Finland.

The Adult Education Survey 2000 is the fourth survey carried out by Statistics Finland on the subject of participation in adult education and training. The previous Adult Education Surveys are from 1980, 1990 and 1995. The surveys were made as joint projects with the Ministry of Education. The target population of the Adult Education Survey 2000 are permanent residents of Finland aged 18 to 79. A total of 5,000 persons were selected for the sample by systematic sampling. The data was collected by face-to-face interviews from February to June 2000. The total number of responses was 3,602. Some of the results of the survey include the facts that: More than half of the population participated in adult education and training; Most of adult education and training was work-related; More than half of employees participated in employer-sponsored training; One fifth of adults studied for other than work-related reasons.

URL: http://www.stat.fi/tk/he/aku00_ennakko1_en.html

**KEY WORDS:** Educational Surveys; Employment Surveys; European Union Countries; OECD Countries; Adult Education; Higher Education; College Costs; Youth; Young Adults; Attitudes; Education; Employment; Vocational Guidance; Academic Achievement; Continuing Education; Occupational Learning; Experiential Learning; Occupational Training; Socioeconomic Factors.


The purpose of the Adult Education Survey 2000 was to produce statistical data and publications relating to adult education and learning, which can be used in planning and decision-making concerning adult education and learning, and which offer a comprehensive and reliable foundation for public discussion. This is the fourth Survey on participation in adult education and training implemented by Statistics Finland.

URL: http://www.stat.fi/tk/he/aku00_ennakko_lomake_en.pdf

**KEY WORDS:** Educational Surveys; Employment Surveys; European Union Countries; OECD Countries; Adult Education; Higher Education; College Costs; Youth; Young Adults; Attitudes; Education; Employment; Vocational Guidance; Academic Achievement; Continuing Education; Occupational Learning; Experiential Learning; Occupational Training; Socioeconomic Factors.

This survey was conducted by the Finnish Institute of Occupational Health. The stated objectives include: collecting follow up information on working conditions and other work related factors, health, well-being and work ability of the working population, health related lifestyle factors, use of healthcare services, and the functioning of occupational health services. The target population consisted of Finnish speaking people between ages 25-65 years (population of working age). The size of this population was 2 800 861. Interviews were conducted by telephone with a response rate of 56% in 2000.

Subjects considered in the questionnaire included: occupational safety and health (OSH) management, design of work stations, exposure to physical agents (noise, radiation, vibration, etc.), exposure to chemical agents, exposure to biological agents, safety at the workplace, physical workload, mental strain, work organisation issues, social environment (participation and consultation, equal opportunities, violence at work, etc.), and occupational and health outcomes.

URL: http://www.occuphealth.fi/
URL: http://www.eurofound.eu.int/publications/files/EF04111EN.pdf

**KEY WORDS:** Employment Surveys; Health Surveys; European Union Countries; Quality of Life; Socioeconomic Factors.

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**Surveys on Work and Learning in Sweden.**

The objectives of these surveys include gathering data on both physical and psychological work environment conditions as well as gathering statistics on staff training. The target sample is the working population (employees, self-employed persons and family workers) of all economic activities. Working environment surveys have been carried out in Sweden every two years since 1989.


Statistics Sweden has conducted continuous surveys on working conditions in Swedish working life since 1989, by questioning a sample of 10000-15000 individuals every second year. Some of the questions were also asked in connection with a survey conducted in 1984. The questions in the 1999 Work Environment Survey were asked as supplementary questions in SCB's Labour Force Surveys (LFS) in October-November 1999, and via questionnaires that were sent to those who had answered the supplementary questions. The data collected in LFS can be used as background information, e.g. to allow separate presentation of data for different groups in working life.

This Statistical Report presents results from the 1999 survey, along with certain results from the earlier surveys. The results for all questions included in the survey are presented both as overall results and for women and men separately, with a breakdown into three age classes. For selected questions, the presentation also follows a relatively
detailed classification by occupation and economic activity and a socioeconomic breakdown. The selection of questions was made jointly by SWEA and SCB.


**KEY WORDS:** Employment Surveys; Sweden; Work Environment; Working Conditions; Social Aspects; Public Opinion.


This survey was conducted by Statistics Sweden (SCB) on behalf of the Swedish Work Environment Authority (SWEA). The objective of the survey is to gather data on both physical and psychological work environment conditions. The target sample is the working population (employees, self-employed persons and family workers) of all the economic activities. The sample size was 12,000. Interviews were conducted by telephone and postal questionnaire.

Subjects considered in the questionnaire include: occupational safety and health (OSH) management, design of work stations, exposure to physical agents (noise, radiation, vibration, etc.), exposure to chemical agents, exposure to biological agents, safety at the workplace, physical workload, mental strain, work organisation issues, social environment (participation and consultation, equal opportunities, violence at work, etc.), occupational and health outcomes.

**KEY WORDS:** Employment Surveys; Sweden; Work Environment; Working Conditions; Social Aspects; Public Opinion.


Statistics on staff training give information on the further education, competences and utilisation of the workforce and can be seen as belonging to both labour market statistics and education statistics. The statistics measure the scope and content of staff training on a half-yearly and calendar year basis. The survey is carried out as a complementary survey to the Labour Force Survey (AKU). AKU is carried out every month. Supplementary questions on staff training are set twice yearly, in June and in December. The survey in June relates to the first half of the year and the December measurement relates to the second half of the year. AKU covers all registered persons in Sweden, aged between 16 and 64. The sampling frame is the Total Population Register. Questions on staff training are only set to the gainfully employed.

The sample for staff training statistics is approximately 13 000 persons. Data collection is carried out by computer-assisted telephone interviews. The type of staff training measured involves training that the employer or the company has paid for, in part or in total. Costs for staff training are measured using a template method in combination with information on the scope of the staff training and information from Statistics Sweden’s wage statistics.

URL: http://www.scb.se/templates/Standard____23983.asp
URL: http://www.scb.se/statistik/UF/UF0502/_dokument/TekniskCVTS.pdf

**KEY WORDS:** Employment Surveys; Sweden; Work Environment; Working Conditions; Social Aspects; Public Opinion.

Working environment surveys have been carried out in Sweden every two years since 1989. Since 1991, the surveys have included questions on work-related health problems. These surveys are designed to provide information against which reported occupational illnesses and injuries can be compared. This information also helps streamline reporting procedures. Findings reveal that work-related stress is on the increase, particularly in certain occupations.

Statistics sources: The 'Work environment survey' has been conducted by the central statistics office, Statistics Sweden (SCB), on a biennial basis since 1989. To date, the results from seven surveys are available, each of which was carried out in a similar manner, focusing on the same issues. Similar material dating from 1984 exists for some issues. For each survey, almost 10,000 people were interviewed. Further details on the methodology of the survey may be found at the end of this report. Another statistical source is the survey of 'Work-related problems' carried out annually by Statistics Sweden since 1991. The respondents are asked to state whether they have difficulties coping with normal housework or routine tasks at work. They are asked to describe the type of difficulties experienced and their causes. This survey does not aim for an exhaustive description of what illnesses are caused by work, but draws out certain basic information against which reported occupational diseases and accidents can be compared.

URL: http://www.fr.eurofound.eu.int/publications/files/EF0418EN.pdf

**KEY WORDS:** Employment Surveys; Sweden; Work Environment; Working Conditions; Social Aspects; Public Opinion.

**Surveys on Work and Learning [United Kingdom]**

The purpose of the NALS surveys is largely to gather information about the characteristics, experiences and attitudes of participants and non-participants to support the development of future policy and practice in adult education and training. The other major UK survey, the Workplace Employee Relations Survey (WERS) is designed to provide an account of management-employee relations. The NALS surveys have been conducted in 1997, 2000, 2001 and 2002 and the WERS since 1980.


In August 1996, the Department for Education and Employment (DIEE) commissioned Social and Community Planning Research (SCPR) to carry out a survey of people's experiences of and attitudes towards learning. The result of this work led to the 1997 National Adult Learning Survey (NALS). There have been several previous studies investigating participation in adult learning, notably the 1996 NIACE study - 'The Learning Divide' - but they tend to have been more limited in their scope than the 1997 NALS. The purpose of NALS is to gather information about the characteristics, experiences and attitudes of learners and non-learners to underpin the development of future policy and practice in adult education and training. In particular, the 1997 NALS aimed to identify the extent to which people were taking part in different types of learning (both vocational and
non-vocational), the cost of doing such learning, people’s reasons for doing some learning, problems experienced, perceived benefits of learning and barriers towards taking part in learning.

The NALS is a voluntary household survey, face-to-face interviews with up to two adults in each household. The survey unit is the individual. The survey collected information about respondents’ involvement in both taught learning and self-directed learning in the past three years, or since leaving continuous full-time education. Start and end dates are recorded, and whether the episode involved more than 10 hours face to face tuition. More detail is collected about the three most recently taught learning episodes. As with NALS 2000 a one-year reference period is also used. The most important objective of NALS is to estimate the number and characteristics of people taking part in learning of a range of different types.

URL: http://www.statistics.gov.uk/STATBASE/Product.asp?vlnk=2466

KEY WORDS: Educational Surveys; Great Britain; Adult Education; Continuing Education; Non-Learners; Qualifications; Income; Educational Experience.


The report presents the results from the National Adult Learning Survey (NALS 2002). It was carried out by the National Centre for Social Research on behalf of the Department for Education and Skills (DfES). It is the fourth survey in the NALS series; the previous surveys were carried out in 2001, 2000, and 1997. The NALS series is used by DfES to evaluate the effectiveness of their adult learning policies. It is also used to monitor progress in meeting the National Learning Target for adult participation.

URL: http://www.dfes.gov.uk/research/data/uploadfiles/RR415.pdf

KEY WORDS: Educational Surveys; Great Britain; Adult Education; Continuing Education; Non-Learners; Qualifications; Income; Educational Experience.


WERS 98 is a national survey of people at work. It follows in the acclaimed footsteps of earlier surveys conducted in 1980, 1984 and 1990. The survey is jointly sponsored by the Department of Trade and Industry, ACAS, the Economic and Social Research Council, and the Policy Studies Institute. Its purpose is to provide an account, for all to use, of management-employee relations. For this reason, the survey is supported by leading organisations like the Confederation of British Industry, the Trades Union Congress, and the Institute of Personnel and Development. For those who are familiar with the WERS series, it will be apparent that there have been several major changes made to the survey. This has come about because the sponsors felt that there had been so much irrevocable change since the late 1970s that a recasting of the questionnaire design and the structure of the survey was called for. A full account of the changes that have been made and the reasons behind these changes, can be found in the paper “A survey in transition”.

URL: http://www.dti.gov.uk/employment/research-evaluation/wers-98/index.html

KEY WORDS: Employment Surveys; Great Britain; Industrial Relations; Employee Attitude Surveys; Labor Supply; Organizational change; Labor Unions.

The 2004 Workplace Employment Relations Survey (WERS 2004) is a national survey of people at work. The survey is jointly sponsored by the Department of Trade and Industry, the Advisory Conciliation and Arbitration Service (ACAS), the Economic and Social Research Council and the Policy Studies Institute. It follows in the acclaimed footsteps of earlier surveys conducted in 1980, 1984, 1990 and 1998. The purpose of each survey in the series has been to provide large-scale, statistically reliable evidence about a broad range of industrial relations and employment practices across almost every sector of the economy in Great Britain. This evidence is collected with the following objectives in mind: to provide a mapping of employment relations practices in workplaces across Great Britain; to monitor changes in those practices over time; to both inform policy development and permit an informed assessment of the effects of public policy, and, to bring about a greater understanding of employment relations as well as the labour market. To that end, the survey collects information from: managers with responsibility for employment relations or personnel matters; trade union or employee representatives; and employees themselves.


**KEY WORDS:** Employment Surveys; Great Britain; Industrial Relations; Employee Attitude Surveys; Labor Supply; Organizational Change; Labor Unions.


This study was conducted in conjunction with the Institute for Employment Research at the University of Warwick into how much people work, when they work, and where they work. The survey was undertaken for the Department for Education and Employment. It is designed to speak to people in a wide range of workplaces in order to get a full picture of current employment practices.

URL: http://www.data-archive.ac.uk/doc/4465/mrdoc/word/a4465uba.doc

**KEY WORDS:** Work-life Balance; Work; Hours of Work; Working Conditions.


In Spring 2000 the UK Government launched its Work-Life Balance Campaign. The campaign aims to raise employers' awareness of the business benefits of introducing policies and practices which help employees obtain a better balance between work and the rest of their lives. The campaign aims to benefit all employees and job seekers, not just those with children or adults to care for. The Baseline Study's aim was to assess the extent to which employers operated work-life balance practices and whether employees felt existing practices met their needs. The current study is based on three questionnaire surveys that directly addressed work-life balance: 1) A representative survey of 2,500 employers with five or more employees at the establishment level (the Employer Survey); 2) Interviews with the head offices of 250 establishments that participated in the
Employer Survey (the Head Office Survey); 3) A survey of 7500 persons in employment (the Employee Survey).

The surveys covered Great Britain and interviews were conducted by telephone between April and July 2000. The Employee Survey asked questions about the characteristics of the establishment where the respondent worked. This allows the Employer and Employee surveys to be matched with respect to the characteristics of the establishment. For instance, the reports of employees working in manufacturing establishments with 500 or more employees in the Employee Survey can be matched against the responses of employers with these characteristics in the Employer Survey.


**KEY WORDS:** Employment Surveys; Great Britain; Industrial Relations; Employee Attitude Surveys; Labor Supply; Organizational Change; Labor Unions.


The *British Social Attitudes* (BSA) survey series began in 1983, and has been conducted every year since (excepting 1988 and 1992.) The series is designed to produce annual measures of attitudinal movements which will complement large-scale government surveys such as the General Household Survey and the Labour Force Survey. One of its main purposes is to allow the monitoring of patterns of continuity and change, and the examination of the relative rates at which attitudes, in respect of a range of social issues, change over time. The questionnaire usually has two parts, one administered and one for self-completion. Each year the interview questionnaire contains a number of 'core' questions and cover major topic areas such as labour market participation, the economy, defence, and the welfare state. The majority of these questions are repeated in most years. In addition, a wide range of background and classificatory questions is always included. The remaining part of the questionnaire is devoted to a series of questions (modules) on a range of social, economic, political and moral issues - some asked regularly, others less often.

URL: http://www.britsocat.com/
URL: http://webapp.icpsr.umich.edu/cocon/IICPSR-STUDY/03900.xml
URL: http://www.natcen.ac.uk/natcen/pages/or_socialattitudes.htm

**KEY WORDS:** Attitudes; Economic Conditions; Economic Issues; Education; Gender; Government Spending; Health Care; Income; Labor Markets; National Economy; National Identity; Political Parties; Religious Denominations; Social Attitudes; Social Issues; Social Networks; Transportation; Trends; Values; Welfare; Work Environment; Workplaces.

**Surveys on Work and Learning [United States]**

The National Assessment of Adult Literacy is a standardized, representative assessment of English literacy among American adults age 16 and older.

The 2003 National Assessment of Adult Literacy is a nationally representative assessment of English literacy among American adults age 16 and older. Sponsored by the National Center for Education Statistics (NCES), NAAL is the nation’s most comprehensive measure of adult literacy since the 1992 National Adult Literacy Survey (NALS).

In 2003, over 19,000 adults participated in the national and state-level assessments, representing the entire population of U.S. adults who are age 16 and older, most in their homes and some in prisons from the 50 states and the District of Columbia. Approximately 1,200 inmates of federal and state prisons were assessed in order to provide separate estimates of literacy for the incarcerated population. By comparing results from 1992 and 2003, NAAL provides the first indicator in a decade of the nation’s progress in adult literacy. NAAL also provides information on adults’ literacy performance and related background characteristics to researchers, practitioners, policymakers, and the general public.


KEY WORDS: Educational Surveys; United States; Literacy; Adult Education.


The National Longitudinal Surveys (NLS) are a set of surveys designed to gather information at multiple points in time on the labor market experiences of six groups of men and women. The survey provides information on employment experiences, schooling, family background, social behavior, and other characteristics.

URL: http://www.bls.gov/nls/

KEY WORDS: Educational Surveys; United States; Literacy; Adult Education.


The NLS Handbook provides an introduction to and overall picture of the 7 cohorts that make up the National Longitudinal Surveys: NLSY97, NLSY79 and children, Mature Women, Young Women, Older Men, and Young Men. It is particularly useful for those who are unfamiliar with the surveys and their data. Each cohort-specific chapter of the Handbook is accompanied by detailed tables that provide users with information about many of the variables contained in each of the surveys over time.

URL: http://www.bls.gov/nls/handbook/nlshndbk.htm

KEY WORDS: Educational Surveys; United States; Literacy; Adult Education.

103. BLS. (August 25, 2006). Number of jobs held, labor market activity, and earnings growth among the youngest baby boomers: Results from a

The average person born in the later years of the baby boom held 10.5 jobs from age 18 to age 40, according to the Bureau of Labor Statistics of the U.S. Department of Labor. Nearly three-fifths of these jobs were held from ages 18 to 25.

These findings are from the National Longitudinal Survey of Youth 1979, a survey of 9,964 men and women who were ages 14 to 22 when first interviewed in 1979 and ages 39 to 48 when interviewed most recently in 2004-05. These respondents were born in the years 1957 to 1964, the later years of the “baby boom” that occurred in the United States from 1946 to 1964.


KEY WORDS: Employment Surveys; Educational Surveys; United States; Earning; Labour Market Activity.


The 2003 National Assessment of Adult Literacy is a nationally representative assessment of English literacy among American adults age 16 and older. Sponsored by the National Center for Education Statistics (NCES), NAAL is the nation’s most comprehensive measure of adult literacy since the 1992 National Adult Literacy Survey (NALS).

In 2003, over 19,000 adults participated in the national and state-level assessments, representing the entire population of U.S. adults who are age 16 and older, most in their homes and some in prisons from the 50 states and the District of Columbia. Approximately 1,200 inmates of federal and state prisons were assessed in order to provide separate estimates of literacy for the incarcerated population. By comparing results from 1992 and 2003, NAAL provides the first indicator in a decade of the nation’s progress in adult literacy. NAAL also provides information on adults’ literacy performance and related background characteristics to researchers, practitioners, policymakers, and the general public.

URL: http://nces.ed.gov/NAAL/

KEY WORDS: Educational Surveys; United States; Literacy; Adult Education.


Description: Three surveys were fielded in 2005 as part of the National Household Education Surveys Program (NHES). These were the Early Childhood Program Participation (ECPP), the After-School Programs and Activities (ASPA), and the Adult Education (AE) surveys. Three surveys were also fielded in 2001 as part of NHES. These were earlier versions of the 2005 collections and include the Adult Education and Lifelong Learning Survey (AELL), the Before- and After-School Programs and Activities Survey (ASPA) and the Early Childhood Program Participation Survey (ECPP). The 2003
The National Longitudinal Surveys (NLS), sponsored by the Bureau of Labor Statistics (BLS), are a set of surveys designed to gather information at multiple points in time on the labor market experiences of six groups of men and women. Each of the six cohorts has been selected to represent all people living in the United States at the initial interview date and born during a given period. This selection allows weighted conclusions to be drawn about the sample group that can be generalized to represent the experiences of the larger population of U.S. residents born during the same period. Sample design procedures ensure that the labor market experiences of blacks, Hispanics, youths, women, and the economically disadvantaged can be examined. The NLS also include surveys of the children born to women who participate in the National Longitudinal Survey of Youth 1979 (NLSY79). Detailed information is gathered biennially on the child’s home environment and cognitive, socioemotional, and physiological development; as they get older, these young adults report on their education, workforce participation, and fertility. This unique set of national surveys offers researchers the opportunity to study large panels of men, women, and children over significant segments of their lives.

Each of the NLS cohorts consists of 5,000 or more original members, some of whom have been surveyed over several decades. Interviews continue with four of the six cohorts, as well as the NLSY79 children and young adults. Table 1.1 summarizes the NLS cohorts, the sizes of the original samples, the span of years over which each group has been interviewed, and the current interview status of each group.

More than half (57 percent) of youths participate in some type of work activity while age 14, and nearly two-thirds (64 percent) work at some point while age 15, according to a new survey from the Bureau of Labor Statistics of the U.S. Department of Labor. Work, as defined in the survey, can include "employee" jobs, in which youths have an on-going relationship with a particular employer, such as a restaurant or supermarket, and/or "freelance" jobs outside the home, where the youth is doing tasks such as baby-sitting or...
yard work. These findings are from the first round of the National Longitudinal Survey of Youth 1997, a nationally representative sample of 9,022 young men and women who were 12 to 16 years of age on December 31, 1996. The survey provides information on employment experiences, schooling, family background, social behavior, and other characteristics.

This release focuses on four aspects of the lives of these youths who were ages 12 to 17 when interviewed in 1997: overall employment, employment while in school, educational experiences, and home characteristics.

URL: http://www.bls.gov/nls/nlsy97r1.pdf

KEY WORDS: Employment Surveys; Educational Surveys; Household Surveys; United States; Employment.


The average person born in the later years of the baby boom held 10 jobs from age 18 to age 38, according to the Bureau of Labor Statistics of the U.S. Department of Labor. More than two-thirds of these jobs were held in the first half of the period, from ages 18 to 27. However, baby boomers continued to have a relatively large number of short-duration jobs even as they approached middle age. These findings are from the National Longitudinal Survey of Youth 1979, a survey of 9,964 young men and women who were ages 14 to 22 when first interviewed in 1979 and ages 37 to 45 when interviewed most recently in 2002. These respondents were born in the years 1957 to 1964, the later years of the “baby boom” that occurred in the United States from 1946 to 1964. The survey spans two decades and provides information on work and non-work experiences, training, schooling, income and assets, health conditions, and other characteristics. The information provided by respondents, who were interviewed annually from 1979 to 1994 and biennially since 1994, can be considered representative of all men and women born in the late 1950s and early 1960s and living in the United States when the survey began in 1979.


KEY WORDS: Employment Surveys; Educational Surveys; United States; Earning; Labour Market Activity.


Working while in school is the norm among older high school students. Nearly three out of every five students (58 percent) who were 16 years old when the 1997-98 school year began worked for an employer at some point during the academic year, according to a survey from the Bureau of Labor Statistics of the U.S. Department of Labor. These are some of the findings from the second round of the National Longitudinal Survey of Youth 1997, a nationally representative sample of about 9,000 young men and women who were born during the years 1980 to 1984. These respondents were ages 12 to 17 when first interviewed in 1997 and ages 13 to 19 when interviewed a second time in 1998-99. The survey provides information on the employment experiences, schooling, family
background, social behavior, and other characteristics of these youths.

This survey focuses on the employment experiences of these youths both during the school year and the summer. The survey divides work into two categories: "employee" jobs, in which youths have an on-going relationship with a particular employer, such as a restaurant or supermarket; and "freelance" jobs, where the youth is doing one or a few tasks for several people but has no "boss." Examples of freelance jobs are babysitting or yard work.

URL: http://www.bls.gov/nls/nlsy97r2.pdf

**KEY WORDS:** School-to-Work Transition; Employment Surveys; Educational Surveys; United States; Earning; Labour Market Activity.


Initiated in 1998 by faculty and staff of the Institute for Health Policy Studies at the University of California, San Francisco, the California Work and Health Survey (CWHS) is a telephone-based, longitudinal survey of California adults. It is conducted by the Field Institute and funded by the California Wellness Foundation.

The survey provides a detailed description of contemporary reality for Californians. It is unique in its extensive coverage of employment status, working conditions, and job loss, and of health status, healthcare access, and health behaviors. The longitudinal design allows for analyses of health outcomes related to one's employment situation, and of employment outcomes for persons with various health conditions.

Three years of the study have now been completed. The baseline data include 1,771 interviews conducted in June 1998. The 1999 interviews, conducted in May & June, include 913 re-interviews, and 1,131 new baseline interviews. Respondents aged 45 - 70 in 1999 also completed a supplemental interview focusing on health and economic issues related to retirement and work in this age group. In 2000, interviews were conducted in May to July and included 1,265 re-interviews and 903 new baseline interviews.

URL: http://www.medicine.ucsf.edu/programs/cwhs
URL: http://ihps.ucsf.edu/arg/work_health_nexus.pdf

**KEY WORDS:** Employment Surveys; United States; California; Working Conditions; Stress; Quality of Life; Health.


The United States General Social Survey (GSS), conducted annually between 1972 and 1994 (except for 1979, 1981, and 1992) and biennially thereafter by the National Opinion Research Center at the University of Chicago, collects information from the general public on a wide variety of subjects, including attitudes toward social issues, religion, education, jobs and the economy, government and other institutions, politics, and policy issues. Many questions are asked either in every survey or at various intervals across time, allowing trends to be analyzed. The 2002 GSS is of particular interest to sociological, educational and job related issues because it includes a battery of questions focused on work and related educational issues. A module, on the work related issues
from ISSP includes questions on the working conditions, interpersonal relations and skills. Another module examines use of the Internet, information and communication technologies.

URL: http://www.norc.org/projects/gensoc1.asp
URL: http://webapp.icpsr.umich.edu/cocoon/ICPSR-STUDY/04295.xml
URL: http://webapp.icpsr.umich.edu/GSS/

**KEY WORDS:** Citizen Participation; Community Participation; Computer Literacy; Computer Use; Environmental Attitudes; Gender Roles; Government Programs; Health Status; Human Rights; Information Literacy; Life Cycle; Mental Health; Occupational Status; Political Participation; Poverty; Prejudice; Race Relations; Religion; Social Attitudes; Social Control; Social Indicators; Social Inequality; Social Issues; Social Justice; Social Mobility; Socioeconomic Status; Wages and Salaries; Work; Work Attitudes.


The American Time Use Survey (ATUS) measures the amount of time people spend doing various activities, such as paid work, childcare, volunteering, and socializing. The American Time Use Survey is the Nation’s first federally administered, continuous survey on time use in the United States. The goal of the survey is to measure how people divide their time among life’s activities.

In ATUS, individuals are randomly selected from a subset of households that have completed their eighth and final month of interviews for the Current Population Survey (CPS). ATUS respondents are interviewed only one time about how they spent their time on the previous day, where they were, and whom they were with. The survey is sponsored by the Bureau of Labor Statistics and is conducted by the U.S. Census Bureau.

The major purpose of ATUS is to develop nationally representative estimates of how people spend their time. Many ATUS users are interested in the amount of time Americans spend doing unpaid, nonmarket work. These include unpaid childcare and adult care, housework, and volunteering. The survey also provides information on the amount of time people spend in many other activities, such as religious activities, socializing, exercising, and relaxing. In addition to collecting data about what people did on the day before the interview, ATUS collects information about where and with whom each activity occurred, and whether the activities were done for one’s job or business. Demographic information—including sex, race, age, educational attainment, occupation, income, marital status, and the presence of children in the household—also is available for each respondent. Although some of these variables are updated during the ATUS interview, most of this information comes from earlier CPS interviews, as the ATUS sample is drawn from a subset of households that have completed month 8 of the CPS.

URL: http://www.bls.gov/tus/atususersguide.pdf

**KEY WORDS:** Family Life; Family-Work Relationship; Housework; Leisure; Lifestyles; Quality of Life; Recreation; Social Interaction; Social Life; Time Utilization; Work; Working Hours.
VI. International Surveys

International Adult Literacy and Lifeskills Surveys (IALS, ALL/ILSS).

These broad, international surveys cover such themes as education outcomes and their effects, and information on adult literacy. This survey provides data for comparison of the national data and international survey results.


The OECD project DeSeCo (Definition and selection of competences: theoretical and conceptual foundations) was undertaken in response to this increasing interest in education outcomes and their effects. DeSeCo developed a common, overarching conceptual frame of reference for identifying and assessing key competences. Key competences are individually based competences considered necessary or desirable for effective participation in democratic societies and for coping with global demands, particularly those related to the so-called knowledge economy or information society.

DeSeCo was initiated in the OECD context at the end of 1997 and carried out under the leadership of the Swiss Federal Statistical Office. It is embedded in OECD’s long-term programme on education indicators (INES) which aims to provide measures on the functioning, development and impact of education. The work of DeSeCo was designed to complement past and current international empirical studies, in particular the International Adult Literacy Survey (IALS), the Programme for International Student Assessment (PISA) and the Adult Literacy and Life Skills (ALL) survey. The analysis and reflection in DeSeCo is not restricted to what can be learned and taught in schools or to what is currently or readily measurable in large-scale assessments. DeSeCo has not addressed its task by an inductive method, starting from factual situations, but rather by starting at a more general level, laying out conceptual and theoretical considerations.

DeSeCo’s approach is international, interdisciplinary and policy-oriented. Inputs to DeSeCo have included discipline-oriented academic contributions, commentaries from leading experts working in various fields, as well as country-specific reports. Two international symposia and various expert meetings provided opportunities for gaining interdisciplinary insight and a better understanding of the needs and concerns of policymakers and experts from education, business, labour, health and other relevant sectors.


KEY WORDS: Vocational Education; Occupational Training; Research; Evaluation; European Union Countries.


D.W. Livingstone, M. Raykov, K. Pollock, F. Antonelli
The 2003 International Adult Literacy and Lifeskills Survey (ALL) consisted of two components: A background questionnaire designed to collect general participant information (such as sex, age, race/ethnicity, education level, and labor force status) and more targeted questions related to literacy practices, familiarity with information and communication technology, education course taking, and health. Trained interviewers administered approximately 45 minutes of background questions and 60 minutes of assessment items to participants in their homes. Sample items can be found online with this Issue Brief and at http://nces.ed.gov/surveys/all. In the United States, a nationally representative sample of 3,420 adults ages 16–65 participated in ALL. Data collection for the United States took place between January and June 2003.

URL: http://nces.ed.gov/surveys/all/issuebrief.asp?issuebriefType=2

KEY WORDS: Educational Surveys; United States; International Surveys; Literacy; Adult Education.


The International Adult Literacy Survey (IALS) was undertaken by thirteen governments and three intergovernmental organizations in a collaborative effort to fill the need for more information on adult literacy. In this survey, large samples of adults (ranging from 1,500 to 6,000 per country) worldwide were given the same broad test of their literacy skills between 1994 and 1996. The results provide the most detailed portrait ever created on the condition of adult literacy and its relationship with an array of background and demographic characteristics. The study's findings were summarized in a report published in December 1995, entitled Literacy, Economy and Society: Results of the first International Adult Literacy Survey 3, and a subsequent report elaborating on the findings published in November 1997, entitled Literacy Skills For The Knowledge Society: Further Results from the International Adult Literacy Survey. Several countries have published National Reports as well ¾ the respective National study managers as outlined in the introduction should be contacted for additional details.

This User guide summarizes the survey concepts and operations of the international survey. It is important for users to become familiar with the contents of this document before publishing or otherwise releasing any estimates derived from the IALS microdata file.


KEY WORDS: Educational Surveys; OECD Countries; Canada; Literacy; Adult Education; Functional Literacy; Immigrants Education Canada; Literacy Canada; Economic Aspects; Wages Effect of Education; Educational Policy.


Statistics Canada conducted a national literacy survey in cooperation with the Department of Human Resources Development and the National Literacy Secretariat. Results from the survey will be used to plan programs suited to the needs of Canadians. It will also be used to compare Canadian needs with those of other countries who are conducting a similar study.
The Adult Literacy and Lifeskills Survey (formerly known as the International Lifeskills Survey (ILSS)) is a large-scale, comparative survey that goes beyond previous international studies. In addition to the literacy skills measured in the International Adult Literacy Survey (IALS), ALL is designed to identify and measure a broader range of skills in the adult population (age 16-65) in each participating country. The skills to be directly measured are: prose and document literacy, numeracy, and analytical reasoning. In addition the assessment will be accompanied by the Background Questionnaire, which will collect participant information and indirectly measure two other skill domains as well. Those skills are: teamwork, and ICT literacy. Additional information about the survey is available in the ALL International Planning Report. The Overarching Framework for Understanding and Assessing Lifeskills lays out the theoretical and conceptual foundations for the survey.


The 2003 International Adult Literacy and Skills Survey (IALSS) is the Canadian component of the Adult Literacy and Life Skills Survey (ALL). The main purpose of the survey was to find out how well adults used printed information to function in society. Survey data include background information (demographic, education, language, labour force, training, literacy uses, information and communication technology, income) and psychometric results of respondents’ proficiency along four skill domains: prose and document literacy, numeracy and problem-solving.

The 2003 International Adult Literacy and Skills Survey (IALSS) is the Canadian component of the Adult Literacy and Life Skills Survey (ALL). The main purpose of the survey was to find out how well adults used printed information to function in society. Survey data include background information (demographic, education, language, labour force, training, literacy uses, information and communication technology, income) and psychometric results of respondents’ proficiency along four skill domains: prose and document literacy, numeracy and problem-solving.

The International Adult Literacy and Skills Survey was a seven-country initiative conducted in 2003. In every country nationally representative samples of adults aged 16-65 were interviewed and tested at home, using the same psychometric test to measure prose and document literacy as well as numeracy and problem-solving skills. In Canada, the survey population was expanded to provide information on respondents over the age of 65. The main purpose of the survey was to find out how well adults used printed information to function in society. Another aim was to collect data on the incidence and volume of participation in adult education and training, and to investigate the relationships between initial and adult education, on the one hand, and literacy, numeracy and problem-solving proficiency and wider economic and social outcomes, on the other. In addition, a subsidiary goal was to provide information regarding change in the distribution of skills over the years since the previous survey (the 1994, International Adult Literacy Survey - to access the 1994 IALS metadata, please use the "Other reference periods" link in the sidebar above). The link between the two measures was made by using items from the 1994 study in the design of the 2003 study.

Users of the data include federal and provincial governments, academics, literacy and skills development professionals, media and interested members of the public. The data are used to inform policy decisions, help effectively allocate resources where needed and inform decisions on the composition and content of remedial skill development course and adult education.

URL: http://www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4406&lang=en&db=IMDB&dbg=f&adm=8&dis=2

KEY WORDS: Educational Surveys; OECD Countries; Canada; Literacy; Adult Education; Functional Literacy; Immigrants Education Canada; Literacy Canada; Economic Aspects; Wages Effect of Education; Educational Policy.


The purpose of this document is to briefly outline a conceptual framework and question content for an information and communication technology (ICT) literacy module for the ALLS. Because both the framework and the measures have been developed through consultation with various ALLS research team members, content area experts, and National Project Managers, this process is also described. Based on a selective yet illustrative review of relevant literature, the paper provides a rationale for the need to include such a module within an international context and the factors that may influence ICT literacy skills of potential respondents.

KEY WORDS: Educational Surveys; OECD Countries; Canada; Literacy; Adult Education; Functional Literacy; Immigrants Education Canada; Literacy Canada; Economic Aspects; Wages Effect of Education; Educational Policy.
The objective of this report is to document key aspects of the development of the International Adult Literacy and Life Skills Survey (ALL) – its theoretical roots, the domains selected for possible assessment, the approaches taken to assessment in each domain and the criteria that were employed to decide which domains were to be carried in the final design. As conceived, the ALL survey was meant to build on the success of the International Adult Literacy Survey (IALS) assessments by extending the range of skills assessed and by improving the quality of the assessment methods employed. This report documents several successes including:

- the development of a new framework and associated robust measures for problem solving
- the development of a powerful numeracy framework and associated robust measures
- the specification of frameworks for practical cognition, teamwork and information and communication technology literacy.

The report also provides insight into those domains where development failed to yield approaches to assessment of sufficient quality, insight that reminds us that scientific advance in this domain hard won (From Foreword).

URL: http://www.nald.ca/fulltext/measlit/intro.pdf

KEY WORDS: Educational Surveys; OECD Countries; Canada; Literacy; Adult Education; Functional Literacy; Immigrants Education Canada; Literacy Canada; Economic Aspects; Wages Effect of Education; Educational Policy.

In recent years, adult literacy has come to be seen as crucial to the economic performance of industrialized nations. Literacy is no longer defined merely in terms of a basic threshold of reading ability, mastered by almost all those growing up in developed countries. Rather, literacy is now seen as how adults use written information to function in society. Today, adults need a higher level of literacy to function well: society has become more complex and low-skill jobs are disappearing. Therefore, inadequate levels of literacy among a broad section of the population potentially threaten the strength of economies and the social cohesion of nations. With these high stakes, governments have a growing interest in understanding the level and distribution of literacy among their adult populations, and what can be done to improve them. The result was The International Adult Literacy Survey (IALS). The IALS was a collaborative effort by seven governments and three intergovernmental organizations. The countries of Canada, Germany, the Netherlands, Poland, Sweden, Switzerland and the United States participated in the IALS.

The Canadian IALS survey had a number of objectives. These were: a) to provide an updated profile of adult literacy abilities for Canada for comparison to that provided by the 1989 Survey of Literacy Skills Used in Daily Activities (LSUDA); b) to provide sufficiently large numbers of Franco-Ontarians, seniors, social assistance recipients, unemployment insurance recipients and out-of-school youth to profile their skill levels; c) to shed light on the relationship between performance, educational attainment, labour market participation and employment for those at certain literacy levels; and d) to compare Canadian literacy levels with those in other countries. The results of the survey shed light
on the social and economic impacts of different levels of literacy, the underlying factors which cause them and how they might be amenable to policy intervention.


KEY WORDS: Educational Surveys; OECD Countries; Canada; Literacy; Adult Education; Functional Literacy; Immigrants Education Canada; Literacy Canada; Economic Aspects; Wages Effect of Education; Educational Policy.


The International Social Survey Programme (ISSP) is a continuing annual programme of cross-national collaboration on surveys covering topics important for social science research. It brings together pre-existing national social science projects and co-ordinates research goals, thereby adding a cross-national, cross-cultural perspective to the individual, national studies. Formed in 1983, the group develops topical modules dealing with important areas of social science as supplements to regular national surveys. Every survey includes questions about general attitudes toward various social issues such as the legal system, sex, and the economy. Special topics have included the environment, the role of government, social inequality, social support, family and gender issues, work orientation, the impact of religious background, behaviour, and beliefs on social and political preferences, and national identity. Participating countries vary for each topical module. The methods used for obtaining this information include an interview and/or self-completing questionnaire.

URL: http://www.gesis.org/en/data_service/issp/
URL: http://webapp.icpsr.umich.edu/cocoon/ICPSR-STUDY/09784.xml

KEY WORDS: Attitudes; Employment; Job Satisfaction; Job Security; Job Stress; Leisure; Public Opinion; Technological Change; Wages and Salaries; Work; Work Attitudes; Work Environment; Working Hours; Child Care; Domestic Responsibilities; Families; Family Life; Family Structure; Gender; Gender Roles; Housework; Marriage; Public Opinion; Working Mothers; Working Women.
Section 1.3
Case Studies of Learning and Work

Through interviews with twenty-five young people from an industrial region in eastern France in the late 1990's, the social decline of young people of working-class origin who participated in the wave of school democratization for ten years between 1985-1995 is analyzed. Case studies of students expose their failure to pass the examinations that were formally opened to them, and their self-perceptions as only temporary workers in factories, because family members who attended a professional lycée may have done better. Findings show feelings of low self-worth connected to the return to factory work they had sought to avoid by undertaking longer studies.

**KEY WORDS:** France; Young Adults; Youth; Working Class; Education Work Relationship; Democracy; Academic Achievement; Educational Inequality; Case Studies.


Canada's commitments under labour mobility agreements associated with the N.American Free Trade Agreement and the General Agreement on Trade in Services are examined from a gender equality view. In this study a gender analysis framework is created to examine the agreements and the content of the agreements and immigration data are analyzed to identify differences in access to and use of, the agreements by women and men. Study provides a detailed examination of the agreements through case studies of 2 groups; nurses and women business owners. The case studies highlight differences in participation in, and impact on, government policy making by the 2 groups and discrepancies in the various data sets needed to evaluate the impact.

**KEY WORDS:** Labor Mobility; Canada; Commercial Policy; Labor Mobility; Case Studies; Nurses Supply and Demand; Women Employment.


This article explores the contributions of qualitative research to the study of career development and the psychology of working. Epistemological perspectives (logical positivism, postpositivism, and social constructionism) are discussed as they relate to historical context, career theories, and the various methods used within qualitative research. Prevailing qualitative methods within career development and the psychology of working, such as consensual qualitative research, grounded theory, and narrative analysis, are reviewed. The article examines exemplary lines of qualitative research on women's achievements, school-to-work transitions, work and relationships, and the constructions of school and work. Finally, the article concludes with an example of an assessment tool that is derived from research on constructions of work and school.

**KEY WORDS:** Psychology; Career Development; Qualitative Research; Evaluation Methods; Education Work Relationship; Females; Psychological Patterns; Constructivism (Learning); Social Influences; Interpersonal Relationship; Personal Narratives; Case Studies.

This article considers the reemergence and development of life history/biographical research methods across the social sciences, together with the impact of feminist ideas. A reference is made to the study of adult learning and processes of constructing and reconstructing biographies in changing times, and when moving between different cultures. The article provides examples of the unique contribution such methods can make to enlighten the complexities of human experience. The article also challenges positivistic criteria of validity as well as the absence of the researcher's story from conventional research texts.

**KEY WORDS:** Life History; Research Methodology; Social Science Research; Methodological Problems; Research Ethics; Case Studies.


Annual hours per employed person & per working-age person capture important dimensions of political-economic success. This article also argues that partisan-driven work-time policies and welfare-regime institutions result in the development of three diverging “worlds” of work time: Social Democratic, Liberal, & Christian. Descriptive statistics for eighteen OECD (Organization for Economic Cooperation & Development) states highlight broad clustering and trends suggestive of the Three Worlds, while panel estimation suggests the influence of partisan and welfare-institutional conditions underlying them. To further illustrate the political process and sequence of the Three Worlds, case studies of Finland, the United States, and the Netherlands are included.

**KEY WORDS:** Political Economy; Working Hours; Social Policy; Time; Industrial Societies; Employment; Wealth; Democracy; Welfare State; Case Studies.


This case study of the Canadian utility & petrochemical firm, NOVA Corp. depicts the link between technological change & work restructuring. NOVA Corp. is experiencing swift change in both its adoption of new technology and its organizational structure. The case study finds that most female employees are comfortable with technological change, particularly computer usage and that younger employed men are more technologically adept than their older counterparts. In spite of minimal computer skills, older men experience upward career mobility while linear progression is notably associated with computer competency. Though there exists some negative attitudes toward older workers at NOVA Corp, most are generally positive. Younger workers (under age 35) are more likely than those over 45 to see older workers (age 50+) as averse to attaining new skills.

**KEY WORDS:** Technological Change; Computers; Occupational Achievement; Worker Attitudes; Work Skills; Canada; Corporations; Age Differences; Adoption of Innovations; Organizational Change; Sex Differences; Case Studies.


This case study explores the Montgomery GI Bill & its role in supporting the pre-enlistment career and education goals of active duty military volunteers. Using research methods including surveys, field research, review of current literature, and an in-depth exploration of the MGIB program a data record was created and analyzed. Emerging trends and patterns came together into two larger themes: the paradox of underachievement by military members in spite of well defined pre-enlistment education goals and the sociological factors that inhibit that personal & professional development within a benefit-laden system. The study's implications and conclusions call for a review of MGIB and a re-design of how this once significant social change program is implemented.

**KEY WORDS:** Military Personnel; Adult Education; Benefits; Higher Education; Educational Attainment; Case Studies.


This dissertation explores how teachers' professional inquiry communities at the secondary level represent a resource for school reform and professional development. This study, through video-based, qualitative methods and a multi-case study design, investigates the situated practices of teachers as members of Critical Friends Groups (CFGs) - school-based, cross-disciplinary, oral inquiry groups. The research of these CFG case groups looks at how and to what extent participating teachers influenced instructional improvement and school reform. Findings show that these professional inquiry communities promoted teachers' ongoing instructional improvement, reflective practice, collective responsibility for student learning, and collegiality. At the school level, curricular coherence, interdisciplinary cross-fertilization, and a shared awareness of the school's reform progress/philosophy may be attributed to these CFGs. At the same time however, these CFGs provided limited opportunity for teachers' professional growth in their subject matter areas, exaggerated micro-political reform debates and divisions, and restricted systematic organizational learning.

**KEY WORDS:** High Schools; Educational Reform; Teachers; Professional Training; Professional Associations; Social Networks; Case Studies.


This article uses feminist methodologies to explore the contributions made by feminist sociology and sociology of education to developments in the pedagogies and practices of higher education, particularly professional and postgraduate education. It considers how these developments around the notions of personal and political have become more complex over the last few decades as generations of women have entered the academy. These complexities are linked to changing forms of higher education and to wider social and economic transformations. The article also focuses on developments in higher education and the massification of postgraduate and professional education under neoliberalism. A case study of developments and changes in doctoral and professional education emphasizing the engagement of women in these practices is considered. The
article outlines future prospects of these developments, the contribution of feminist pedagogies, and practices for the renewal of sociology and the sociology of education and forms of knowledge within the academy.

**KEY WORDS:** Higher Education; Doctoral Programs; Teaching; Feminist Theory; Sociology of Education; Neoliberalism; Case Studies.


Through a summary collection of cases, students and employees gain a hands-on understanding of gender issues in the workplace and learn useful tools to handle those issues. Case studies in Gender in the Workplace, which are based on actual legal cases, nationally reported incidents, and personal interviews, address a wide variety and types of gender issues in the workplace.

**KEY WORDS:** Sex Discrimination in Employment; United States; Case Studies; Sex Role in the Work Environment; United States.


Findings from a case study in one predominantly low-income rural Iowa district highlight that senior students are less likely to aspire to high levels of educational attainment than their more urban peers. They are also more likely to be economically disadvantaged as measured by eligibility for free and reduced cost meals. Using student focus groups, as well as interviews with parents and school personnel, seniors' perceptions regarding factors that influence their aspirations were gathered. Results highlight the significant role of rural culture and context in shaping students' sense of possibility and their plans for the future. The study also shows the ways in which rural values of place and connectedness collide with the national agenda of developing a competitive workforce ready for a global marketplace. Findings include: participants value hard work, responsibility, independence, and relationships; they view education primarily as a means to becoming credentialed; they lack knowledge about choosing, gaining entrance to, and paying for a postsecondary option suited to their needs and interests; and they see their parents as the most important source of support in choosing their postsecondary options.

**KEY WORDS:** Student Attitudes; High School Students; Aspiration; Rural Education; Iowa; Educational Attainment; Educational Plans; Higher Education; Case Studies.


Examines why and how British civil service agency management have sought to respond to the present Labour government's Modernising agenda, through the application of Taylorist principles of work organization to a complex form of administrative casework. This has led to the creation of a call centre within the agency. Discussed is the positive and cooperative response by the main trade union within the agency to this new call centre. The article argues that trade unionism in the agency is in crisis which consists of a too uncritical understanding of the potential that the increased development of call centre working has to further the degradation & devaluation of staff labour.
**KEY WORDS:** Civil Service; Unions; Taylorism; Government Agencies; Labor Relations; United Kingdom; Case Studies.


Article investigates the adoption of work-home policies that offer alternative work arrangements (AWAs) to help employees juggle their work and home responsibilities while maintaining their productivity. Explored through qualitative, quantitative, and archival data collected in a case study of a financial services organization, are (1) employees' access to flextime, compressed work weeks, and telecommuting; (2) employees' use of the arrangements; and (3) their home-to-work spillover. Five conclusions are: (1) The context of employees work influences the managers' decisions to make AWAs options available and employees' decisions to use them. (2) The degree to which AWAs deviate from traditional work arrangements has implications for managers' decisions to make options available and the complexity of supervising employees using AWAs. (3) Managerial support for AWAs varies. (4) Telecommuting and use of compressed work weeks reduced domestic spillover. (5) Corporations with work-home policies based in considerations of productivity have difficulty evaluating the policies' effectiveness unless managers have measures of individual productivity, the information and skills to oversee workgroups using AWAs, and clear corporate support for the options.

**KEY WORDS:** Family-Work Relationship; Labor Policy; Working Hours; Telecommunications; Home Workplaces; Sex Differences; Case Studies.


As policy makers increasingly focus on workplace learning as a way of improving organizational performance, the debate about the learning organization has grown. Counterbalancing the often over-optimistic assumptions made about the future of work and learning, this volume argues that without a contextualized analysis of the field, our understanding of the learning environment is limited. It reconsiders the true role and nature of workplace learning in context. Grounded in original research, the volume features case studies which illuminate how the workplace environment can provide both barriers to and opportunities for learning. It explores learning in different organizational contexts and different countries, sectors, types of public and private sector organization, and by different occupational groups. This multi-disciplinary approach provides a coherent perspective of the institutional, organizational and pedagogical contexts of workplace learning, and as a result, policy-makers, trainers, trade unionists and educators alike will welcome this groundbreaking text, as it gives the intellectual tools required to understand how learning in the workplace can be improved.

**KEY WORDS:** Work and Learning; Workplace Environment; Public Sector; Case Studies.

This case study explores two multiagency Communities of Practice (CoPs) that are seeking to improve specific aspects of health and social services for older people. Through data collection including observing and tape-recording the CoPs, interviewing participants and reviewing documents they generated and used the authors analysed how the CoPs processed and applied knowledge in formulating their views. Sources were analysed to identify knowledge-related behaviours. The data highlighted four themes: (1) the manner that certain types of knowledge became accepted and privileged; (2) how CoP members transformed and internalized new knowledge; (3) the manner in which the haphazard processing of the available knowledge was dependent upon the groups' organizational aspects; and (4) how changing agendas, roles and power-relations had differential effects on collective sense making. Article concludes by recommending ways in which the process of evidence-based policy development in such groups may be improved.

**KEY WORDS:** Health Care Services; Social Services; Organizational Behavior; Organizational Structure; Evidence Based Practice; Knowledge; Health Care Services Policy; Social Policy; Case Studies.


This book builds on detailed comparative case studies to discuss the neglect of social institutions in common organizational learning approaches. It also reassess some neo-institutionalist arguments which overestimate the role of institutions at the expense of the role played by creativity and the emergence of strategic choices within the processes of organizational learning. By bringing together contributions from organizational learning and institutional analysis, it stresses the social embeddedness of organizational learning. The book concludes by cited the societal change in East Germany as being beneficial in helping others to study better the consequences of micro-level processes on the macro-level of society, and vice versa.

**KEY WORDS:** Organizational Learning; East Germany; Case Studies.


Workplace ethnographies suggest many hypotheses about the effects of organizational characteristics on employee attitudes and behaviors. These hypotheses, however, are difficult to evaluate by considering each ethnography individually. The current article uses qualitative comparative analysis of content-coded data from the full population of workplace ethnographies to provide a fuller evaluation of the lessons these ethnographies have to offer. The hypothesis that women are happy and quiescent workers receives only limited support. Women actually evidence less satisfaction and pride in their work than men, but they are more cooperative and less conflictual than men. Autonomy is the most consistent determinant of positive workplace attitudes, a finding that is consistent with survey-based research. These findings thus both confirm and condition prior conclusions about the workplace and suggest the importance of systematically compiling the findings of workplace ethnographies to evaluate and benchmark conclusions based on ethnographic analysis.

**KEY WORDS:** Race; Gender; Organizations; Ethnography; Qualitative Comparative Analysis; Case Studies.

This paper, through case study research on 5 best-practice companies chosen to represent the shape & diversity of the New Zealand call center industry, discusses initial findings & concerns affecting women & their career opportunities in call centers. This research contests international literature which asserts there are limited career trajectories for women in call centers. Suggested through exploratory research with key informants in New Zealand is that the call center work experience provides product or company knowledge and skills which may help women to gain promotion to management positions both in and outside the centre. The call industry in New Zealand is dominated by smaller call centers and government sector call centers which may explain why preliminary research findings for New Zealand on women and call center work contradicts claims made in international literature.

**KEY WORDS:** Service Industries; Telephone Communications; Working Women; Promotion (Occupational); Employment Opportunities; Career Patterns; New Zealand; Case Studies.


This case study of Germany and the UK highlights the individual risk factors related to youth unemployment during the mid-1990s. This is put into context through an overview of youth unemployment trends in Europe from mid-1980s. This two country case study highlights that the individual risk of (long-term) unemployment is not equally high for all young people, but is contingent on various socioeconomic and structural factors including gender, education, nationality, and region of residence. Although the main determinant of occupational success is the individual level of education, other factors include: the organization of educational systems and labor market institutions and the welfare state structures and policies in each country. To respond to the increasing problems of youth unemployment, Germany and the UK have implemented the active labor market programs 'JUMP' and 'New Deal for Young People.' Discussed are the concepts and results of these programs.

**KEY WORDS:** Youth Employment; Risk Factors; United Kingdom; Federal Republic of Germany; Unemployment; Socioeconomic Factors; Case Studies.


This case study outlines a research-action project where the author acted as researcher and change agent. The author describes the research project and its success and failure which was related to finding and losing the balance of joining and remaining separate from a social system’s dynamics. Reflecting on the research project's, the author illustrates the relationship between helping system members (and himself) get unstuck from their automatic, dysfunctional patterns of relationships. Described are the forces within him and in the system itself that caused him to lose his balance, such that he either fell into the system as a member or fell away from it altogether. What he learned through this research is discussed in terms of change agents creating or undermining the holding environment in which system members struggle to alter dysfunctional relationship patterns.
**KEY WORDS:** Social Systems; Researcher Subject Relations; Social Relations; Organizational Change; Organizational Research; Change Agents; Case Studies.


Nonmanagerial manufacturing workers were placed in four groups (n=10, 11, 5, 11) using Solomon four-group experimental design; two groups received leadership training. Productivity in mold production was measured for all groups. Leadership training appeared to increase the manufacturing productivity of informal leaders.

**KEY WORDS:** Informal Leadership; Leadership Training; Manufacturing; Outcomes of Education; Productivity; Case Studies.


Welfare reforms in the US have resulted in steeper and more immediate caseload declines compared to countries like Canada and Australia. US immigrants, faced with a new set of service restrictions implemented under the 1996 Welfare Reform Act, experience these declines more profoundly. Through qualitative interviews with Haitian service professionals and a quantitative survey of Haitian immigrant households, this case study examines the service access for Haitian immigrants in Miami, FL, since the introduction of these reforms. Survey data indicates that many Haitians experiencing poverty and qualified to access services are not enrolled for government services. Some of the variation of these low enrollments for services (such as child health insurance and childcare) can be attributed to confusion over eligibility guidelines. This does not explain however, low enrollments for commonly used services such as food stamps and Medicaid. Also highlighted is that qualified immigrants living in households with unqualified persons are less likely to access services than are other qualified immigrants and are more apt to experience hardships that limit their ability to find stable work. The article's conclusion highlights the significance of the use of a household unit of measure to assessing immigrant enrollments and hardships.

**KEY WORDS:** Caribbean Cultural Groups; Immigrants; Welfare Reform; Social Services Utilization; Access; Miami, Florida; Case Studies.


Resulting from 7 case studies in the automotive industry in Mexico, this document examines this power resource approach to local union action as it applies to the Mexican institutional context where globalization has exacerbated the imbalance of power between union & management.

**KEY WORDS:** Globalization; Automobile Industry; Unions; Labor Relations; Mexico; Global Local Relationship; Power; Case Studies.

A view of the case study process from the researcher’s perspective, emphasizing methodological considerations is comprehensively outlined in this article. Unlike existing qualitative or quantitative research strategies, case research has virtually no specific guidelines or requirements. An advantage to this is that it allows the researcher to tailor the design and data collection procedures to the research questions. A disadvantage to this approach is that many poor case studies have resulted, opening it up to criticism, especially from the quantitative research field. Argued here is the need for researchers involved in case studies to be explicit about their methodological choices. The wide range of decisions concerned with design requirements, data collection procedures, data analysis, and validity and reliability are discussed.

**KEY WORDS:** Case Studies; Qualitative Methods; Methodological Problems; Norway; Mergers; Case Studies.


This case study examines the ongoing strategic campaign of the Coordinated Bargaining Committee of General Electric and Westinghouse Unions (CBC) which was designed to promote the economic and political power of General Electric (GE) internationally. A historical review of GE and its relationship with North American unions is provided. Although new breakthroughs in the area of international labor rights were not achieved, substantial wage and benefits improvements were. The progress in the relationships CBC maintains with other unions from around the world is slow and difficult due to economic, cultural, and language differences.

**KEY WORDS:** Unions; Labor Relations; Electricity; Political Power; Case Studies.


Based on interviews with 50 teleworkers in Ontario and Quebec this article investigates why employees who do professional work at home (telework) continue to need to maintain a boundary between their public and private lives. The article discusses the impact of gender differences on how people organize their lives in terms of the public/work-private/nonwork dichotomy. In addition, mechanisms that necessitate the reification of this dichotomy are explored.

**KEY WORDS:** Sex Differences; Home Workplaces; Public Sphere; Private Sphere; Reification; Boundary Maintenance; Legitimation; Work Environment; Quality of Working Life; Family-Work Relationship; Telecommunications; Ontario; Quebec.


Based on social network data gathered over a number of years from 52 US organizations, the shape of informal or “realized” personal networks in organizations, focusing on regularities in the structure of verbal networks (face-to-face or telephone contact) across hierarchies of diverse organizations, are examined. The data shows that the verbal networks of the upper echelons of organizations rarely follow a classic
hierarchical pattern. Surfacing instead are numerous different morphologies, including the most common of these regularities, the center-periphery pattern. This pattern has been commonly observed in large human systems, including tribal & modern societies, national & international economies, industries, & political systems, but has not been studied inside organizations. Suggested due to the prevalence of the center-periphery shape & its variations is that this is a robust & dynamic form. The verbal network groups studied always involved people from diverse hierarchical levels & none of these verbal networks shared all the attributes of classical formal hierarchies. Conclusions indicate that organizational hierarchies do not shape informal or emergent processes in their own image.

KEY WORDS: Employee Interaction; Oral Communication; Organizational Structure; Social Networks.


This ethnographic study of the labor market of a town (Chilecito) in northwest Argentina focuses on the state's role in the process of informalization of employment experienced under neoliberalism and the respective reforms in labor legislation through the 1990s. The study demonstrates deficiencies in the analysis of conventional understandings of formal and informal labor when addressing markets which have been subjected to deregulation and flexibilization policies. Policies have caused Argentina to become a promoter of precarious employment that resembles informal markets. Flexibilization policies have also limited the state's finances through the reduction of labor taxes. On the contrary, traditional theories consider precariousness and reduction in tax revenues effects of informal-unregulated markets. In the conventional frameworks, the analysts have established a formal-regulated-protected vs. informal-unregulated-unprotected duality, where regulations by the state divide these two dimensions.

KEY WORDS: Neoliberalism; Argentina; Labor Relations; Informal Sector; Employment Changes; Labor Market; State Role; Labor Policy; Case Studies.


A qualitative study of six owner/managers of small Australian bookselling businesses elicited these themes: participation in learning is largely informal or incidental; interaction with information/communication technologies is less than optimal; and small business management relies on personal and business networking. Ways to develop a more active learning culture and skills for the knowledge-based economy were suggested.

KEY WORDS: Continuing Education; Foreign Countries; Information Technology; Networks; Participation; Small Businesses; Telecommunications; Training; Case Studies.


Case studies of two companies in Italy and the United Kingdom are presented to analyze
practices and processes of implementation and use of the Intranet. The focus is on Intranet technology resulting from overlapping negotiations among social actors within organizations. The goal of these negotiations is to establish and embed specific relations and representations of work, communication, and learning into the technological artifact. This study highlights how specific contexts and organizational histories can affect these processes. In spite of the "optimistic" imagery linked with Intranet technology and its touted communicative and economic efficiency, the article points out many limitations in the process of implementation and use. Relevant factors accounting for the current use of the 2 systems and their low degree of integration into everyday working and communicative practices are company history and culture, skills and work groups, and use of other technologies and media.

**KEY WORDS:** Internet; Adoption of Innovations; Organizational Structure; Italy; United Kingdom; Case Studies.


Article explores the ontological, epistemological and methodological tensions that must be negotiated when working with triangulated data. Triangulation has paid minimal attention to the problematic of 'making sense of dissonant data' and the use of the technique when researching families. Through research findings obtained from self-report questionnaires and in-depth interviews with couples and families, the possibilities of convergent, complementary and dissonant data and their interpretation are discussed. Due to the multi-faceted context and intimate subject matter, it is argued that there is a high likelihood of dissonant findings when researching family and couples. It is recommended that family researchers interested in using the technique of triangulation consider the context and process of their research in the interpretation of their data. In spite of the challenges that researchers face through triangulation, it is argued that working within a post-positivist paradigm, this technique enables a more complex and more meaningful analysis.

**KEY WORDS:** Data Collection; Experimentation; Family.


Provided is a critical evaluation of some conceptualizations of the new economy and an exploration of how the new media sector has materialized and been experienced by people working in Brighton and Hove, a new media hub. Based on 55 in-depth interviews with new media owners, managers and some employees in small and micro enterprises, this article evaluates the claim that new technologies and patterns of working allow the temporal and spatial boundaries of paid work to be extended, potentially allowing more people, especially those with caring responsibilities, to become involved, possibly leading to a reduction in gender inequality. Article makes reference to gender-differentiated patterns of ownership and earnings; flexible working patterns, long hours and homeworking. Consideration about whether these working patterns are compatible with a work-life balance is also addressed. Indications are that while new media offers new opportunities for people to combine interesting paid work with caring responsibilities, a notable gender imbalance still exists.

**KEY WORDS:** Sexual Inequality; Family-Work Relationship; Economic Systems; High Technology Industries; England; Case Studies.

This case study examines issues raised between a large Catholic archdiocese and its elementary school teachers when the teachers formed a union to negotiate over wages, benefits, working conditions, and grievance procedures. The St. Louis, MO, story highlights the inherent gender inequity in this area of nonprofit organizations’ labor relations. The reoccurrence of similar tensions in archdioceses across the US is likely as the number of nuns continues to decline forcing parochial schools to hire lay teachers. Similar gender equity-oriented developments are likely to factor into labor relations in the nonprofit sector which is expanding its role due to the contemporary hollow state of US government.

**KEY WORDS:** Religious Education; Teachers; Nuns; Unionization; St. Louis, Missouri; Working Women; Nonprofit Organizations; Sexual Inequality; Elementary Schools; Roman Catholicism; Case Studies.


Based on 90 qualitative interviews with members of 50 employed households in England, this article explores the response of individuals and families to the increasing flexibilization of the labor market and the restructuring of the welfare state in the risk society. Findings show that individuals and families make complex assessments of labor market risk that do not necessarily correspond with more objective measures and assumptions made at a policy level, and that they are not always willing or able to protect themselves. Conclusions indicate that due to current labor and welfare policies, many families, particularly those in lower socioeconomic groups, are vulnerable to the impacts of a flexible labor market. A greater incorporation of these realities into the risk society thesis is needed.

**KEY WORDS:** Risk; England; Unemployment; Welfare Reform; Labor Market; Employment Changes; Economic Problems; Welfare State; Households.


This case study focuses on one organization's rationales for downsizing, the process of downsizing, and the immediate effects of downsizing on the day to day working of the organization and its long term effects. Many questions arise, including: What is the rationale behind an organization's decision to reduce its workforce? What are the advantages that it can get through downsizing? Is it possible for an organization to restructure itself through downsizing and adapt to the environment? Also explored is how an organization prepares to downsize, how it chooses whom to let go, the procedures followed, and how employees are told they are no longer needed and may not come to work anymore. The final area explores the feasibility for an organization to efficiently plan work redistribution among employees left behind, the downsizing effect on the day to day working of the organization and long term effects on the organization.

**KEY WORDS:** Organizational Change; Employment Changes; Dislocated Workers; Organizational Structure; Case Studies.

Although case studies have long been a main feature of professional training, among the challenges of using them are the difficulty of ensuring that their situations and elements accurately reflect the complexity of current case reality, achieving acceptability across networking agencies, and the time they can take to create or obtain. The Center for Child and Family Studies has taken to having participants create their own case studies for use in ongoing professional training. There are several advantages to this method. From a theoretical standpoint, it is true to constructivist values and the principles of adult learning. Although this method is not a perfect fit in every training situation where cases may be used, it can greatly enhance training and training outcomes where it is practical.

**KEY WORDS:** Case Studies; Professional Training; Multiagency Networking.


In this book, Royster exposes the subtleties and discrepancies of a workplace that favors the white job-seeker over the black. The study essentially asks: Is there something about young black men that makes them less desirable as workers than their white peers? And if not, then why do black men shadow white men in earnings and employment rates? Royster examined the educational performances, work ethics, and values of 25 black and 25 white men who graduated from the same vocational school and sought jobs in the same blue-collar labor market in the early 1990s. Her findings suggest that the greatest difference between young black and white men is their access to the kinds of contacts and networks that significantly help in the job search and entry process.

**KEY WORDS:** African Americans; Employment; Discrimination in Employment; Blue Collar Workers; United States.


Information systems research has normally focused on information as an object that serves as input to decision making. Such a perspective examines the use of information. Increasingly though, organizations are concerned about the production of information. This article focuses on the work of producing informational objects, an activity central to knowledge work. Based on data collected during an eight-month ethnographic study of three groups of knowledge workers—computer system administrators, competitive intelligence analysts, and librarians—the author explores the informing practices they relied upon. Common to these informing practices is the knowledge workers’ ability to balance subjectivity and objectivity, where subjectivity is a necessary part of doing value adding work and objectivity promises workers authority and a sense of security. Recognizing that researchers are knowledge workers too, the author draws on his own experiences as an ethnographic researcher to identify parallels between my informing practices and those of the knowledge workers studied in the past.

**KEY WORDS:** Knowledge Workers; Knowledge Work; KBE; Ethnography; Literature Review.

A transition in work systems has occurred due to increased international & domestic competition, evolving technological change, & the intensifying globalization of world markets. Related to these innovations in the organization of work have come changes in personal responsibility & control, interpersonal interactions, & changes to personal & family life. These changes related to the nature of work itself are often not analysed. When the nature of work is looked at, the parameters are generally restricted to such extrinsic concerns as rate of pay or benefits. In order to better understand how the organization of work affects workers & their families this case study of a worker-owned & managed producer cooperative (a highly participatory organization where equity & control elements differ from conventional employee roles) was undertaken. Findings indicate that the organization of work is a potentially pivotal aspect of one's quality of life & that the organization of work affects personal choice. When creating the cooperative, members were concerned with enhancing their choices in a context of income security & absence of formal hierarchy. Through this process, members realized that the organization of work impacts the quality of their work life as well as the quality of their family's lives.

KEY WORDS: Organizational Structure; Work Organization; Worker Ownership; Family-Work Relationship; Quality of Working Life; Family Life; Cooperatives; Case Studies.


This article introduces an alternative instructional and pedagogical methodology for teacher education using critical race theory (CRT), Paulo Freire's problem-posing method, and case study research. Through these approaches a space for teacher candidates in a social foundations course is created which tries get at deep-rooted ideologies and promote the unlearning of stereotypical knowledge of race while analyzing and theorizing the meaning of teaching a diverse population of students. Using this methodology, it is recommended that teacher candidates access a variety of cultural immersion and field experiences in communities of color.

KEY WORDS: Social Theories; Teaching Methods; Teacher Education; Race; Cultural Sensitivity; Racism; Case Studies.


The machine-made jewelry production sector of the Noida Export Processing Zone near Delhi, India is the location of this case study involving 16 married female employees. These reports were part of a larger study conducted in 1996-1997. The focus of the interview data was on the impact of waged work on income control & the sharing of domestic work. Findings include: 3 women of the 16 stated that men control income & never share in household chores; 3 indicated that their spouses control income but share in household chores; 2 reported that they control income but their husbands never help with chores; & 8 said there is joint control of income & chores are shared. Results indicate that women's wage employment leads to changes in traditional gender regimes.
& the negotiating ability of women in order to strike a “better bargain.” The research runs contrary to prior research which suggests minimal sharing of household work by men once women enter into waged work & suggests that waged work opens spaces of empowerment for women.

**KEY WORDS:** India; Working Women; Sex Roles; Family-Work Relationship; Family Roles; Sexual Division of Labor; Housework; Opposite Sex Relations; Family Power.


This case study uses a household analysis to depict how students’ schooling and academic achievement are influenced by the activities of household members at home, in the community, and in the schools. Prior research suggests that learning and the academic performance of Mexican American students are influenced by the relationship between economic, cultural, linguistic, and educational aspects. Article shows that a household analysis can aid in understanding the relative weight of these aspects in shaping the school performance of students, and that it also accounts for the differences in academic achievement in any Mexican American community. This household analysis indicates that the strongest factors affecting students’ learning & academic achievement are the level of family stability and the social and economic conditions of poor communities.

**KEY WORDS:** Mexican Americans; Academic Achievement; Home Environment; Households; Social Conditions; Economic Conditions; Arizona; Case Studies.


This theoretically informed empirical study uses Hochschild's (1983) concept of emotional labour to explore emotion as observed amongst a group of nurses. This research contributes to the sociology of emotion in 5 areas. (1) It advances understanding about the relevance of emotional labour to nursing by introducing a typology of emotional labour, therapeutic, instrumental and collegial. (2) It provides a critique of Hochschild's theory of emotion and emotional labour thereby developing a more comprehensive, theoretical approach to emotion. The study advances the notion of emotional labour by analysing its interactive, relational character, both identifying its relationship with self identity and developing Hochschild's use of surface and deep acting. (3) It develops and provides a critique of Archer's (2000) theory of emotion as a tool in the analysis of empirical data. (4) It introduces the use of audio diaries as a useful and valuable tool in the empirical research of emotion. (5) Vignettes are used in a distinctive way - treating them as narratives - that encapsulate and project the experiences of the nurses' emotion within the text.

**KEY WORDS:** Nurses; Job Characteristics; Emotions; Psychoanalytic Interpretation; Case Studies.


Industrial relations literature documents the obstacles that discourage organization among high-tech workers whereas discussions on the factors that help workers overcome these obstacles is minimal. Interviews and other evidence are used to analyze
how high-tech workers formed the Washington Alliance of Technology Workers (WashTech/CWA). Findings show that WashTech/CWA improved working conditions of employees through attempts to engage in collective bargaining, mutual benefit activities, and political action. The WashTech/CWA's use of mutual benefits, such as information and training services, and political action strategies is being met with success. This is due in part to the obstacles workers encountered when trying to access collective bargaining.

**KEY WORDS:** Collective Bargaining; Professional Workers; High Technology Industries; Unions; Political Action; Case Studies.


Based on questionnaire and qualitative (problem-oriented) interview data collected in a research project combining numerous methodological approaches, this work traces the mechanisms responsible for reproducing and timing social inequality to the school-work transition period. Besides educational attainment, origin, and gender which are traditional factors of inequality, the actual choice of vocation is an additional inequality factor over the course of one's career because most people stay in the same line of work, even if they do seek further training to gain promotion. This model is exemplified through the case studies of 2 bank employees and 2 retail employees. Through their working lives, people develop typical modes of action in their vocational biographies, here termed "vocation-biographic design modes." Varieties of coping with career chances and risks are characterized. Individual self-placement is adapted to the selection experiences made in the company on the one hand; and scopes of action are identified and used to fulfill individual interests and claims on the other.

**KEY WORDS:** Education Work Relationship; Vocational Education; Social Reproduction; Social Inequality; Educational Attainment; Sex; Retail Industry; Banking.
2. Work

Section 2.1 General Perspectives on the Changing Nature of Work

The book examines the causes and effects of the rapid transformation of the world of work. It summarizes key writings on work and workplace issues, extending labor economics to include the social and psychological components of work. The book provides a brief history of the changing nature of work and situates current problems in the context of longer-term developments. There are eight significant sections that feature three- to five-page summaries for each of the ten to twelve most important articles or book chapters on a particular subject. The book provides a vast and diverse literature concerning labor issues, in addition to a quick overview of that rapidly changing field.

**KEY WORDS:** Labor Economics; Industrial Relations; Diversity in the Workplace; Women and Employment; Foreign Trade and Employment; Employees and the Effect of Technological Innovations on Work; Economic Change; Change.


Looking at the role of globalization and the local factors in the rise of contemporary slavery and possible ways forward in legislation, policy-making, NGO campaigns and research, this book presents proposals for improvement of international and national law as well as victim support measures, perspectives on economic development and social change are examined for their use in combating slavery. Past reparations for slavery are reviewed as possible aids in bringing about awareness and increasing pressure on governments to take full responsibility for bringing an end to slavery.

**KEY WORDS:** Child Slaves; Child Labor; History; 21st Century; Law and Legislation; Work and Learning.


Two broad developments reshaped work at the end of the twentieth century. The first was the implosion of the Soviet Union and the worldwide triumph of market capitalism. The second was the increasing use of computer-based production technologies and management command-and-control systems. How do we make sense of these important developments? The editors have assembled a collection of provocative, original essays on work and workplaces throughout the world that challenge the current celebration of globalization and new technologies. Building on labor process analysis, individual case studies venture beyond factory and office to examine "virtual" workplaces, computer-era cottage work, and emotional and household labor. The settings range from Indian and Irish software factories to Brazilian supermarkets, Los Angeles sweatshops, and Taiwanese department stores. Other essays seek to make theoretical sense of increasingly de-centered production chains, fluid work relations, and uncertain employment. Individually and collectively the authors construct a new critical study of work, highlighting the connections between geography, technology, gender, race, and class. The authors offer an accessible and flexible approach to the study of workplace relations and production organization—and even the notion of work itself.

**KEY WORDS:** Labour; Knowledge; KBE; Software; Management; Information Technology; Change.

This book offers an analysis of work and labour processes and how they are rapidly changing under globalization. The contributors explore traditional sectors of the U.S. and world economies - from auto to steel to agriculture - as well as work under new production arrangements, such as third world export-processing zones. Many chapters analyze changing dynamics of gender, nationality, and class. The contributors explain why more intensified forms of control by capitalist interests and the state are emerging under globalization. They also emphasize new possibilities for labour, including new forms of organizing and struggle in a rapidly changing global economy.

**KEY WORDS:** Labor Movement; United States; Working Class; Social Conflict; Globalization; Economic Aspects; Capitalism; Marxian Economics.


This volume in the Plenum Studies in Work and Industry series is an attempt to bring together sociological thought regarding American labor markets. Organized are four main sections: (1) evolving markets and institutional structures, (2) evolving employment relations and work structures, (3) evolving patterns of stratification in the US, and (4) evolving public policies.

**KEY WORDS:** Labor Market; Work Organization; Labor Relations; Labor Market Segmentation; Employment Changes; Social Stratification; Labor Policy; Organizational Change; Change.


This article uses four Australian time use surveys from 1974, 1987, 1992, & 1997 to examine three aspects of possible change in working hours: (1) average length of the working day; (2) distribution of working hours; & (3) amount of time spent at work during nonstandard hours. Analysis shows that the average number of hours Australians provide the labor market has not changed noticeably between 1974 & 1997. On the other hand, there has been a significant redistribution of paid work from men to women. This has created more dual earner households. There has also been a substantial collapse in standard working hours, while the amount of time workers spend at work during nonstandard hours has increased.

**KEY WORDS:** Australia; Working Hours; Employment Changes; Feminization; Dual Career Family; Change.


Human capital and organizational capital are increasingly important as a source of value in many firms. But even as this is happening, organizational forms and employment relationships appear to be changing in ways that reduce loyalty and commitment and
encourage mobility on the part of employees. Are these changes consistent in ways that contradict traditional theory and wisdom, or is the corporate sector getting a temporary boost in earnings by restructuring and cutting payrolls, but failing to make necessary new investments in human capital? The essays in this book provide intriguing new evidence on these questions. The contributors quantify the degree to which job stability is declining, and the costs of job loss to long-term workers; provide historical perspective on today's workplace changes; explore the reasons why work is being reorganized and decision making tasks are being pushed downward; examine the rationale for and effect of equity-based compensation systems, both in old industries and in the newest high-tech sectors; and assess the "state of the art" of measuring and accounting for investments in human capital. This book is the result of a joint Brookings-MIT conference.

**KEY WORDS:** Personnel Management; Human Capital; Corporations; Employment Changes; Organizational Change; Change.


The author, a professor of economics and former senior economic advisor to the US government, predicts a 3rd industrial revolution where the only jobs that will not be outsourced are those of a "personal service" nature. The phenomenon of outsourcing and the ongoing development of communication technologies means that many service sector jobs can be performed elsewhere by lower paid workers. Blinder believes that government and society have not recognized the coming transition, which is sure to be a bumpy one. Rather than protectionist measures, he advocates that developed nations look to exploit their comparative advantage in high-end personal services, educating the young not for "impersonal service" jobs in radiology, computer programming, or accounting, but rather in health, education, and face-to-face sales. He also believes that nations must strengthen their job-transition system, including worker re-training, income assistance, health care, pensions, etc. One aspect that Blinder downplays is the drop in real wages that will surely result from the outsourcing of so many manufacturing and impersonal service jobs. He emphasizes that mass unemployment will not occur, but does not explain how the economy will perform and social safety net survive if the tax base drops rapidly.

**KEY WORDS:** Offshoring; Outsourcing; Globalization; Industrialism; Economics; Economic Change; Organizational Change; Change.


This is a review essay on books by (1) Edmund Heery & John Salmon (Eds), The Insecure Workforce (London: Routledge, 2000); (2) Richard Sennett, The Corrosion of Character (New York: Norton, 1998); (3) Brendan Burchell, et al, Job Insecurity and Work Intensification (New York: Joseph Rowntree, 1999); and (4) Peter Capelli, The New Deal at Work (Boston: Harvard Business School, 1999). Heery and Salmon present a collection of readings on job insecurity from different perspectives. Sennett examines the reality of increasing job insecurity and its impact on individuals and society. Burchell and others present the findings from 300+ interviews with employees in the UK. Cappelli identifies factors that are reshaping contemporary labor markets and their relationship to public policy.

**KEY WORDS:** Labor Turnover; Labor Market; Labor Policy; Employment Changes; Organizational Changes; Change.

This book, first published in 1974, challenged the predominant ideologies of academic sociology and became the standard text for many basic areas of sociological inquiry, including the science of managerial control, the relationship of technological innovation to social class, and the eradication of skill from work under capitalism.

This recent edition contains a forward by John Bellamy Foster that sets the work in a historical and theoretical context. Included are two rare articles by Braverman that contribute to the understanding of the book: "The Degradation of Work in the Twentieth Century" (1975) and "Two Comments" (1976).

**KEY WORDS:** Labor History 20th Century; Capitalism; Division of Labor; Machinery in the Workplace; Industrial Management; Working Class; Employment Changes; Change.


This paper reviews sociological research on computerization and its impact on three analytically separate dimensions of the workplace: organizational restructuring, changes in worker skill, and power and authority relationships. Findings indicate that computerized work organizations typically have fewer hierarchical levels; a bifurcated workforce, frequently exhibit race and sex segregation; a less formal structure; and diminished use of internal labor markets and reliance instead on external credentialing. Also present were variable patterns of centralization and decentralization, and workplace power relationships interact with technological change to produce variable political outcomes. With regard to worker skills, recent evidence suggests aggregate upskilling with some deskilling and skill bifurcation. It is suggested that future research should closely analyze the process of technological design and implementation.

**KEY WORDS:** Office Automation; Organizational Change; Adoption of Innovations; Technological Innovations; Organizational Structure; Labor Relations; Computers; Organizational Changes; Changes.


This book, translated from Spanish, contains 20 chapters by various authors examining and expanding on the work of Clodomir Santos de Morais in educating and empowering the poor, mostly in Latin America, for entrepreneurship.

**KEY WORDS:** Job Creation; Poverty; Welfare Economics; Marginality; Social Economic Aspects; Work and Learning; Social Change; Change.


This book assembles a coherent portrait of what we know and do not know about
nonstandard work, the challenges it presents, and institutional strategies that might address these challenges. The message is both reassuring and unsettling: no rapid retreat from New Deal employment relations but an unsteady drift toward increasingly diverse postindustrial arrangements. Most unsettling is that work arrangements are increasingly at odds with labor market institutions honed during the golden age of industrialism. The 16 assembled papers include scholarly contributions and field reports from innovative programs designed to meet the challenges of nonstandard work arrangements. All are neatly summarized in an editors' introduction that begins with a candid acknowledgment of decades of Industrial Relations Research Association (IRRA) preoccupation with "standard" employment relations and an equally candid acknowledgment of the challenges facing those who would try to identify the lines of demarcation separating "standard" work from "nonstandard" work. The proliferation of value-laden terms to describe these arrangements (e.g., flexible, contingent) is only one example of these challenges. The editors settle on nonstandard, defined simply as work arrangements outside of what was considered to be standard during the postwar era, to cast a wide net with minimal value connotations. This ground rule for nomenclature is adopted by all contributors and establishes a shared benchmark of full-time standard work for comparison.

**KEY WORDS:** Part-Time Employment; United States; Home Labor; Work; Nonstandard Work; Employment Changes.


This article advances a grounded theory of the network society. Characteristic of the Information Age, this social structure permeates most societies in the world in various cultural & institutional manifestations throughout most of the 20th century. These structures are organized around relationships of production/consumption, power, & experience. They are enacted, reproduced, & ultimately transformed by social actors who are part of these social structures. Yet they freely engage in conflictive social practices, with unpredictable outcomes. A key element of the Information Age is a reliance on networks. Although they are not a new form of social organization, networks are now able to cope with flexible decentralization & focused decision-making. The relationship among networks and production/consumption, power, experience, & culture is examined.

**KEY WORDS:** Postindustrial Societies; Social Networks; Information Technology; Technological Change; Sociological Theory; Change.


As social movements waned in the late 70s, the study of Marx seemed to take on a life of its own. Structuralist, post-structuralist, deconstructed Marxist bloomed in journals and seminar rooms across the US and Europe. These Marxes and their interpreters struggled to interpret the world, and sometimes to interpret Marx himself, losing sight at times of his dictum that the challenge is not to interpret the world but to change it. In 1979, Harry Cleaver tossed an incendiary device called Reading Capital Politically into those seminar rooms. Through a close reading of the first chapter, the author shows that Das Kapital was written for the workers, not for academics, and that we need to expand our idea of workers to include housewives, students, the unemployed, and other non-waged workers. Reading Capital Politically provides a theoretical and historical bridge between struggles in Europe in the 60s and 70s and, particularly, the Autonomia of Italy to the Zapatistas of the 90s. The introduction provides a brilliant and succinct overview of working class struggles in the century since Capital was published.
KEY WORDS: Marx; Work and Learning; Social Change.


The advent of transnational economic production and market integration compels sociologists of work to look beyond traditional national boundaries and build an international sociology of work in order to effectively address the human, scientific, and practical challenges posed by global economic transnationalism. The purpose of this volume is to promote transnational dialogue about the sociology of work and help build a truly international discipline in this field.

KEY WORDS: Work; Social Aspects Case Studies; Industrial Sociology Case Studies; Social Change.


The dominant view of organizational survival and success posits that flexible organizations adapt to change better than their non-flexible counterparts. In recent times, flexibility has been emphasized further as industry deregulation and advances in new technologies heighten the competitive markets and the pace and volatility of change. However, the introduction and maintenance of this flexibility can be problematic.

KEY WORDS: Flexibility; Work Environment; Competition; Human Resources; Changes.


This work is based on the 6th ILO Social Policy Lectures, which are endowed with the ILO’s Nobel Peace Prize, held in Tokyo, Japan, in December 2003. In keeping with the topics covered in the lecture series, it focuses on the evolution of work and relations at work with special reference to industrial societies. The book draws attention to a perceived trend in industrial societies towards a rising tolerance of inequalities. Globalization has always been associated with the rise of “market individualism” and a polarization of the workforce. How this trend could be reversed through national economic and social policies is one of the main messages of this volume. Even in this era of globalized markets, each country can still initiate a range of independent policy choices, but as this book points out, the reach and effectiveness of these choices tend to be circumscribed by the economic and cultural hegemony of industrially advanced economies.

KEY WORDS: Globalization; New Economy; Economic Policies; Change Agents; Change.


Introduces the articles in this journal issue, which reevaluate the common assumptions about time and the ways in which time interacts with factors such as gender roles, autonomy, and technology. The contributors examine how the hours people work, when they work, how stressed they are, and how they integrate work with life’s pleasures and
responsibilities have a direct bearing on society’s definition of justice, fairness, skills, gender roles, and the use of authority and power. These articles present a challenge to Schor’s thesis and reconceptualize time as expanding and contracting, thereby generating a sense of either a well-balanced or a tense state of being. In addition, recent social science research on time and work is discussed, and how the articles in this issue fit in with these general subjects is briefly demonstrated.

**KEY WORDS:** Organization Theory; Business Hours; Human Resource Management; Corporate Culture; Community Relations; Time; Change.


Social benchmarking is a useful instrument with which to mould social processes and social policy. To ensure that the benefits of progress are shared more equitably, it is not enough merely to defend minimum standards: rising standards must be promoted through benchmarking. With the reports on Benchmarking Working Europe, the ETUC and the ETUI are seeking to make a genuine contribution to the practical implementation of a social benchmarking process. Succinct texts, accompanied on almost every page by data in graph and table form, give abundant information on seven areas of particular relevance to the world of work in Europe: employment, income distribution and social exclusion, working time, social protection and social infrastructure, lifelong learning and the knowledge society, working environment and occupational health and safety, worker participation, information and consultation, European social dialogue and implementation.

**KEY WORDS:** Social Policy; Europe; Work; Changing Nature of Work; Health and Safety; Benchmarks; Social Inequality; Change.


This article outlines the cultural and social consequences of individualism and engineered culture in the workplace. Modern society is increasingly individualistic; it is changing from authoritarian to normative forms of control. Comprised of multiple roles, modern society provides little substantial basis for the self. Modern engineered corporate culture encourages a form of individualistic orientation that has minimal concern for others. Liberty, and more specifically good work, comes from an orientation where workers are not focused on serving corporate interests and their own self-gratification, but on the value of the voice and experience of others. Engineered workplace settings may generate more efficient production of goods, but their effects on workers and social relations are mixed.

**KEY WORDS:** Business Organizations; Employee Attitudes; Individuality; Sociocultural Factors; Working Conditions; Authoritarianism; Freedom; Social Norms; Organizational Change; Change.


This publication contains materials from a forum on the changing nature of work (CNW) that brought together researchers and research users to hear how to use findings to improve vocational education and training (VET) in Australia. An overview of the program and biographical information on presenters and panel members follow. The next section reports these research findings on CNW: technology drives globalization which drives the CNW; having higher skill levels is becoming more important; meeting training needs of
existing, older, outsourced, and casual workers is important; and the VET sector needs to do much more for casual and outsourced workers. Overviews of the research presented at this forum cover these four themes: (1) "The 'Big Picture': Globalization, International Trends, and the Nature of Work" (Simon Marginson); (2) "Changes in the Australian Labor Market: Impact on Training Arrangements" (Richard Hall), including "Making the Grade? Globalization and the Training Market in Australia" and "It's Not My Problem: Growth of Non-Standard Work and Its Impact on VET in Australia"; (3) "Changes at the Workplace: New Management Practices and Enterprise Training" (Andy Smith); and (4) "Provider Perspective" (Peter Waterhouse). Each presentation consists of some or all of the following: background to research; key findings; implications for policy, providers, and teachers and trainers; key issues; and directions for further research.

KEY WORDS: Administration; Adult Education; Developed Nations; Dislocated Workers; Educational Change; Educational Research; Employment Patterns; Employment Practices; Foreign Countries; Global Approach; Job Training; Labor Force Development; Labor Market; Organizational Development; Postsecondary Education; Secondary Education; Technological Advancement; Temporary Employment; Vocational Education; Change.


How would employees design an American workplace? Richard B. Freeman and Joel Rogers contend that such an organization would be jointly run by supervisors and employees. It would be an organization run jointly by employees and supervisors; disputes between labor and management would be resolved through independent arbitration. Based on the most extensive workplace survey in the last twenty years, their groundbreaking book provides a comprehensive account of employees' attitudes about participation, representation, and regulation at work. The authors find that workers want to be heard. They want a greater role at their place of work and they have strong ideas about how their involvement could improve everyone's fortunes. Many nonunion workers are in favor of the formation of unions, and virtually all union workers strongly support their union. Most employees want to see the creation of elected labor-management committees to run the organization and settle conflicts.

KEY WORDS: Job Satisfaction; Employees; United States; Attitudes; Organizational Change; Employment Changes.


This article describes an embedded framework for analyzing workplace relations. The author argues that the contemporary workplace is embedded to varying degrees in three force-fields: the macro field of globalization and new technology, the meso field of transnational production networks, and the micro field of local political and labor market institutions and organization structure and culture. The article explores the effect of these influences on management, particularly the way flexibility and cost reduction are prioritized, and the consequences of this for workplace structures and relations. This analysis provides a relevant and shared context for the issues explored in the following five articles. These are briefly introduced in the final section of this article.

KEY WORDS: Administrative Organization; Labor Market; Labor Relations; Manufacturing Industry; Networks; Organizational Change; Change.

Perspectives on Labour and Income, 17(3), 5-17.

The average annual hours that people work has decreased by two weeks. The number of hours worked is influenced by a number of factors. These include population aging, industrial shifts, the business cycle, natural disasters, legislative changes and personal preferences. The survey methodology itself also affects the factors responsible for hours worked. The article also speculates on just how the various factors have contributed to the recent drop in hours of work.

KEY WORDS: Hours of Labor; Canada; Statistics; Employment; Canada; Employment Change.


Task discretion has held a central place in theories of work organization and the employment relationship. However, there have been sharply differing views about both the factors that determine it and the principal trends over time. Using evidence from three national surveys, this article shows that there has been a decline in task discretion since the early 1990s. This contrasts with an increase in other forms of employee involvement such as direct participation and consultative involvement. Many of the arguments in the literature about the factors that favour higher task discretion are supported by our evidence – in particular those emphasizing the importance of skill levels and the broader organizational ethos with respect to employee involvement. However, such factors do not account for the decline in task discretion, implying that existing theories fail to address some of the crucial determinants. It is tentatively suggested that it may be necessary also to take account of macro factors such as competitive pressure, public sector reform programmes and the growth of accountability structures.

KEY WORDS: Employee Involvement; Job Control; New Technology; Participation; Quality of Working Life; Skill; Task Discretion; Trade Unions; Organizational Change.


What is the long-term effect of the emerging predominance of the dual-earner family? This study uses data from 3 national household panel surveys - the British Household Panel Survey (N= 16,044), the German Socioeconomic Panel (N= 14,164), and the U.S. Panel Study of Income Dynamics (N= 7,423) which provide, for the first time, clear and direct longitudinal evidence of change in the balance of domestic labor within couples: evidence that women make large adjustments in their domestic work time immediately upon entering full-time paid work and that men exhibit a less obvious pattern of lagged adaptation, showing larger increases in domestic work in successive years.

KEY WORDS: Employment Patterns; Working Hours; Educational Attainment; Change.


This book chapter employs data from the Survey of Income & Program Participation to measure changes in job stability and job security during the 1980s & 1990s. Examination of one-year & monthly separation dates from 1983 to 1995 indicated a decline in monthly
separation dates from the mid-1980s through the early 1990s. Results were also contrasted with those from the more widely used Panel Study of Income Dynamics. The comparison illustrated that neither data set offered evidence of an increase in yearly exit rates during the 1980s & 1990s, illustrating that earlier increases in instability did not continue. This conclusion was supported by similar yearly and monthly patterns. No evidence was found to support either an increase in job insecurity or a worsening of the consequences of job changes.

**KEY WORDS:** Dismissal; Job Change; Unemployment; Employment Changes; Labor Turnover; Unemployment Rates; Dislocated Workers; Males; Females; Organizational Change.


The first major analysis of this kind, it documents emerging cultural characteristics of women’s activities on the Internet across the globe. Anthropologists, communications experts, development workers and media analysts and women’s movement activists ask whether women caught in the net or weaving it themselves. The book traces the social, economic and political biases in which the culture of cyberspace is embedded and the revolutionary potential of women’s knowledge of and access to the Internet across the world. It puts forward concrete proposals for increasing women’s engagement with the new communication technologies and shows how the Internet can create new spaces for women working within radically different cultural environments. This view rethinks the very idea of culture by looking at the links and discontinuities between the local and the global.

**KEY WORDS:** Women; Internet; Culture of Cyberspace; Social Change.


This book argues that making ecological sustainability our first economic priority can provide a practical strategy for job creation as well as the expansion of our leisure time. It is a study of the wide range of reduced work-time initiatives that have been implemented in industrialised nations during the last 10 years. Hayden moves beyond pitting the protection of the environment against the protection of jobs and argues the case for a green economic and social vision. Work time reduction is most commonly thought of in terms of a shorter working week, but Hayden covers a much wider range of possibilities including parental or educational leave, phased in or partial retirement, sabbaticals, longer holidays and any number of other ways of reducing work hours over the a human lifetime. These other options allow for flexibility for both employers and employees to work different schedules at different times in their lives. Work time reduction is seen as an ecologically sound response to the employment crisis. Hayden advocates less consumption and more thought about environmental and socially sustainable job creation. He argues that the solutions of frugality and individual life style changes, though needed, cannot be divorced from a larger political project to ensure an equitable sharing of wealth. Hayden also notes that the greatest obstacle to work time reduction is the dominance in industrialised nations, of a culture consumed by growth. This culture has produced a business sector resistance to shorter hours and a state sector focused on reducing welfare. Coupled with falling wage rates, these strategies mean families work longer hours to meet their daily needs.

**KEY WORDS:** Hours of Labor; Early Retirement; Parental Leave; Environmental Degradation; Consumption (Economics); Economic Change; Organizational Change.

This paper reviews job design field from 3 paradigmatic perspectives; functionalism, interpretivism and critical theory. Central to job design theory, across all paradigms, is the concerned with the outcomes of job design, the role of key factors such as control, demand, and skill, and how jobs can be changed. In reference to how work is changing, it is argued that although job design still has much to offer (its traditional core concerns are still relevant), it must develop to have a wider appeal and more relevance. Finally, suggestions are presented on how job design can develop as a field. These suggestions are based on the belief that job design theory can progress most fully by drawing on multiple theories from across different paradigms and from grounded studies of the changing nature of work in diverse occupational contexts.

**KEY WORDS:** Industrial Psychology; Job Analysis; Job Characteristics; Theories; Trends; Employment Change.


This book reports findings from the Massachusetts Institute of Technology's School of Architecture four-year project. Specifically the book describes how changes in the workplace can improve the quality of production and the lives of workers. The Process Architecture framework is introduced and through examples demonstrates how it can be applied in a wide variety of organizations and industries. The information is accessible to managers and others with no background in architecture or space planning.

**KEY WORDS:** Work Environment; Work Design; Employment Changes.


This paper reports on survey results administered to five work sharing opportunities in Quebec since 1994: Bell Canada, Alcan, Scott Paper, Sico, and the Ministere de l'environnement et de la faune. Findings indicate that while previous studies have raised doubts about the likelihood of successful work-sharing initiatives. However, based on the cases studied, participation rates in voluntary work-sharing programs were high, especially where the worker's sacrifice (lost wages) was less than ideal and where workers had previous experience with reduced and flexible work time. Work-sharing initiatives were less successful when they were mandatory. The programs studied point to the importance of labor-supply responses in policy design. It was recommended that governments makes work sharing more attractive to workers, as it would hopefully lead to changes in workers attitudes toward it. The findings are consistent with the recommendations of the federal government's Advisory Group on Working Time.

**KEY WORDS:** Attitude Change; Quebec; Working Hours; Work; Labor Policy; Flexibility; Government Policy; Employment Changes.


While the emerging practice of contract employment offers potentially better working conditions than such practices as day labor, it has an ominous potential, since workers
may be doing the same job, in the same industry, firm, and occupation, and yet receive very different compensation. Employers, and employees in the favored primary job market, are motivated to perpetuate the uneven distribution of rewards. Eliminating the two-tiered labor market will require a full commitment from both government and organized labor.

**KEY WORDS:** Employment Changes; Labor Market; Labor Movements; United States of America.


In recent decades by the rise of digital technologies has changed the workplace. Parts of a single labor process can be moved around the world, with implications not only for individual workplaces or firms, but for the working class as a whole. Computer operators in India process medical transcriptions for doctors in the United States at one-eighth of what U.S. computer operators would earn, and at four times the pay of an Indian schoolteacher. Within advanced capitalist countries, the workplace has been made more “flexible” through cellphones, e-mail, freelancing, and outsourcing. The same process often makes the situation of the worker more precarious, as they are required to pay for the tools of their trade, made constantly accessible to the demands of the workplace, and isolated from their fellow-workers. Huws’ *Making of a Cybertariat* examines this process from a number of perspectives. It focuses especially on women in the workplace and at home. It examines changing categories of employment, and modes of organization. It shows how new divisions of race and gender are created in the process, and sets out an agenda for negotiating them. It explores the ways in which traditional forms of organization are being reshaped, and questions how the emerging cybertariat can become conscious of their common interests and stand together to struggle for them.

**KEY WORDS:** ICT; Labour Process; Technological Determinism; Globalization; Telework; Spatial; Changes in Paid Work.


This paper seeks to map a decade of organizational downsizing in Australia utilizing a comprehensive longitudinal data set of 4153 firms. Aggregate downsizing measures conceal extensive change within organizations. We seek to assess these processes by comparing a conventional downsizing measure with more specific occupational downsizing measures. The results show the contours of change in Australia over the 1990s; indicate that there are distinctive and contrasting trends; and raise significant issues for future theoretical and empirical research.

**KEY WORDS:** Australia; Downsizing; Longitudinal Methodology; Occupation; Restructuring; Organizational Change; Employment Change.


This report describes how the poor economic performance and government cutbacks of the 1990s have adversely affected most Canadians. Findings indicate that there has been no increase for more than 20 years in the real annual earnings of Canadian men.
working full-time and the average weekly earnings, adjusted for inflation, grew just 2.8% from 1989 to 1998. Yet, despite strong economic growth in 1999, there was no increase in real weekly earnings. Lastly, the average after-tax and after-transfer income of Canadians fell by 5.6% over the 1990s, with poorer families experiencing a decline of 12%.

**KEY WORDS:** Canada; Economic Conditions; Statistics; Working Class; Economic Policy; Change; Economic Change.


Data from the 1970 and 1997 Current Population Survey demonstrate that, more than changes in working hours, the shift from male-breadwinner to dual-earner and single-parent households has increased concern for family-work balance. Research should focus on combined work schedules of family members rather than changes in individual work patterns.

**KEY WORDS:** Family-Work Relationship; Work Leisure Relationship; Time Utilization; Dual Career Family; Working Hours; Work and Learning; Employment Changes.


Part-time work, temporary help agency, contract company employment, short-term and contingent work, and independent contracting are all examples of nonstandard employment. These employment arrangements have become increasingly prominent ways of organizing work in recent years. Understanding of these nonstandard work arrangements has been hampered by inconsistent definitions, often-inadequate measures, and the scarcity of comparative research. A review of the emerging research on nonstandard work arrangements emphasizes the multidisciplinary nature of contributions to this field, including research by a variety of sociologists, economists, and psychologists. Cross-national research, which is needed to investigate how macroeconomic, political, and institutional factors affect the nature of employment relations, is also assessed, with areas for future research suggested.

**KEY WORDS:** Employment Changes; Part-Time Employment; Self Employment; Contracts; Working Hours; Sociology of Work; Sociological Research.


Scholars, economists, and sociologists throughout the US and other industrialized nations have begun to discuss the changing employment relations with regard to "nonstandard" work arrangements, such as temporary and part-time employment. Employment situations that offer both flexibility and instability. This book brings to light four important issues associated with this scenario: (1) the number of workers in the US who are currently affected by nonstandard employment arrangements; (2) the rationale for nonstandard employment relations trends; (3) the relationship that exists between nonstandard employment arrangements and job quality; and (4) the triangular employment relationship that prompted the development of nonstandard employment
KEY WORDS: Labor Relations; Part Time Employment; Labor Market; Underemployment; Employment Changes; United States of America


Review essay on books by (1) Peter Cappelli, The New Deal at Work: Managing the Market-Driven Workforce (Boston: Harvard Business School Press, 1999); (2) David Marsden, A Theory of Employment Systems: Micro-Foundations of Diversity (Oxford: Oxford U Press, 1999); & (3) Paul Osterman, Securing Prosperity: The American Labor Market: How It Has Changed and What to Do about It (Princeton: Princeton U Press, 1999). The focus of these books is on the new institutional rules between employees and employers. Called the "new deal" by Cappelli, and the "new labor market" by Osterman, these new relations are characterized by a rise in interfirm mobility, the end of the corporation as "family," lay-offs, and corporate reform practices like downsizing and subcontracting. All 3 books are written from an industrial relations perspective and use the firm as the basis for understanding changes in employment relations. Stressed are the inequalities that result from increased job mobility. Cappelli focuses on the impact of changes on employee management practices in the US. Marsden's original institutional theory of labor markets and human resources management offers a way to consider the range of possibilities for the evolution of employment relations. 1 Reference.

KEY WORDS: United States of America; Labor Market; Job Change; Employment Changes; Labor Relations; Employers; Superior Subordinate Relationship; Occupational Mobility.


Globalization, fueled by technological revolution & the triumph of neoliberalism over reform, has transformed the labor process & class relations worldwide by exporting production, eliminating many domestic jobs, & hastening the deterioration of work conditions. The chapter offers an overview of the transformation of capitalism & the labor process on the latter decades of the twentieth century. The consequences of economic crisis for labor, especially in terms of mass unemployment & underemployment, have lain the groundwork for global struggle, signs of which are evidenced by increasing labor movement & political activism in the US & internationally. The gradual, collective recognition that the struggle against advanced capitalism's "superexploitation" is at heart a political struggle that suggests the inchoate formation of an international workers' revolution.

KEY WORDS: Globalization; Labor Movements; Forces and Relations of Production; Scientific Technological Revolution; Labor Process; Political Movements; Worker Consciousness; Class Struggle; International Division of Labor; Exploitation; Activism.


Based on a case study of displaced IBM computer and Link aerospace workers in
Binghamton, NY, this article analyzes the phenomenon of corporate downsizing and the experience of worker displacement as a process of work and employment change that occurs within the context of structural changes in the economy, large firms, and labor markets. Findings suggest that in the new economy, the concept of worker "displacement" should be thought of in more expansive terms than the more narrow and conventional definition that is often associated with it. Workers' experiences of downsizing, displacement, and employment change were not simply associated with loss, but were characterized mainly by the change between objective conditions and subjective meanings of work and of being workers.

**KEY WORDS:** Dislocated Workers; Corporations; Unemployment; Employment Changes; Organizational Change; Labor Market; Economic Conditions; New York.


This chapter provides an overview of the information system research discussion. The author analyzes the continued transformation of work organization and compares the need of this changing work with the goals of the new information system research and design approaches. Lastly, some major problems in recent information system research is discussed with comparisons made with the properties of activity theory. The latter is suggested to be an encouraging alternative as a new background theory for information system research and design.

**KEY WORDS:** Human Machine Systems Design; Information Systems; Theories; Working Conditions; Change.


Globalization has always been connected with the rise of "market individualism" and a polarization of the workforce. As the pace of globalization has quickened in recent years, the outcome has been rising inequality within labour markets. Quite significantly, this is accompanied by a rising acceptance of inequality, notably among the industrialized societies. The lectures in this book discuss whether this trend could be reversed through national economic and social policies.

**KEY WORDS:** Globalization; Work; New Economy; Social Inequality; Social Change; Economic Change.


This book examines trends and issues in Canadian workplaces and advocates a people-centered agenda for improving the quality of working life. Chapters 1-9 discuss the following topics: the future of work; the crisis in work; what Canadians want from work; the "new economy"; education, skills, and the knowledge economy; youth and work; "putting people first"; workplace innovation; and unions and the quality agenda. Chapter 10 provides eight principles of higher-quality work for assessing overall work trends, employers' practices, government policies, and the agendas of unions and professional associations.

It has been suggested that the drive to increase profitability of investments has generated large numbers of workers living a precarious existence. Marx called this "reserve army of labor" a basic characteristic of capitalism. It allows the market system to function profitably by keeping costs low. This reserve army includes the unemployed, part-time workers, those working independently but desiring full-time work, as well as individuals not counted in employment statistics that would be available for work under changed circumstances (such as prisoners & the disabled). This paper explores the shifts in the reserve army's composition over time, along with the movement of workers from one segment to another; ways in which the reserve army benefits capital; and the improbability of ever reaching full employment. The future of the reserve army is contingent on labor's response to increased capital pressure.


Using interviews with the owner-manager and employees of 45 manufacturing firms, the way in which labor compliance and control is addressed in smaller manufacturing firms is examined. Findings suggest that there can be blurred divisions between employers and employees. Through necessity or choice, when the owner of the firm also takes the role of co-worker this can create shared social relationships and group working which is advantageous to the owner, but this can have implications for managing labor discipline.


The subject of this book is the changing nature of work and the implications for occupational analysis. The charge to the committee from the Army Research Institute was (1) to review and analyze the research on the environmental forces, organizational factors, and the content of work; (2) to identify key issues in the changing context and content of work that affect the design of occupations in the civilian and military sectors; (3) to evaluate the changes in tools for analyzing the nature of the work environment and developing occupational classification systems that are responsive to current and future needs of the workplace; and (4) to assess the application of methods and tools developed in the civilian sector to occupational classification and analysis in the Army. The current composition of the committee includes experts in the areas of sociology, economics, management, occupational analysis, and industrial and organizational psychology and training. This book is intended to provide decision makers in both public and private organizations, as well as in both the civilian and military sectors, with guidance on how to assess and respond to contemporary debates about changes in work. The intended audience extends far beyond the boundaries of social scientists and
human resource specialists who have a professional interest in understanding changes in work and the adequacy of occupational analysis systems for charting and managing the changes. In particular, the authors hope that decision makers whose choices influence the nature of work - who include senior executives, line managers, military officers, and designers of technology - will find valuable information in this volume.

**KEY WORDS:** Diversity in the Workplace; Labor Market; Occupations; Forecasting; Industrial Sociology; Work; Change.


Drawing on comparative ethnographic data from 2 different staffing services, a private agency and a non-profit, union-affiliated staffing organization, this research demonstrates how contemporary staffing agencies connect more to organizations, changing the traditional employment relationship. In the dissertation, Neuwirth argues that staffing agencies actively shape labor market dynamics, as opposed to simply reacting to impersonal market forces. The research shows how the staffing agencies played a crucial role inside their client firms, taking on a range of functions once reserved for HR departments and unions. Currently many corporate managers are relying on staffing agencies to recruit and manage a temporary and sometimes permanent workforce. At the same time, many workers are now using staffing agencies to help them navigate the complex terrain of the labor market. Adapting to these changes in the employment relationship, Working Partnerships Staffing Service (WPSS), ventured far beyond familiar territory. Findings show that this organization sought to create an alternative worker-centered staffing service. However, they continually ran the risk of reproducing normative models of staffing. Even so, WPSS innovatively mobilized across the different fields of organized labor, staffing, and workforce development to forge a new model for staffing.

**KEY WORDS:** Unions; Corporations; Organizational Structure; Organizational Change; Hiring Practices; Interorganizational Networks.


This book suggests that the recent US prosperity is built on the ruins of the once reassuring postwar labor market. Today, workers can no longer expect stable, full-time jobs and steadily rising incomes. Instead they face stagnant wages, layoffs, rising inequality, and the increased likelihood of merely temporary work. Osterman attempts to explain why these changes have occurred and lays out an innovative plan for new economic institutions that promises a more secure future. He argues that new policies must engage on two fronts: addressing both higher rates of mobility in the labor market and a major shift in the balance of power against employees.

**KEY WORDS:** Labor Market; Trade Unions; Industrial Relations; Economic Conditions; Economic Policy; United States; Organizational Change.

This book represents nearly three years of deliberation by more than 250 people drawn from business, labor, community groups, academia, and government. It provides a historical context from today's labor-market policy and laws back to the New Deal and to a second wave of social regulation that began in the 1960s. Underlying the current economic system are assumptions about who is working, what workers do, and how much job security workers enjoy. Economic and social changes have made those assumptions invalid and have resulted in mismatches between labor institutions and efficient and equitable deployment of the workforce, as well as between commitments to the labor market and family responsibilities.

**KEY WORDS:** Labor Market; Manpower Policy; United States; Change.


The author examines whether the Australian safety net is an adequate protection of decent work and life. The author focuses primarily on a new regulatory strategy for the protection of basic workplace rights and entitlements, that of providing some casual workers with the opportunity to convert to ongoing employment.

**KEY WORDS:** Contingent Workers; Australia; Employment Change.


Even though Finland has a sophisticated technological infrastructure and is one of the most advanced and competitive economics in the world, only four per cent of Finnish wage earners see themselves as doing telework. Moreover, only four per cent had tried telework. This paper presents empirical evidence of telework.

**KEY WORDS:** Finland; Telework; Knowledge Workers.


In this article we see new management methods attempting to reproduce the performance dynamics of self-employed entrepreneurs among their "regular" employees. In order for this to be successful, the system of command and control must be replaced by a system of indirect control, which makes the autonomous free will of the individual employee instrumental to the company's purpose. Works councils and trade unions are then confronted with an entirely new situation. These organizations now have to render ineffectual the conventional means of conflict with which they are inclined to react to its negative consequences. The article concludes that to cope with this challenge an agreement must be reached on an understanding of autonomy and the changes it encounters, along with the changes in forms of management itself.

**KEY WORDS:** Management Styles; Management; Organizational Culture; Work Organization; Worker Control; Autonomy; Organizational Change.


This article advocates the use of the concept of social class and constructs a more flexible interpretation based on the usefulness of various definitions for the analysis of
different aspects of social realities. It is a typological illustration of North American class structures based exclusively on the criteria of wealth possession. This typology is applied to the analysis of two specific topics: industrial restructuring processes and labor migration.

**KEY WORDS:** Social Class; Sociological Theory; Theoretical Problems; Nominalism; Social Structure; Social Stratification; North America; Employment Changes; Labor Migration.


This article presents a critical realist analysis of trust/control relations within and between complex organizations. It suggests that trust/control relations are most usefully seen as structures of interrelated "positioned-practices" which generate, shape and constrain the development of contrasting forms of expert power in a number of organizational contexts. The article begins with a general overview of a number of currently influential theoretical perspectives on trust/control relations in social and organizational analysis, and then proceeds to advance a critical realist analysis of trust/control relations as generative mechanisms that govern, but do not determine, the production, reproduction and transformation of expert power. The significance of this realist analysis is demonstrated by the limited number of historical and institutional case studies on expert technologies and practices.

**KEY WORDS:** Organizations; Realism (Philosophy); Social Control; Trust (Social Behavior); Analysis; Change.


Using examples from business and government experiments with just-in-time access to goods and services and resource sharing, this book defines a new society of renters who are too busy breaking the shackles of material possessions to mourn the passing of public property. Are we encouraging alienation or participation? Can we trust corporations with stewardship of our social lives? True to form, the author asks more questions than he answers. If property is theft, leased access is extortion, and this book warns us of the complex changes coming in our relationships with our homes, our communities, and our world.

**KEY WORDS:** Electronic Commerce; Social Aspects; Electronic Data Interchange; Business; Computer Networks; Internet; Economic Aspects; Social Change; Change.


This article will explore, specifically, the length of the working day for the labourer, and will demonstrate the impossibility of determining the length of the working-day for intellectual labour. The author suggests that the concept of the working-day becomes meaningless in the knowledge revolution. Thus, an appreciation and an understanding of Marx's concept of the working-day is needed, having arrived at this understanding, the authors then need to appreciate the fact that the concept actually starts to lose its meaning and significance in the advanced stage of capitalism that we are now in.

D.W. Livingstone, M. Raykov, K. Pollock, F. Antonelli
KEY WORDS: Knowledge Workers; Work Quality; Work Day; Intellectual Labour; Organizational Change.


“Copreneurship” occurs when couples begin their own business and partner in self-employment ventures. It is the fastest-growing segment of family-based businesses, with husband-and-wife teams constituting the most visible and most researched category of copreneurs. Copreneurs tend to be older, more likely to live in suburban or rural areas, and more highly educated than compared with conventional dual-earning couples. Like other self-employed individuals, copreneurs have more flexibility in setting their own schedules, which provides distinct advantages in many aspects of personal life. However, copreneurs tend to work more hours than other couples, and like other entrepreneurs, they have less security than workers in typical corporate or salaried jobs - especially since both partners are self-employed. The most difficult issue for copreneurs is contending with pursuing the parallel life goals of running a successful business and maintaining a successful relationship. Although men most often assume the leading role in copreneurial ventures, increasing numbers of females are assuming the leading role as well. The number of copreneurs is expected to rise as more people strive for greater flexibility in managing work and family, increased jobs satisfaction, and more personal time.

KEY WORDS: Employment Patterns; Dual Career Family; Employed Parents; Employment Problems; Entrepreneurship; Family Financial Resources; Family Life; Foreign Countries; National Surveys; Trend Analysis; Work Environment; Canada; Family Owned Businesses; United States; Employment Change.


This is a review of social science literature on the organizational innovations and staffing practices associated with new flexible forms of work. The review reveals a model of uneven flexibility, characterized by the differential distribution of opportunities across groups of US workers. These opportunities have emerged under conditions in which effort is intensified, control is decentered, and employment is destabilized. This new flexible model is contradictory in that it is both a progressive, enabling, high-performance approach, and a coercive, restrictive, low-performance approach. Although involvement and empowerment are key to the new models, their achievement requires workers to participate in organizational mechanisms of multifaceted and decentered systems of control that reproduce hierarchical features of traditional control systems.

KEY WORDS: Work Organization; Part-Time Employment; Employment Changes; Dislocated Workers; Labor Process; Social Inequality; United States of America; Sociological Research.


The 1990s were years of turmoil and change in American work experiences and employment relationships. Trends including the growth of contingent labor, the reduction of stable employment contracts, the restructuring of jobs and companies, and the emergence of opportunity-enhancing employee participation programs impacted occupations, career paths, and labor market opportunities. The author analyzes this shift,
asking how workers navigated their way across the divide between bad jobs and good jobs, between jobs organized hierarchically and jobs requiring greater worker involvement, and between temporary and stable work.

The author uses original case study data from four diverse organizational settings around the country. She compares the situations of nonunionized, white-collar workers at a photocopy service firm; unionized blue-collar workers in a wood-products processing factory; temporary assemblers and clerical workers in a high-tech firm; and unemployed managers, technical workers, and professionals participating in a job search club.

**KEY WORDS:** Sociology of Work; Economics & Finance; Changes in Paid Work.


Jeremy Rifkin's 1995 book, The End of Work, has recently been reissued, “updated for the 21st century.” Rifkin's prediction of how changing technologies will displace workers and lead to massive global unemployment by the mid-21st century has been repeatedly cited by many academics, policy makers, and members of the public. This essay revisits Rifkin's argument, asking, “How well does it stand a decade later?” The author contends that although The End of Work will continue to generate lively debate, it doesn't provide a defensible sociological guide for understanding work trends and, in fact, probably never should have been viewed as one.

**KEY WORDS:** Business Literature; Teamwork (Workplace); Downsizing (Management); Change.


Reflections on information systems design based in daily practices. From experience in what is name the hyperdeveloped world of industrial research and development in the United States, the author outlines a series of concerns, organized under the themes of information flows, local improvisations, and work practices. The author then offers alternative understandings of change and innovation that underwrite a practice based design approach. These include a view of innovation as indigenous to technologies-in-use, emphasizing investments needed to create sustainable change, & an orientation to artful integration for information systems design.

**KEY WORDS:** Information Technology; Research and Development; Systems; United States of America; Technological Innovations; Sustainable Development; Change.


One of the central problems for critical materialist analysis is how to reengage with a larger canvas while avoiding both the non-empirical metatheorizing characteristic of much recent post-modern social theory and the teleological and totalizing grand narratives that disfigured previous perspectives. The pursuit of a complete picture of capitalist political economy and its relations with the spheres of work and employment, may, in other words, have inherent limitations and, to the extent that it can be achieved, come, not from a total analysis, but the combination of smaller pictures, and from analyses that start at different
levels. This article has been a contribution to thinking about ways of assembling the tools for creating such a picture.

**KEY WORDS:** Critical Materialism; Post-modern Theory; Social Theory; Narratives; Capitalist Political Economy; Work and Employment.


Social scientists increasingly claim that work structures based on the mass production or Fordist paradigm have grown obsolete and they have given way to a more flexible, post-Fordist work structure. There is much disagreement over these claims, however. This article reorients this debate by subjecting the post-Fordist approach to theoretical & empirical critique. In doing so, it identifies several theoretical weaknesses, like for example, its uncertain handling of power & efficiency; its failure to acknowledge multiple responses to the crisis of Fordism, several of which seem at odds with the post-Fordist paradigm; and its tendency to neglect the resurgence of economic dualism & disparity in organizations & industries. A review of the empirical literature suggests that, despite scattered support for the post-Fordist approach, important anomalies exist that post-Fordism seems unable to explain. Despite its ample contributions, post-Fordist theory provides a distorted guide to the nature of workplace change in the US. Two alternative perspectives are sketched - neoinstitutionalist & flexible accumulation models. Both seem likely to inspire more fruitful lines of research on the disparate patterns currently unfolding in US work organizations.

**KEY WORDS:** Organizational Structure; Organizational Change; Work Organization; Fordism; Flexible Specialization; Theoretical Problems; United States of America; Change.


While paying tribute to Harry Braverman for launching the research field known as the labor process, this book neither eulogizes nor castigates his work. Rather, it takes stock of the field, showing its blend of qualitative and quantitative methodologies and revealing its diverse contributions to the sociology of work, organizations, and stratification. Both U.S. and British authors use this venue as an opportunity to rethink and reinvigorate the labor process field, yet they maintain an intellectual commitment to the spirit with which Braverman wrote his work. They focus on aspects central to the labor process perspective, including management strategies, technology, innovations in the workplace, the value of labor, and control and resistance.

**KEY WORDS:** Sex Role in the Work Environment; Employees and Effect of Technological Innovations on Division of Labor; Social Conflict; Industrial Relations; Industrial Sociology; Braverman, Harry; Organizational Change; Managerial Strategies; Management; Equality.


A recurring theme across the social sciences is that noncapitalist production is disappearing, albeit slowly and unevenly, and is being replaced by a commodified economy in which goods and services are produced by capitalist firms for a profit under conditions of market exchange. In this paper, however, I evaluate critically this commodification thesis. Even in the heartland of commoditization, “the advanced
economies” large economic spaces are identified where alternative economic relations and motives prevail. Rather than view them as leftovers of precapitalist formations, this paper argues that they are the result of both the contradictions inherent in the structural shifts associated with the pursuit of commodification as well as the existence of “cultures of resistance.” As such, they are viewed as "spaces of hope" that highlight the demonstrable construction and practice of alternative social relations and logic's of work outside profit-motivated market-orientated exchange.

**KEY WORDS:** Capitalism; Economic Structure; Market Economy; Commodification; Profit Motive; Forces and Relations of Production; Economic Change.


A common assumption is that commodification - the process by which goods and services are increasingly produced by capitalist firms for a profit under conditions of market exchange - is colonizing, albeit slowly and unevenly, ever more areas of daily life. Yet little evidence has been supplied to show either the extent or unevenness of this penetration. Here, we first draw on secondary data to evaluate the degree to which the advanced economies have been permeated by commodification. This identifies large spaces of non-exchanged work, non-monetized exchange, and non-profit-motivated monetary exchange. To both explain the existence of these spaces as well as the uneven penetration of commodification, we then report case study evidence from the sphere of domestic services in UK urban areas. This displays that although domestic services are slightly more commodified among higher-income populations, the uneven contours of commodification cannot be explained simply in terms of whether populations can afford to use formal service provision. While economic constraints do prevent the advance of commodification, especially in lower-income populations, strong 'cultures of resistance' are also uncovered that impede its deeper penetration. To conclude, therefore, the contrasting roles played by economic and cultural constraints in slowing the advance of commodification and creating its uneven contours are explored.

**KEY WORDS:** Commodification; Labor; Capitalist Societies; Exchange (Economics); Forces and Relations of Production; Domestics; United Kingdom; Urban Areas; Commodification; Economic Change.


A recurring theme across the social sciences is that noncapitalist production is disappearing, albeit slowly and unevenly, and is being replaced by a commodified economy in which goods and services are produced by capitalist firms for a profit under conditions of market exchange. In this paper, however, I evaluate critically this commodification thesis. Even in the heartland of commoditization, "the advanced economies" large economic spaces are identified where alternative economic relations and motives prevail. Rather than view them as leftovers of precapitalist formations, this paper argues that they are the result of both the contradictions inherent in the structural shifts associated with the pursuit of commodification as well as the existence of "cultures of resistance." As such, they are viewed as "spaces of hope" that highlight the demonstrable construction and practice of alternative social relations and logic’s of work outside profit-motivated market-orientated exchange.

**KEY WORDS:** Commercialization; Commodification; Informal Sector; Marketization; Resistance; Economic Change.

Using results from the first three years of a five-year UMIST-Institute of Management study, this paper explores the changing nature of managerial work in the UK and the impact of organizational change on managers’ sense of loyalty, morale, and motivation. This article discusses the impact of organizational change on surviving managers where redundancy has been used, compared with organizations where redundancy has not been used. The results suggest that if redundancy is to be continually pursued as a method of change, managers should be aware of the damaging implications not only to individuals, but to the culture of the downsized organization.

**KEY WORDS:** Employment Changes; Organizational Change; Managers; Redundancy; Work Organization; Management; United Kingdom; Organizational Commitment; Organizational Culture.


These two papers are presented in the context of recent research on the connections among work, family, and health. Chapter 1 focuses on the changing nature of work, the new economy, and recent demographic trends. Chapter 2 examines the health effects of job security, income, work organization, health and pension benefits, work schedules, workplace stress, occupational health, socioeconomic status across the life course, and family and sick leave. Chapter 3 explores policy options by outlining three possible strategies. Lastly, in the second paper policy makers are urged to adopt policies based on the following principles: work redesign; paid leave and family care; reduced hours and flexibility; women in leadership positions, worker voice, community empowerment; and work-family councils.

**KEY WORDS:** Access to Health Care; Adjustment (to Environment); Child Care; Employment Practices; Family Health; Family-Work Relationship; Government Role; Health Insurance; Income; Job Security; Policy Formation; Population Trends; Public Policy; Retirement Benefits; Social Science Research; Unemployment Insurance; Wellness; Work Environment; Working Poor; Economic Change; Employment Change.


In today’s world of work, the old standards of fixed hours and location have been substantially weakened. The majority of employers, in fact, prefer to maintain a flexible system of work arrangements that gives them more control over rate of production, assignment of tasks, and economic circumstances. The global development of these new and extensive conditions of employment variously characterized as nonstandard, alternative, peripheral, contingent, or atypical has progressed to a point at which its significance for both employers and employees (as well as for society in general) can be fruitfully analyzed.

**KEY WORDS:** Work and Learning; Economic Analysis; Workplace Alternatives; Changes in Paid Work.
Section 2.2
Assessments of Knowledge-based Economy

This book is based on the idea that society is beginning an era characterized by turbulence and rapid technological change. In the following competitive context, information technology has become omnipresent and increasingly important and new organizational forms have surfaced to respond to the new competitive challenges. The “knowledge” intensive firms are one type of these new forms. The increasing significance of this new type of organization relies on the fact that between ten and fifteen percent of the workforce in Europe and North America works in Knowledge Intensive Firms (KIFs). Many scholars and practitioners therefore feel confident in asserting that KIFs have started dictating the world economy.

**KEY WORDS:** Knowledge Work; KBE; Knowledge Workers; Knowledge Management.


The proliferation of new information technologies in the US has brought a shift in work skill requirements. Skill formation is located within the framework of rationalization to demonstrate the shift from industrial to postindustrial information work. The focus is on new information technologies that require the worker to interact primarily with electronic text and graphics. "De-skilling" is discussed, followed by an analysis of "skill saturation"; a distinction is made between saturated and unsaturated skills. Changes characteristic of saturated and unsaturated work are identified, including a loss of spaces for play and creativity and a paradoxical intensification of work, despite a decrease in the physical requirements of work. The way skills move from an unsaturated to a saturated state is described in the context of computer programming, and a history of programming languages and skill saturation is advanced. Possibilities of resisting saturation in postindustrial work world are explored.

**KEY WORDS:** Work Skills; Job Characteristics; Information Technology; Postindustrial Societies; Work Organization; Work Environment; Job Requirements; Employment Changes; Rationalization.


This article examines the emergence of the knowledge economy by examining the increasing importance of high-knowledge occupations over the period 1971-2001. Contrary to the impression that is sometimes given by reports that just emphasize the recent rapid development of the high-tech information and communications technology sector, a more extensive examination of the presence of knowledge workers shows that the emergence of the knowledge economy has been more widespread and continuous than might otherwise be thought. This paper reports that the importance of knowledge occupations has continuously increased over the last three decades. It also examines differences in the changes that have occurred for different knowledge professions—managers, professionals and technical occupations—and for different industries. It finds that the increase in the proportion of the labour force that is classified to knowledge occupations was widespread. It occurred for professionals, managers, and technical occupations. It occurred across most industries. While there are differences in the rates of growth in some areas, the most important conclusion to emerge from the study is that the growth of skills, as proxied by the importance of knowledge occupations, was widespread and not restricted to narrow areas of interest, such as popularly defined high-tech sectors.
KEY WORDS: Canada; Knowledge Economy; Occupation; Industry; Knowledge Workers; KBE.


This article examines the increasing importance of high-knowledge occupations over the period 1971 to 1996. It also examines changes that have occurred for different knowledge professions, including managers, professionals and technical occupations, by industry and by geographic area.

KEY WORDS: Knowledge Economy; Knowledge Workers; Knowledge Industry.


This paper explores the industrial composition of Canada’s Knowledge Economy. It uses a new occupational taxonomy to identify a small set of high-knowledge industries—industries that exhibit proportionately large concentrations of knowledge workers. It then compares these high-knowledge industries with two industrial aggregates that have recently been used to study growth trends in the New Economy: (1) information and communications technology (ICT) industries, and (2) science-based industries. Two basic questions guide our analysis. First, are there industries—beyond those located in science and technology-based environments—that emerge as high-knowledge leaders when statistical estimates of knowledge intensity are based solely on occupational structure? Second, how do the growth and structural characteristics of these high-knowledge industries compare with those that characterize ICT-based environments, sectors that are home to the technology-based firms that develop, deliver and support many of the products and services associated with the New Economy?

KEY WORDS: Knowledge Economy; Knowledge Workers; Canada; Class Analysis; Knowledge Industry.


Although considerable research has focused on the role of investments in information and communication technologies in the "new economy," this chapter argues that an additional component of the new economy includes changes in workplace practices. Over the past decade, more firms have adopted "knowledge-based" work processes in which nonmanagerial workers are involved in problem solving and identifying opportunities for innovation and growth. Workplace innovations such as teamwork, incentive-based compensation, employee participation in decision-making, and training have raised the productive capacity of firms, impacted the wages of workers, and affected the demand for skilled labor. This chapter summarizes the empirical evidence on the impact of workplace innovation on a new economy and the implications for public policy.

KEY WORDS: Economic Analysis; Workplace Alternatives; New Economy.

Along with the diffusion of information and communication technologies (ICTs), work processes are becoming ever more knowledge intensive. In keeping with this trend, the number of informational (or knowledge) workers in Finland has more than tripled from 12% in 1988 to 39% in 2000. What makes the Finnish case unique and interesting is the exceptional speed with which the information sector of the economy has grown. A few years after facing the most severe economic recession in its history in the early 1990s, Finland is now considered to have an advanced information economy. However, our empirical analysis—based on survey data from 1988, 1994, and 2000—yields a somewhat more critical picture of the Finnish information society than what usually comes across in the mainstream media. The opportunities for social equality offered by the growth of informational work are far more limited than was the case with the transition from agricultural to industrial production.

**KEY WORDS:** Knowledge; Knowledge Work; Information; Stratification; Class Analysis; KBE; Education; Work.


The author provides evidence that the Scientific-Professional Knowledge (SPK) economy is a sizeable, but far from predominant, part of the larger economy. He criticizes the tendency of most of the early theorists to assume either a linear or ‘S-curve’ growth in the size and influence of the knowledge economy. He shows that a meaningful conception of the knowledge economy must have a more realistic sense of subsector dynamics to replace the simplistic notions of linearly expanding influence that marred much of the earlier visionary work on the SPK economy. He argues that structural influences on the growth of particular industries in the knowledge economy (including the potential for productivity gains in the different SPK industries, demographic changes related to demand for services, and legal environment-influencing relationships between universities, government and corporations) are necessary features of an adequate social science understanding of this growing sector of the economy. Finally, he differentiates five major subsectors of the SPK economy and show that the conditions and opportunities at work faced by professionals vary greatly by the subsector in which they are employed. In the conclusion of the article, the author uses this reformulation of the knowledge economy idea to discuss why the social changes associated with the coming of a professionally dominated, knowledge-based postindustrial society have not, by and large, come to pass.

**KEY WORDS:** Knowledge; KBE; Knowledge-Based Economy; Professional; Post-Industrialism; Management; Management Theory.


The paper examines the impact of economic globalisation on competition for a livelihood. He suggests that centre-left Modernisers, which include New Labour in Britain and the Democrats in the USA, assume that globalisation has transformed the nature of positional class conflict. These groups argue that the absolute standards of educational achievement, rather than the relative standing of credential holders within local or national labour markets, are of primary importance. Drawing on neo-Weberian theories of social closure, the author argues that the Modernisers’ description of the global labour market and its impact on positional class conflict is flawed. He suggests that existing theories of social closure be developed in terms of what is called Positional Conflict Theory.
KEY WORDS: Academic Achievement; Competition; Social Class; Globalization; Sociological Perspectives; Work and Learning.


This paper provides an overview of the forces shaping the future of the knowledge economy and society, including: the speed and type of change that is occurring; the technologies that are propelling it; the technology and information choices that competitors are making; which organizations are in the lead; who has the most to gain and to lose; the investment strategies of competitors vis-a-vis the trends; and the variety of ways these trends may influence customers' demands and needs. The characteristics of a global information economy and society are identified, focusing on the four building blocks of infrastructure provision, lifelong learning, economic growth, and service delivery. National strategies for Singapore, the European Union, and Australia are considered, as is the role of libraries and information services in the global information economy and society.

KEY WORDS: Economic Change; Foreign Countries; Futures of Society; Global Approach; Information Services; Information Technology; Library Role; Lifelong Learning; National Programs; Social Change.


The authors take a fairly conventional approach to knowledge work, or what they specify as professional service work, arguing there are a growing number of jobs that involve non-routine and problem-solving activity. The authors reject the reification of knowledge, rather studying knowledge only through those activity systems where knowledge is applied and acquired.

KEY WORDS: Knowledge Work; Knowledge Workers; KBE; Professional; Knowledge; Knowledge Management.


Castells writes that technology cannot be considered independently of its social context. He presents 19 contributed articles inquiring into some key themes in various cultural and institutional contexts. These themes offer theoretical discussion of the network society. Analysis of processes of technological transformation in Silicon Valley, Finland, Russia, China, and the UK are provided. Subsequent chapters discuss the economy, sociability and social structure, the public interest, social movements and politics, and identity, culture, globalization, the hacker ethic, and a historian's view.

KEY WORDS: Information Society; Cross-Cultural Studies.

This book traces the history and evolution of the "knowledge worker," a term coined to describe employees in the Information Age who do mental as opposed to manual labor, and provides insights and conjecture as to the future role of such workers.

**KEY WORDS:** Knowledge Workers; Knowledge Management; Intellectual Capital.


A study examined how the occupational structure of the Australian labor market evolved and how individuals fared in the process. It identified issues in defining skill and knowledge and followed Elias and McKnight (2001) in stating that sufficient evidence showed a very high correlation between job-required cognitive ability and ordinal skill ranking. Prong 1 of an empirical approach examined census data on occupational composition of employment from 1986-2000 and showed that employment grew most rapidly in professional jobs and intermediate clerical, service, and sales jobs, and a very large number of trades were in decline. Prong 2 examined longitudinal data from the 1997 Negotiating the Life Course Survey with work and education histories for over 2,000 people and found that about six in seven changed occupation between their first main job on entering the labor market and their present job, and just over half changed broad skill ranking. The most important determinant of whether a person began working life in a knowledge job and stayed was education. There was little association between people's background characteristics, education, and work experience and whether they moved into knowledge work. Implications for vocational education and training (VET) were that the surest path to knowledge jobs is to obtain post-school qualifications; VET might deliver degree-level courses at the associate professional level where diplomas are often required; and over-education through VET is dangerous if educational attainment outstrips growth of jobs at the top of skill distribution.

**KEY WORDS:** Knowledge Workers; Australia.


This paper reviews the central themes relating to the development of new knowledge-based economies. After placing their emergence into an historical perspective & suggesting a theoretical framework to distinguish knowledge from information, the authors try to grasp what constitutes the specific nature of such economies. They proceed to deal with some of the major issues concerning the new skills & abilities necessary for integration into the knowledge-based economy; the new geography that is developing (where physical distance would cease being such a influential constraint); the conditions controlling access to the knowledge-based economy, not least for developing countries; how the development of knowledge across different sectors of activity has been uneven; problems with intellectual property rights & the privatization of knowledge; and the topics of confidence, memory, & the fragmentation of knowledge.

**KEY WORDS:** Economic Change; Economic Systems; Knowledge; Technological Progress; Social Change; Knowledge Utilization; Telecommunications; Work and Learning.

This book presents different disciplinary approaches to the knowledge economy and includes detailed case analysis of its impact in various parts of the world. The book moves between the supra national macro region and the micro cluster, as well as looking at associated infrastructural and policy responses.

**KEY WORDS:** Knowledge Management; Regional Economics; International Business; Work and Learning.


The author looks at the growing influence of today's newest "Creative Class" which derives its identity and values from its role as purveyors of creativity and comprises nearly 40 million Americans and 25 percent of all employed people. The author also offers innovative and practical lessons for businesses and employees.

**KEY WORDS:** Creative Ability; Work Ethic; Knowledge Workers; Leisure; Social Classes; Technology and Civilization; Human Capital.


This article examines the impact of three macrotrends in technological change & employment structure on the nature of work in advanced societies: (1) transformation of infrastructure to one based on information technology; (2) growth of occupations requiring reconceptualization & analysis of information; & (3) continued expansion of the service sector relative to the manufacturing sector. These trends are making the conventional classifications of work - manual vs. nonmanual, white- vs. blue-collar, & part- vs. full-time - meaningless & are producing an emphasis in the workplace on knowledge work & people-centeredness. A three-dimensional framework for interpreting the work of several kinds of information- & people-centered workers is provided, & the impact of this trend on management control of the workplace discussed.

**KEY WORDS:** Technological Change; Employment Changes; Trends; Work; Information Technology; Occupational Structure; Service Industries.


The rise of the "new economy", one principally driven by information and knowledge, is attributed to the increased prominence of intellectual capital (IC) as a business and research topic. Intellectual capital is implicated in recent economic, managerial, technological, and sociological developments in a manner previously unknown and largely unforeseen. Whether these developments are viewed through the filter of the information society, the knowledge-based economy, the network society, or innovation, there is much to support the assertion that IC is instrumental in the determination of enterprise value and national economic performance. First, the authors seek to review some of the most significant extant literature on intellectual capital and its developed path. The emphasis is on important theoretical and empirical contributions relating to the measurement and reporting of intellectual capital. The second part of this paper identifies possible future research issues into the nature, impact and value of intellectual
management and reporting.

**KEY WORDS:** KBE; Knowledge Management; Intellectual Labour; Intellectual Capital; Intangible Assets; Knowledge Work; Knowledge Workers.


This dissertation is a study of how work is distributed in so-called post-industrial societies. The main question it addresses is how the division of labour in complex societies is developing. That is, what occupations are increasing or decreasing their shares within the occupational structure, and how can these changes be understood? For many years it has been argued that advanced Western societies are leaving the industrial era and entering a so-called post-industrial phase. The primary feature of this alleged post-industrial development is a shift from the primacy of goods production to a dominance of service production.

The studies that are presented in this thesis represent attempts to capture the essence of the division of labour in so-called post-industrial societies. Five economically advanced Western countries (Canada, Denmark, Germany, Sweden, and the United States) are studied regarding such aspects as industrial and occupational employment changes, occupational sex segregation, and changes in educational attainment. Also, the conceptual framework for occupational classifications is analysed and discussed. The countries are studied with the help of official statistics, and, in particular, occupational employment data are utilised in a number of ways. Occupational data are presented on several levels of aggregation and organised according to different classifications in order to arrive at a comprehensive understanding of these countries' division of labour.

**KEY WORDS:** Post-Industrial Society; Division of Labour; Occupational Classification; Occupational Structure; Welfare State; Sex Segregation; Education.


The author dissects the New Economy, arguing that the delirious optimism was actually a manic set of variations on ancient themes, all promoted from the highest of places. Claims of New Eras have plenty of historical precedents; in this latest act, our modern mythmakers maintained that technology would overturn hierarchies, democratizing information and finance and leading inexorably to a virtual social revolution. But, as the author vividly demonstrates, the gap between rich and poor has never been so wide, wealth never so concentrated.

**KEY WORDS:** New Economy; Classical Economics; Weightless Society; Knowledge Economy; Knowledge Workers; Neoliberalism.


The authors review and critique the definitions of knowledge work and put forth the idea that it can best be understood as a discretionary behaviour in organizations. The discretionary acts in organizations are understood to compromise the creation of knowledge, the application of knowledge, the transmission of knowledge, and the acquisition of knowledge.
KEY WORDS: Knowledge Workers; Human Capital.


Many analysts agree that the mid-1970s was a turning point in the organization of production and markets during the last of the industrial age. The period of change that followed has been described as a transition from "Fordism" to "post-Fordism". This period has even been called the information age because of the rapid adoption and diffusion of information technology. This article elaborates on employee commitment to management and trade unions throughout this period of transition.

KEY WORDS: Management; Unions; Workers; Labor Process; Employment Changes; Postindustrial Societies; Flexible Specialization.


This paper starts by exploring the definition of knowledge and knowledge management; examples of acquisition, creation, packaging, application, and reuse of knowledge are provided. It then considers the partnership for knowledge management and especially how librarians as knowledge professionals, users, and technology experts can contribute to effective knowledge management. It is concluded that knowledge professionals will have to move from the background to the center of the organizational stage to jointly hold the reins of knowledge management.

KEY WORDS: Information Professionals; Knowledge Management; Information Management; Information Technology; Librarians; Library Role; Library Services; Organizational Development; Users (Information).


This paper explores the paradox of increasing scientist/engineer autonomy in the private sector versus decreased academic freedom for university researchers in the context of capitalism's growing dependence on scientific/technical expertise. The concept of "asymmetrical convergence" is applied to describe the simultaneous penetration of industrial codes & practice into the academy & emergence of academic norms for knowledge workers in the high-tech sector. In light of problems in existing scholarship on scientific & technical workers, a divergent conceptual model for viewing knowledge work under contemporary capitalism is outlined, demonstrating new knowledge production structures, particularly as the academy aligns more frequently with industry.

KEY WORDS: Science and Technology; Scientists; Engineers; College Faculty; Knowledge; Production; Academic Freedom; Autonomy; Public Sector Private Sector Relations.


The sociology of intellectuals has adopted three fundamentally unique approaches to its subject. The Dreyfusards, Julien Benda, "new class" theorists, and Pierre Bourdieu
treated intellectuals as potentially a class-in-themselves, that is to say, as having interests that distinguish them from other groups in society. Antonio Gramsci, Michel Foucault, and theorists of “authenticity” treated intellectuals as primarily class-bound, representatives of their group of origin. Karl Mannheim, Edward Shils, and Randall Collins treated intellectuals as relatively class-less with the ability to transcend their group of origin to pursue their own ideals. These approaches divided the field at its founding in the 1920s, during its mid-century peak, and in its late-century revival.

**KEY WORDS:** Intellectuals; Knowledge Workers; New Class; Class Analysis; Professionals.


Today more and more of us make our living from our ideas. The Weightless Society demonstrates why entrepreneurship will become a mass activity, companies will need to be structured as if they were brains, ownership must be broadly spread, networks will become the main way of organizing our knowledge economy, and truth and collaboration will be the new ethics of the new economy. Perhaps most compellingly, the author shows how the same principles are being applied in the public sector. The author argues for a radical overhaul of corporate and government institutions inherited from the industrial era which are ill suited to the knowledge economy, including new approaches to measuring economic value, taxation and social entrepreneurship.

**KEY WORDS:** New Economy; Knowledge-Based Economy; Weightless Society; Knowledge Work; Knowledge Workers.


This chapter examines changes in the skill structures of labor demand. It places attention on changes in the relative wages and employment of more skilled-educated workers as compared to their less skilled-educated counterparts. The chapter discusses the main explanations for why relative demand has shifted in favour of the more skilled, arguing that skill-biased technical change has been an important factor behind the observed changes in the organization of work in the new economy. It also examines some of the technology-trade debate, arguing that trade-based explanations are difficult to maintain. It concludes by discussing the possible policy implications that run alongside these changes in labor market structure.

**KEY WORDS:** Skill; KBE; Knowledge-Based Economy; New Economy.


Many current implementations of organizational knowledge management, although based on the most advanced information technologies, are challenged by the pervading organizational controls. Often, such failures of knowledge management systems implementations come about from incorrect understanding and misapplication of the notion of “controls.” Therefore, it is critical to develop a better understanding of information systems related organizational controls so that they can facilitate the success
of knowledge management systems implementations. This chapter fills the critical void of incomplete and commonly incorrect interpretations of organizational controls by developing a better theoretical and conceptual understanding of organizational controls and their pragmatic implications. The chapter proposes an organic model of organizational controls for design of knowledge management systems that can effectively enable creation of new knowledge, renewal of existing knowledge and knowledge sharing.

**KEY WORDS:** Knowledge Management; Knowledge; Knowledge Work; Discretion; Decision-Making; Management Theory.


The author debunks a number of myths concerning the 'new economy': namely, that wages are improving with productivity and that the future for the US will be a place where the highly educated are richly rewarded. Instead, he argues that offshoring practices will move any and all jobs that can be moved to countries where wages are lower and governments pursue more aggressive, strategic industrial policy. Using statistics from a range of mainstream sources, the author paints a bleak future for the worker in the America and other advanced capitalist economies. He recommends that the US change its industrial policy to provide incentives for corporations to invest and stay in the country, that the US pursue and upgrading policy (unionization) for all service work, especially non-offshorable jobs; and, finally, that corporate governance be changed so that employees and public members have a significant say instead of CEO-dominated boards of governors simply rewarding each other and the shareholder at the expense of employees.

**KEY WORDS:** Outsourcing; Offshoring; Economics; Restructuring; Industrialism; Globalization.


The increase of technological and scientific knowledge in the past two centuries has been the overriding dynamic element in the economic and social history of the world. Its result is now called the knowledge economy. But what are the historical beginnings of this revolution and what have been its mechanisms? The author constructs an original framework to analyze the concept of "useful" knowledge. He argues that the growth explosion in the modern West in the past two centuries was driven not just by the appearance of new technological ideas but also by the increased access to these ideas in society at large - as made possible by social networks comprising universities, publishers, professional sciences, and kindred institutions. Through a wealth of historical evidence set in clear and lively prose, the author shows that changes in the intellectual and social environment and the institutional background in which knowledge was generated and disseminated brought about the Industrial Revolution, followed by sustained economic growth and continuing technological change.

**KEY WORDS:** KBE; Knowledge-Based Economy; Knowledge; Post-Industrial.

Pressures to increase the role of information and knowledge in national economies have provoked a wide-ranging debate about what kinds of competencies young people and adults now require. The workforce is “upskilling”, both in terms of the average educational level of workers and the kinds of job that they are performing. White-collar, high-skilled jobs are driving growth in employment. This is not simply a question of the growth in knowledge “sectors”. Work is becoming increasingly skilled across industries and within individual occupations. A group of “knowledge workers” can be viewed as those performing knowledge-rich jobs. Such workers are usually but not universally well educated. Some knowledge workers possess high levels of literacy and lower levels of education, implying that basic skills obtained beyond education are recognised in the knowledge economy. Communication skills, problem-solving skills, the ability to work in teams and ICT skills, among others, are becoming important and harmonizing to basic core or foundation skills. Even more than other workers, knowledge workers depend on workplace competencies. However, further research is required to inform education policy makers about how to develop the right skills for a knowledge economy, rather than assuming that high levels of education alone, as conventionally defined, will be enough.

KEY WORDS: KBE; Knowledge-Based Economy; Competencies; Education; Learning; Skills.


The authors define the knowledge economy as production and services based on knowledge-intensive activities that contribute to an accelerated pace of technical and scientific advance, as well as rapid obsolescence. The key aspect of a knowledge economy is a greater reliance on intellectual capabilities than on physical inputs or natural resources. The authors provide evidence drawn from patent data to document an upsurge in knowledge production and show that this expansion is driven by the emergence of new industries. The authors then review the contentious literature that assesses whether recent technological advances have raised productivity. Also, the authors examine the debate over whether new forms of work that embody technological change have generated more worker autonomy or greater managerial control. Finally, the paper assesses the distributional consequences of a knowledge-based economy with respect to growing inequality in wages and high-quality jobs.

KEY WORDS: Knowledge; Productivity; Workplace Reform; Distributional Effects of Technological Change.


The scientific & technological revolution led to globalization and this event in turn has become a driving force for the alteration of science into a direct labor force. Knowledge is the decisive element in economic development, & knowledge-based, nonmaterial commodities will soon govern the market. Changing a knowledge-based economy depends on a strong development strategy by a country or business. There is a clear gap between the developed & less-developed capitalist countries. The uneven development of the capitalist transnational corporations situated in the developed capitalist countries are using their domination of the knowledge-based economy to deepen the exploitation of the less-developed nations. The result is that the class struggle becomes more sophisticated while remaining just as fierce.

KEY WORDS: Scientific Knowledge; Economic Models; Development Strategies; North and South; Capitalist Societies; Class Struggle; Economic Underdevelopment; Information Society; Globalization; Work and Learning.

Developed in co-operation with Statistics Canada, this report is the standard framework for collecting and analyzing labour market information. The revised NOC 2001 provides accurate and up-to-date descriptions of over 500 occupational groups that cover approximately 30,000 job titles. The Canadian labour market has changed significantly since the 1992 release of the NOC. Technological advancements have created a number of emerging occupations and have transformed many others. The revised NOC 2001 now includes eight new occupational groups for work in the information technology industry. The new skills required in Canada's knowledge-based economy are reflected throughout the NOC 2001. This report is seen as being an indispensable tool for those who use labour market information, plan human resources, conduct labour market research and analysis, assist with career planning and vocational rehabilitation, and provide career information services.

**KEY WORDS:** Occupations Classification; Occupations Dictionaries; Occupations Terminology; Occupations Canada.


The author demonstrates that the emergence of the Information Age has changed the nature of wealth and wealth creation, and offers new ways of looking at what companies do and how to lead them. In a knowledge-based economy, intellectual capital - the untapped, unmapped knowledge of organizations - has become a company's greatest competitive weapon. Intellectual capital is found in the talent of the people who work there; the loyalty of the customers it serves and learns from; the value of its brands, copyrights, patents and other intellectual property; the collective knowledge embodied in its cultures, systems, management techniques, and history. However, these vital assets are nowhere found on a balance sheet, only rarely managed, and almost never managed skillfully.

**KEY WORDS:** Creative Ability in Business; Human Capital; Success in Business.


This article critically examines the claim that there has been a striking growth in ‘knowledge work’ in advanced economies. Using the Australian Bureau of Statistics Labour Force Survey, the authors examine occupational change from 1986 to 2000 to evaluate the support for this claim. Researchers usually rely on aggregate level data to justify the presence of a burgeoning knowledge-based workforce, but the authors contend that we must ‘get below the surface’ of the major occupational groups by disaggregating the data. This enables the authors to demonstrate that a substantial component of the apparent growth in knowledge work is accounted for by an increase in low-level information handling occupations rather than by a growth in knowledge work as it is commonly conceived. The article then develops an interpretive framework that makes sense of the data in a manner that avoids both over-estimating the prevalence of the ‘knowledge worker’ and underestimating the knowledge-related activities in jobs usually
considered to be low-skilled and bereft of important competencies.

**KEY WORDS:** Knowledge; Knowledge Work; Knowledge Workers; Skill; Human Capital Theory; Human Capital; KBE.


The shift to an era of manmade brainpower industries is devising the technologies that are creating a global economy. Leaving behind the role of regulator or the function of controlling their national economies, governments are becoming platform builders that invest in infrastructure, education, and research and development to allow their citizens to have the opportunity to earn world-class standards of living. Countries themselves are being put into play, and inequality is rising. The rest of the world sees an invasion of the US system, but in reality, it is a brand new global system. Intellectual property rights have become a central and contentious unresolved issue.

**KEY WORDS:** Globalization; Knowledge; Property; Property Rights; State Intervention; Economic Development; World Economy; Research and Development; Infrastructure.


Taking three companies, one from the glass, electronics, and chemical industries, as case studies, the author addresses the trend of general neglect of manager and worker perceptions of skill, and uses that evidence to construct a model to explain subjective perceptions of skill and the causal processes that shape them. Thursfield connects definitions of skill by sociologists to those grounded in the perceptions of those involved.

**KEY WORDS:** Occupations; Great Britain; Sociological Aspects; Skilled Labor; Ability; Evaluation.


In recent years there has been extensive debate concerning the way in which advanced industrialized nations have encountered economic restructuring, experiencing a shift away from the dominance of Fordism and the emergence of more flexible modes of production. The principal theoretical perspectives in this field, the Institutionalist theory of flexible specialization and the regulationist theory of post-Fordism, fail to adequately incorporate a gender informed analysis into their respective models of economic restructuring. This book redresses the gap in existing post-Fordist literature and is the first of its kind to comprehensively explore gender relations in the post-Fordist economy. The book incorporates a gender dimension into the economic restructuring debate on both a theoretical and a practical level. It also explores the implications of economic restructuring in the workplace for gender relations. Several questions emerge from this discussion relating to issues around numerical flexibility, functional flexibility, and technological change. This book provides an important and original contribution to both post-Fordist and feminist literature, whilst at the same time providing a practical insight into post-Fordist methods of work organization based on the concept of team working.

**KEY WORDS:** Teams in the Workplace; England; Nottinghamshire; Case Studies; Women; Employment; Feminist Economics; Labor Economics.
Section 2.3
Changes in Paid Work & Employment Statuses

The pattern of steady decline in teen work from the 1970's is escalating beyond 2000. The authors argue that much of this pattern is due to a significant increase in the rewards of formal education. The study also explores changes to labour demand, crowding out by substitutable workers, the increased work activity of mothers and the rise in wealth as possible explanations.

**KEY WORDS:** Labor Market; Demographics; Teenagers; Education; Employment Changes.


Three researchers, sociology professor Cynthia Cranford at the University of Toronto at Mississauga, professor Leah Vosko of the School of Social Sciences at York University, and Nancy Zukewich at Statistics Canada, have thoroughly counted the labour force in contingent work. Their results show that the contingent workforce grew in the early 1990s and has stabilized thereafter.

**KEY WORDS:** Research; Temporary Employment; Labor Market; Canada; Forecasts; Canada; Changes in Paid Work; Contingent Work.


National survey results show the changes that have taken place in the US wage structure over the past 3 decades. These data provide only very limited information about the complex reasons why changes have occurred and why there is significant variation in the wages of workers with similar education levels employed in similar industries. Industry case studies, on the other hand, document how firms' responses to economic pressures have affected working conditions, work rules, productivity pressures, skill requirements, & opportunities for training & advancement for workers with less than a 4-year college education. Reviewed are a series of recent case studies on low-wage employment in America funded by the Russell Sage, Rockefeller Foundations, and examines the pressures to cut costs and how these pressures have affected firms' treatment of frontline workers.

**KEY WORDS:** Wages; Employment Changes; Income Inequality; Labor Market; Industry; United States of America; Changes in Paid Work; Survey; Employment Status.


This book argues for the decline of the job as the backbone (along with family) of American society. New economic and global technological changes have enabled an emerging culture of cynicism between workers and their employers that threatens social stability and well being.

**KEY WORDS:** New Economy; United States; Changes in Paid Work.

America’s workforce development system and policy during the 80’s and 90’s is first described. Then, changes in America’s economic system and the workplaces are analyzed. These changes are arguably, a basis for an agenda of reform and possible reforms are examined and assessed. Concludes by looking at how the latest economic changes have affected both the workforce development system and education reform.

**KEY WORDS:** Labor Market; Labor Policy; Economic Systems; Employment Changes; Labor Supply; Economic Change; United States of America; Educational Reform; Changes in Paid Work.


Contingent work is an umbrella term used to describe a variety of tenuous and insecure employment arrangements. The 1997 successful strike by the Teamsters against UPS, and the overwhelming support the American public gave strikers, highlighted the impact of contingent work. This book considers the consequences for the individual, family, and community of working contingently.

**KEY WORDS:** Part-Time Employment; Piece-Work; Contract System (Labor); Labor Laws and Legislation; Temporary Employment; Seasonal Labor; Employee Fringe Benefits; Law and Legislation; Piece-work; United States; Changes in Paid Work; Contingent work.


Data from the 1998 Current Population Survey was employed to document job growth in public and private sectors and examine wages and benefits. Findings show both men and women's public sector employment declined from 1979-98, with a somewhat sharper decline among men. In 1998, median public sector earnings were higher than private sector earnings for most workers. Privatization was likely to erode the wages and benefits of women workers; this was particularly the case for African American and Hispanic women and those with less formal education. Unionization was a central factor in understanding why the public sector pays workers more than the private sector. While there was clearly a gender bias in both sectors, women’s wages were closer to men’s in the public sector. However, the public sector did not generally offer exceptional opportunities for women to hold managerial and professional positions. The bottom line was that privatization and de-unionization were likely to prove detrimental to the economic welfare of women workers.

**KEY WORDS:** Adult Education; Blacks; Economics; Employed Women; Government Role; Hispanic Americans; Private Sector; Privatization; Public Agencies; Salary Wage Differentials; Sex Differences; Unions; Wages; Changes in Paid Work.


An examination of job stability for young men compares 2-year job separation rates across cohorts of white men, ages 14-22, in the National Longitudinal Surveys (NLS). Advantages & potential problems of using the NLS rather than another data source are discussed. The two cohorts were followed over the periods 1966-1981 & 1979-1994, respectively, with the more recent cohort exhibiting higher separation rates. The marked increase during the 1980s & early 1990s does not disappear when young workers "settle down," & the increase cannot be blamed on less education or shifts to the less stable service sector. Overall, other factors could only explain about half of the overall rise in instability. Although job shopping was once considered a way for young adults to increase their wages, it no longer offers the same benefits, especially for persons with lower educational achievement. It is predicted that this greater inequality in wage growth is apt to persist as these young men grow older.

**KEY WORDS:** Employment Changes; Job Change; Dismissal; Wages; Males; Young Adults; Youth Employment; Labor Turnover; Unemployment Rates; Changes in Paid Work.


In this volume fifteen notable scholars and policymakers from six European countries explore the territory of industrial relations in Europe as it now stands. The important questions for which they provide in-depth materials include: How far has 'Europeanisation' progressed in this field? In what ways does the monetary union affect industrial relations? To what extent is the evolving European policy a 'pact' between the national employers and trade union organisations? What subtle variations persist in the theme of worker security versus labour market flexibility? What is the 'new style' of collective bargaining? - Is the power of the state government in industrial relations beyond EU intervention? How will the Nice Charter of Fundamental Rights affect industrial relations? What kinds of labour law and social security legislation may be expected in the near future? - How is the globalisation of the market economy affecting wages and working time? and How does the prospect of EU enlargement to the East affect industrial relations policy?

**KEY WORDS:** Europe; Industrial Relations; Collective Bargaining; Changes in Paid Work.


Temporary employment in Great Britain is discussed as a major aspect of job insecurity in the public sector. Though the threat of temporary work is generally considered low (6%), a reanalysis of statistical data suggests this is a more common practice if one compares temporary workers in each sector as a percentage of the total workforce for that sector, rather than relying on a simple head count of temporary workers. It is suggested that the concentration of temporary contracts within certain social groups may offer an inferior type of employment to workers who are already disadvantaged. In-depth case studies, conducted 1996-1998, of two local authorities and their attendant local education authorities support these arguments at both the city and county levels. The human costs to workers associated with state-level decisions to attempt to improve
efficiency and flexibility by shifting to temporary work contracts are explored.

**KEY WORDS:** Employment Changes; Great Britain; Job Security; Temporary Employment; Public Sector; Government Policy; Changes in Paid Work.


Research findings comparing the work attitudes of full-time and part-time employees have been inconsistent and inconclusive. Furthermore, empirical studies have tended to be atheoretical, and there are few convincing psychological explanations to explain differences where found. This article tests the psychological contract as an explanatory framework for attitudinal differences across work status (i.e., whether employed on a part-time or full-time basis). The model is tested across samples from two different organizations using structural equation modeling. The analysis reveals that part-time and full-time employees differed on a number of attitudes and that psychological contract fulfillment could be used to explain differences in certain attitudes (e.g., satisfaction) but not others (e.g., affective commitment). Analyses also show that the relationships between psychological contract fulfillment and outcomes were rarely moderated by work status, suggesting that part-time employees will respond in a similar way as full-time employees to adjustments in their psychological contract.

**KEY WORDS:** Attitudes; Part-Time; Full-time; Psychological Contract Fulfillment; Changes in Paid Work.


The complexities and precariousness of the peripheral workforce in the hotel industry, as defined by Guerrier and Lockwood (Personnel Rev. 18 (1) (1989) are studied in relation to access to the internal labour market. Also examined are the perceptions of employees in relation to the ILM components of training, promotional opportunities and job security. In this study, 287 non-supervisory hotel employees from seven Central Business District (CBD) Melbourne hotels were surveyed. These respondents were grouped into peripheral and non-peripheral clusters according to labour force segmentation criteria. Statistical techniques, including discriminant analysis, were used to assess differences between the clusters in terms of ILM components and employee attitudes. The findings question previous research that proposes clearly defined workforce groups in the hotel sector. Previous research has examined the flexible firm from a range of perspectives such as pay flexibility (British Journal of Industrial Relations 31 (1993) 409), temporal flexibility (Working Paper No. 112, Department of Management & Industrial Relations, University of Melbourne, 1997) and gender segregation (Sociology 25 (4) (1991) 607.

**KEY WORDS:** Core; Periphery; Workforce Flexibility; Internal Labour Markets; Changes in Paid Work.


This article describes a method for measuring job skills using survey data on detailed work activities, and using these measures examines whether the utilisation of skills is growing, and how they are valued in the labour market. We show that between 1997 and
2001 there was a growth in Britain in the utilisation of computing skills, literacy, numeracy, technical know-how, high-level communication skills, planning skills, client communication skills, horizontal communication skills, problem-solving, and checking skills. Computer skills utilisation was growing the fastest, and the use of computers was becoming more sophisticated. The authors re-evaluate the issue of whether computers have affected wages, taking into account existing critiques in the literature. The authors find that both computer skills and high-level communication skills carry positive wage premia, as shown both in cross-section hedonic wage equations that control for many detailed activities, and through a within-cohorts change analysis.

**KEY WORDS:** Britain; Knowledge Economy.


The "post-Fordist" economy is believed to have changed the structure of work careers in the American work force of the 1990s. Most research examines the implications of post-Fordism for job mobility or for the fraction of the workforce that has a "contingent" employment relationship with the employer. Post-Fordism should also affect the relationship between job rewards and tenure with the employer, which sociologists have stated as a core characteristic of the firm internal labor market. The theory of post-Fordism declares a weaker relationship between tenure and job rewards and a correspondingly stronger relationship between general labor force experience and job rewards for the highly educated workers. Analysis of trends for male workers from the Current Population Surveys for the years 1983-1998 have largely supported these hypotheses. Analysis also suggests that observed trends in the returns to job tenure and experience can be attributed to changes in the production of value rather than from selection mechanisms linked to post-Fordist-induced trends in the structure of job mobility.

**KEY WORDS:** Post-Fordism; Work Career Structure; American Workforce; Employee and Employer Relations; Changes in Paid Work.


The changing landscape of employment and work in late 20th century Britain is informed by the "informational technological paradigm" (Castells, 1996). This research investigates how self-employed human resource professionals are managing their lives, learning and knowledge. Other empirical work has investigated the lives of individuals pursuing nontraditional career models (e.g., "portfolio career", or "lifestyle career"); this research is different. It is based on a broader view of a career, where the term career is seen as applying to all life-areas, not just an individual’s working life. Second, this research has adopted a different methodological approach, applying the Life History Methodology. The research sample included twenty-six participants, seventeen male and nine female, identified through non-probability sampling. The research has illuminated how the decisions that these individuals make about their work career is balanced with the needs and demands from other life-areas, e.g., family and learning, together with the availability of key resources. The findings offer a description of the benefits, threats, opportunities and paradoxes associated with the self-employed lifestyle, and the strategies adopted for managing learning and knowledge. Formal learning was found to have an important place in these individuals’ lives, at strategic points. However, much of their learning falls into six informal learning categories. The thesis concludes by discussing the implications and opportunities for policy making.
KEY WORDS: Self Employment; Employment Changes; Great Britain; Time Utilization; Professional Workers; Human Resources; Lifestyle; Learning; Family-Work Relationship; Knowledge; Changes in Paid Work.


The aim of this paper is to chart with available data, the shifting locations of work – both outside and inside the office – and to identify which types of people and jobs have been most affected. The paper reports on the changing proportions and numbers of people carrying out work away from the conventional physical boundaries of the office or factory.

KEY WORDS: Changing Nature of Work; Health; Changes in Paid Work.


A study of contingent, part-time and part-time contingent employment was carried out to determine why these employment arrangements had become more prevalent over time. Data from the National Center for Education Statistics 1987 and 1992 National Study of Post-Secondary Faculty and National Survey of Post-Secondary Faculty were used to conduct the 3 levels of analyses: the individual, the academic field and the academic institution. At the Faculty level findings revealed the increased likelihood of working a limited employment status which was related to numerous characteristics that suggested both voluntary and involuntary factors. Age, lack of tenure status, union membership, education and the combined effect of marital status and gender contributed. The field level analysis showed a higher than average growth in limited employment status. This was concentrated in typical education and fine arts fields. Younger faculty were clearly associated with growth in part-time, contingent and part-time contingent employment rates over time. A decrease in the amount of time that average faculty spent on research was noted. Institutions with declining numbers of majors tended to increase their employment levels of part-time/contingent faculty over time. Statistical evidence showed that average public two-year institutions had a higher proportion of faculty who held a limited employment status. Within institutions, those that had raised requirements for research activities diminished their use of such faculty over-time. Compositional changes in the makeup of the institution level faculty workforce were also important. Within institutions, those that increased the proportion of faculty who were younger had growth in the proportion of faculty who were employed part-time/contingently. Finally, there was no statistical evidence to show that fixed or quasi-fixed costs were related to institution level increases in limited status academic employment.

KEY WORDS: Higher Education; College Faculty; Part Time Employment; Temporary Employment; Employment Changes; United States of America; Changes in Paid Work.


Identified and characterized are the trends in the contingency market in social work and articulates advantages and disadvantages from the vantage point of employing organizations and the professional labor force. The author raises questions regarding the accuracy of perceived cost-benefits of these arrangements as well as implications for
professional ethics and values, service quality, accountability, and workplace environment. Monitoring and evaluation of the use of contingent workers are essential to ensure the quality, efficiency, and efficacy of these alternative arrangements on the provision of human services.

**KEY WORDS:** Human Services; Employment Changes; Working Hours; Social Workers; Labor Force Development; Changes in Paid Work.


The paper investigates whether increased labor-market flexibility leads to a reinforcement of the existing segmentation of the labor market or to a dismantling of barriers in the labor market. Using spell data (employment and unemployment periods) from the German Socio-Economic Panel (GSOEP, time period: 1984-1999), both determinants of temporary employment and their consequences (e.g., renewed temporary employment, unemployment) are investigated with the help of random-effects logit-models. The results show that respondents’ characteristics (amount and type of human capital, previous periods of unemployment), structural variables (industry, firm size), and occupational characteristics (position, marginal employment) influence the risk of finding a temporary job. Further, it is shown that fixed-term contracts increase the risk of finding another temporary job or of becoming unemployed after termination of the contract. These results show that fixed-term contracts are primarily part of the secondary labor market, and they have negative consequences for the employees in this segment. At the same time fixed-term contracts can be seen as providing opportunities in that they are at least an alternative to unemployment.

**KEY WORDS:** Temporary Employment; Employment Changes; Labor Market Segmentation; Contracts; Employment Opportunities; Employability; Germany; Changes in Paid Work.


Book Review: Changing Corporate America from Inside Out: Lesbian and Gay Workplace Rights by Nicole C. Raeburn (2004). Despite offering domestic partner benefits that now include sexual orientation in their antidiscrimination corporate policies, others do not. What contributes to the variation among employers? Under what conditions are we likely to see gay-inclusive policies and benefits emerge? What is the influence of lesbian and gay workplace activists in the development of domestic partner benefits on Fortune 1000 companies? This impressive multimethod approach includes analyses of phone surveys of gay, lesbian, and bisexual networks in Fortune 1000 companies and with vice presidents and human resource directors; print and online sources; organizational documents from three case studies; and field data from conferences and meetings of gay employee activist networks. Interviews with gay employee groups and informants from the Human Rights Commission and the National Gay and Lesbian Task Force were conducted. Scholars interested in policy, sexuality, organizations and organization theory, social movements, activism, sociology of work, and for readers who seek specific strategies would find this an essential read.

**KEY WORDS:** Homosexuality; Organizations; Working Conditions; Employee Benefits; Lesbianism; Sexual Orientation; Changes in Paid Work.

Urban-area data collected in Kitchener-Waterloo, Ontario, twinned with an earlier study from 1975, are used as a vantage point for re-examining the historical stability of occupational prestige. The article proposes that the shape of the prestige distribution has been neglected in favour of statistics describing stability in rank order and that historical change since around 1975 is qualitatively different than for earlier periods. The researcher’s hypothesis is that the distribution of occupational prestige has become more equal and that the rank order has shifted noticeably.

KEY WORDS: Occupation; Class Analysis; Stratification; Changes in Paid Work; Employment Status.


Data from three representative British surveys are used to show that there has been a decline in the overall level of job satisfaction and a rise in the extent of work strain. The rise in work strain is associated with work intensification, while the fall in job satisfaction is associated partly with work intensification but also with the declining amount of discretion that workers have in their daily tasks. However, work intensification may have come to a halt after 1997. The paper also confirms a link between computerised or automated jobs and high work effort.

KEY WORDS: Discretion; Work; Labour Process; Changes in Paid Work.


The issue of increasing productivity was examined from an interdisciplinary perspective focusing on the impact of workplace practices on various productivity-related outcomes. First, the following methodological issues were discussed: defining workplace practices that affect productivity; linking employer behavior and organizational performance; dealing with the complexity of interrelated factors; reverse causality; bias from selection into the program; bias from the research and publication process; biases from reverting to normal; the Hawthorne effect; and short-run versus long-run effects. Next, the impacts of the following workplace practices on productivity were analyzed with consideration for those methodological issues: job design; employee involvement; compensation; alternative work time arrangements; training; diversity management; and workplace well-being programs. Most of those workplace practices had positive effects on employees, which in turn positively affected firm performance, productivity, and competitiveness. Success of the workplace practices was enhanced when they were combined in clusters, integrated to fit overall corporate strategy, and supported by managers, supervisors, and unions. The analysis identified 11 barriers to adoption and diffusion of “best” workplace practices, including the following: managerial resistance, employee resistance, union resistance, legislative barriers, short-term focus, workplace practices as a source of competitive advantage, barriers to cooperative actions, and externalities and the fact that trained employees may be lured away by other companies.

KEY WORDS: Adjustment (to Environment); Adoption (Ideas); Adult Education; Compensation (Remuneration); Cooperation; Cultural Differences; Definitions; Educational Policy; Educational Research; Employer Employee Relationship; Employment Patterns; Employment Practices; Federal Legislation; Foreign Countries; Job Performance; Literature Reviews; Organizational Effectiveness; Performance Factors; Personnel Management; Policy Formation; Productivity; Public Policy; Quality of Working Life; Research Design; Research Methodology; Research Problems; Supervisor

This paper is concerned with recent debates about the continuing relevance of class as an explanatory category for key aspects of the experience of work in the advanced economies. In particular, it engages with the claim that the growth of service sector employment, and attendant changes in labour processes and contractual arrangements, have changed the nature of work in ways which make previously dominant conceptualisations of class redundant. The paper seeks to elucidate a key issue in the debates – the extent to which associations between occupation on one hand, and discretion, orientation to management and pay on the other, vary systematically between employees working in ‘service’ industries and other industries. The analysis suggests that occupation remains a key determinant of discretion which is consistent with earlier studies (see Harley 1999, Boreham 1991). It also remains a key predictor of pay. The associations between occupation and views of management remain rather less clear. Moreover, the associations involving occupation appear to hold across industry.

**KEY WORDS:** Discretion; Class; Decision-Making; Occupation; Work; Service Workers; Changes in Paid Work; Employment Status.


Previous studies on alternative work schedules have focused primarily on the main effects of compressed work weeks and shift work on individual outcomes. The combined effects of alternative and preferred work schedules on nurses’ satisfaction with their work schedules, the perceived patient care quality, and interferences with their personal lives is explored. Results show substantial support for the notion of work schedule congruence. Generally, registered nurses who worked simultaneously on both their preferred shifts and preferred work weeks reported more positive work outcomes and less interference with their nonwork activities. Shift congruence yielded less interference with sleep and social activities and higher satisfaction with work arrangement. No benefits were observed for those with only work week congruence.

**KEY WORDS:** Studies; Regression Analysis; Employee Attitude; Nurses; Flexible Hours; Workforce Planning; Quality of Service; United States; Experimental/Theoretical; Health Care Industry; Human Resource Planning; US; Changes in Paid Work.


Employment in professional and related occupations and service occupations will increase the fastest and add the most jobs from 2000 to 2010. Changes in technology or business operations will cause the largest declines in occupational demand. Occupations requiring a postsecondary award or academic degree will account for 42 percent of total job growth from 2000 to 2010.

**KEY WORDS:** Demand Occupations; Employment Projections; Employment Qualifications; Job Development; Postsecondary Education; Tables (Data); Changes in Paid Work.

British longitudinal data is used to model self-employment status. Contrast to prior studies, the modelling approach accounts for state-dependence and unexplained heterogeneity effects. In conclusion, state dependence is an important influence on self-employment choice. Someone self-employed last year is, controlling for observable and unobservable influences, 30% points more likely to be self-employed this year than someone who was in paid employment one year ago. Results show that significant individual heterogeneity in the probability of self-employment, with significant explained influences operating through gender, educational attainment, occupation, spouse's self-employment, and parental and educational background. Significant, though quantitatively smaller influences come though initial financial circumstance and current house price movements. Local labour market shocks do not appear significantly to influence self-employment choice. The authors conclude that the autoregressive nature of self-employment time-series would appear to be a structural rather than a cyclical phenomenon.

**KEY WORDS:** British Longitudinal Data; Modelling Approach; State Dependence; Self-Employment Choice; Changes in Paid Work.


The author focuses on virtual working and the ultramobile – contingent - workforce in a Nordic welfare economy. Institutional frameworks for virtual working are investigated and analysed. Danish legal frameworks and collective bargaining arrangements are shown to provide substantial opportunities for flexibility that benefits small and medium-sized enterprises in particular. From the early 1990s, temp and recruiting agency activity has somewhat widened in scope and scale, in accordance with a general deregulation of this labour market service. Restrictions that still exist in many European countries have been abolished in Denmark, but other forces counteract a rapid development of the agency sector. The new opportunities over internet for a flexibilisation of work by expanding geographical and organisational limits and lowering search and promotion costs. Results discussed are the new "meta" organisations. The aim is social protection of virtual workers in an increasingly competitive, globalised and individualised world.

**KEY WORDS:** Employment Determination; Job Creation; Demand for Labor; Self-Employment; Personnel Economics; Labor Contracting; Outsourcing; Franchising; Other; Human Capital; Skills; Occupational Choice; Labor Productivity; Formal Training Programs; On-the-Job Training; Technological Change; Choices and Consequences; Diffusion Processes; Impact on Production; Welfare; Income Distribution; International Competitiveness; Military Power; Measurement; Case Studies; International Transfer of Technology; Denmark; Changes in Paid Work.


The economies of Canada and many other industrialized countries have experienced significant restructuring within the past two decades. This restructuring has encouraged steadily rising levels of self-employment and small business ownership. Women have
been at the forefront of this change. As more women enter self-employment, of interest are the factors fueling its growth. Some argue that women have been pulled into self-employment by the promise of independence, flexibility and the opportunity to escape barriers in paid employment. Others argue that women have been pushed into it as restructuring and downsizing has eroded the availability of once secure jobs in the public and private sector. Existing research on the 'push-pull' debate has not fully answered. Drawing on in-depth interviews with 61 self-employed women in Canada, this paper examines the push-pull debate in greater detail. Overall women's experiences shed further light on the expansion of women's self-employment in the 1990. The research suggests that push factors have been underestimated and challenges the current contours of the 'push-pull' debate.

**KEY WORDS:** Business; Economy; Entrepreneurship; Females; Self Employment; Changes in Paid Work.


This edition of the World Employment Report looks at the concept of labour productivity and the ways in which it is linked to poverty reduction and employment creation in countries at various stages of development around the world. The paper works from the premise that for most of the world’s labour force, it is not necessarily the absence of work that is the major challenge for improving living standards, but rather the absence of work that is sufficiently productive for earning a decent income. The paper looks closely at the interdependence of productivity, output and employment. It traces the main sources of productivity growth and pinpoints the principal influences affecting those sources such as technological change, organization and composition of the labour market. The paper provides a thorough definition of productivity and evaluates whether productivity growth alone is enough to eradicate poverty in the future. The implications for labour market policy around the world are also examined.

**KEY WORDS:** Labour Market; Labour Supply; Unemployment; Changes in Paid Work.


This report was released by the ILO in 2003 to fill the demand for a timely and comprehensive analysis of current labour market trends. It presents labour market trends and underlines the main employment challenges at the global level and in each of eight regions of the world. The report does not aim at presenting policy recommendations to overcome these challenges. Stress is laid on the growth of employment and unemployment, youth unemployment and the employment of women. Such developments are presented in the light of changes in output growth and in labour market policy.

**KEY WORDS:** Labor Market; Trends; Growth of Employment; Youth Unemployment; Employment of Women; Unemployment; Changes in Paid Work.


The thesis is change. Work and Labour in Canada examines changes in the labour market, and in workplaces, with a strong empirical component based upon recent Statistics Canada data. The chapters are tailored to an undergraduate audience. They are masterfully written from a labour perspective - that is, concerned with the impacts of
changes on workers - but also written on the basis of empirical evidence with supporting summaries of the academic research literature.

KEY WORDS: Canada; Work; Global Economy; Academic; Changing Nature of Work; Changes in Paid Work.


Analyzed are the contemporary temporary employment texts and the competing rhetorical definitions that shape the meanings of employment and identity in the contingent economy. Arguing against resistance labor rhetoric that is ill-suited to present conditions of temporary work, the author advocates a rhetoric of "performativity" enabling temporary workers to carve their own definitional territory and seek advantage within an oppressive management culture. Rhetorical tactics of performativity enable resistant practices suited to contingent situations and show promise for new conceptions of identity.

KEY WORDS: Identity; Rhetoric; Workers; Discourse; Changes in Paid Work.


Nonstandard jobs are often perceived as bad. The study uses data from the 1995 Current Population Survey to examine the relationship between nonstandard employment (on-call work and day labor, temporary-help agency employment, employment with contract companies, independent contracting, other self-employment, and part-time employment in "conventional" jobs) and exposure to "bad" job characteristics. Of workers age 18+, 31% are in some type of nonstandard work arrangement. To assess the link between type of employment and bad jobs, we conceptualize "bad jobs" as those with low pay and without access to health insurance and pension benefits. About one in seven jobs in the US is considered bad on these three dimensions. Nonstandard employment strongly increases workers' contact to bad job characteristics, net of controls for workers' personal characteristics, family status, occupation, and industry.

KEY WORDS: Employment; United States of America; Labor Market; Work Attitudes; Job Characteristics; Nontraditional Occupations; Changes in Paid Work.


U.S. employers' use of numerical and functional flexibility has created a division between organizational insiders (core) and outsiders (periphery). The latter have nonstandard work arrangements, the consequences of which differ depending on workers' degree of control over skills, autonomy, and transferability.

KEY WORDS: Labor Market; Labor Relations; Organizational Change; Personal Autonomy; Temporary Employment; Work Environment; Working Hours; Changes in Paid Work.

Camping World's Multi-Location Crew member program is an HR four-year initiative enabling employees to work part of the year at one of the organization's thirty stores, take off for traveling, and relocate to another location to resume work. Participants enjoy the freedom to roam and still retain security of a full-time position with health-care and other benefits. Contingent, mobile full-time workers have helped the company cope with what was once a chronic shortage of competent employees in stores during the seasons when the firm did the bulk of its business. The ability to deploy already-trained workers has enabled Camping World to improve productivity and revenues. Recognizing Camping World's astute approach to helping both its employees and its own bottom line, the company is this year's recipient of Workforce's Optimas Award for Quality of Life.

**KEY WORDS:** Corporate Profiles; Retailing Industry; Honors; Human Resource Management; Work Life Programs; United States; Company Specific; Retailing Industry; Human Resource Planning; United States; US; Camping World; Changes in Paid Work.


As part of the turnover process, employee's job destination choices reflect options for internal organizational or external labor market moves. A sample of 477 employees in 15 firms was used to consider how bio-demographic, job, plant, and labor market characteristics are related to five alternative job destinations. Multivariate logistic regression and odds-ratio analyses compared the five models confirming that different sets of variables influence each of the destination choices. Coworkers' intentions have a significant impact on all destination options. Findings have implications for present turnover models, career paths, and promotion progression in the firm.

**KEY WORDS:** Turnover; Empirical Research; Turnover Models; Career Paths; Promotion Progression; Changes in Paid Work.


Contingent workers are a vital part of the workforce for many companies. A recent estimate in the United States, has placed the number of contingent workers at 3 million, with about half, or one and one half million, performing the same services for the same company for six months or longer. However, the vast majority of companies using contingent workers have not developed a clear plan for maximizing the benefit of the various categories of contingent workers or for avoiding legal pitfalls. Consequently, many companies never benefit from the significant cost savings and risk-management benefits provided by such a plan. This article raises the strategic, legal and financial issues companies need to think about in working with a contingent workforce. The potential drawbacks and possible solutions for managing the contingent workforce are discussed.

**KEY WORDS:** Regulatory Compliance; Human Resource Management; Risk Management; Outsourcing; Changes in Paid Work.


Using data from a nationally representative survey of US business establishments, the authors explore features of regular work and the outcomes for contingent workers. Results show that firms combine regular and contingent work in varied ways: Contingent
work may be designed to achieve performance objectives not possible with the regular workforce. In other cases, contingent jobs are created to reinforce the same goals as regular work. In the latter case, contingent workers are more likely to be integrated with regular workers and receive benefits. Benefit provision for contingent workers is also influenced by traditional internal labor market rules, and may be extended to contingent workers once offered to regular workers.

**KEY WORDS:** Temporary Employment; Benefits; Enterprises; United States of America; Changes in Paid Work; Contingent Work.


Socialization experiences of part-time faculty at a four-year comprehensive university, a survey was administered to part-time faculty that gathered data on (1) their perceptions of their socialization experiences through its processes and outcomes, (2) the professional profile of these part-time faculty, and (3) the factors behind their employment longevity - referred to in the study as non-transient part-time faculty. Part-time faculty who participated in this study had positive perceptions about their socialization experiences and exhibited a strong sense of loyalty and commitment to their institution. However, they did not participate much in socialization programs provided by the institution, and individual socialization efforts were also minimal or limited to informal activities such as lunches or holiday parties. Non-transient part-time faculty at this institution had an average employment tenure of 4.75 years and attributed their employment longevity to intrinsic factors in the process of teaching and interaction with students, professional satisfaction in being associated with an institution of higher learning, and convenience in their flexible teaching schedule. The data did not support the somewhat negative perspectives on part-time faculty employment in the conventional literature. Part-time faculty here chose their employment status willingly and primarily to earn extra income. Many had no desire to seek full-time teaching positions, and a minority indicated that they were teaching part-time due to a lack of more favorable employment options. Highlighted is the importance of customizing and adapting socialization programs to the needs of the institution and the part-time faculty. Also the importance of studying part-time faculty from a human resource perspective, focusing on their deployment as contingent workforce - or contingent faculty with budgetary reductions.

**KEY WORDS:** Education; Administration; Education; Higher; Changes in Paid Work; Part-Time.


Trends embedded in economic and structural changes toward self-employment in Western European companies. Common explanations to growing self-employment cover cultural & sociodemographic issues, institutional & political arrangements, & structural changes. The 1983-1997 European Labor Force Survey data for Denmark, Germany, France, Italy, the Netherlands, Portugal, Spain, & the UK reveal differences between the North & South that indicate a concentration in trades, restaurants, & hotels in the latter, while the former tended toward professional, modern, & business related services. Changes in self-employment & growth rates are reviewed for each country, as are trends between industry & services. These countries are marked by discontinuity showing that heterogeneous self-employment trends in the European Community are not in alignment.
with the expected effects of modernization. New explanations are needed to explain the dissimilarities between countries.

**KEY WORDS:** Western Europe; Self Employment; Employment Changes; Economic Change; Economic Development; North and South; Denmark; Federal Republic of Germany; France; Italy; Netherlands; Portugal; Spain; United Kingdom; Regional Differences; Changes in Paid Work.


This book discusses critical issues in the study of the workplace and outlines recent developments in the field. It is divided into two parts. Part I consists of a number of detailed case studies that provide an insight into the issues central to workplace studies including some of the problems involved in carrying out such research. Part II focuses on the interrelationship between workplace studies and the design of new technologies.

**KEY WORDS:** Technological Innovations; Employee Participation; Management; Communication in Design; Organizational Change; Communication And Technology; Work Environment; Work Design; Changes in Paid Work.


The rapid growth in nonstandard forms of employment toward the end of the 20th century has fuelled claims about the spread of “bad jobs” within Anglo-American capitalism. Research from the United States indicates that such jobs have more bad characteristics than do permanent jobs after controlling for workers’ personal characteristics, family status, and occupation. We apply a version of the bad characteristics approach to British data and find that despite some institutional differences with the United States, (notably, in employer welfare provision), the British case also supports the hypothesis that nonstandard employment (part-time, temporary, and fixed term) increases workers’ exposure to bad job characteristics.

**KEY WORDS:** Job Quality; Nonstandard Employment; Britain; Changes in Paid Work.


Summarizes current research on change leadership and the scope of change in the workplace. Addresses reasons for failure in anticipating and implementing change.

**KEY WORDS:** Adult Education; Change Agents; Leadership; Organizational Change; Organizational Climate; Training; Changes in Paid Work.


The study examines the effects of organizational change in the 1990s on attitudes of 9,495 hourly and salaried employees in 45 manufacturing facilities in the US and Canada. Interview data was also collected from 25 organizational leaders of Fortune 500
companies. Employee survey findings are discussed in categories of: communication, idea generation and usage, consistence/favoritism/fairness, shifting rewards, and absenteeism. Interviews with top management in organizations indicated that they felt young workers were: less disposed to working long hours and loyalty, less skilled, more demanding of free time, and less trusting of organizations as companies experience downsizing. These results support the argument that worker attitudes have paralleled organizational changes, wherein the traditional workplace has changed to a more streamlined, self-directed structure with less direct central control.

**KEY WORDS:** Business and Industrial Personnel; Employee Attitudes; Organizational Change; Attitude Change; Employer Attitudes; Top Level Managers; Changes in Paid Work.


As of September 2004, the U.S. Bureau of Labor Statistics conservatively reported that 10,450,000 Americans nationwide are classified as non-permanent employees, representing 7.5 percent of the nation's entire workforce. Since it is virtually impossible to capture rock-solid data about non-permanent employees, the actual number of "contingent" workers that would include contract consultants, considered by many to be one of the fastest-growing sectors of the economy, is most likely higher. Contract employees have to adapt rapidly to the culture of the office where they're working on a project. It's possible that the permanent employees may be a little jealous or intimidated by your expertise depending on the contract. Despite the facts and statistics, the decision to become an independent contractor rests with each individual.

**KEY WORDS:** Consultants; Career Development Planning; Consultants; United States; Development; Changes in Paid Work.


The contingent workforce is resulting in special challenges for HR professionals and for those who counsel them. The "contingent workforce" is made up of people who do not identify themselves as employees but who perform services on a freelance or independent basis, and it is fairly typical that such contingent workers do not get the same employee benefit packages as "permanent employees." Controversies often arise when a worker, the IRS, or a court opts to challenge arrangements for contingent workers by reclassifying the previously agreed-upon status of the worker.

**KEY WORDS:** Temporary Employees; Legal Status; Independent Contractors; Employee Benefit Managers; Responsibility; Changes in Paid Work.


Traditional office work, characterized by repetitive clerical tasks, is quickly giving way to "knowledge work," characterized by the creative application and exchange of information. In response, architects around the world are leaving aside the old cubicle grid to design creative, high-tech offices that foster knowledge work and, at the same time, help workers balance the competing demands of colleagues, customers, and family. The forty-three exceptional workplaces profiled in this timely volume have all been completed within the last six years and serve a large variety of organizations, both private and public, small and large. Examples range from the headquarters of an advertising firm
where one enormous table seats all two hundred employees, facilitating communication, to a BMW plant where the factory production line runs through and above the administrative offices, bringing the corporate community together.

**KEY WORDS:** Knowledge Economy; Knowledge Workers; Public Sector; Private Sector; Changes in Paid Work.


This article examines organizational use of non-standard work arrangements - fixed-term employees hired directly by the organization, workers from temporary help agencies (THA), and contractors - in the United States and Norway. Our analysis is based on information obtained from surveys of 802 establishments in the US and 2130 in Norway. We find that Norwegian establishments make greater use of non-standard arrangements than the US establishments; we argue that this is due in part to the greater overall restrictive labour market regulations on hiring and firing regular workers, and greater demand for temporary labour resulting from generous access to leaves of absence in Norway. We also find that certain institutional factors have a similar impact in both countries. First, establishments in the public sector are more likely to use direct-hired temporary workers and less apt to use contractors and THAs; this pattern is particularly striking in Norway, but is also evident in the United States. Second, highly unionized establishments tend to have the lowest use of non-standard arrangements in both countries.

**KEY WORDS:** Human Resource Management; Labor Relations; Regulatory Compliance; Guilds; Changes in Paid Work.


Contract professionals represent a segment of nonstandard, "contingent" workers whose ranks have grown in the wake of workforce restructuring. Addressed are contract professionals into 2 occupational groups: (1) writers and editors and (2) programmers and engineers. In both occupations, contractors comprise an external labor market of mobile practitioners who procure and carry out assignments for clients. Lacking organizational positions, contractors work outside a system of standard employment, usually augmenting staffs of employees with standard jobs. From interviews, observations, and documentary evidence, examined are the micro-processes that constitute work relations for these professionals, at the margins of employing organizations. The processes of contracting depend on a labor market structure that facilitates mobility. With contract work well institutionalized, contractors span the boundaries of multiple client firms. Standard jobs, however, had typically demanded excessively long hours and had failed to provide stability, so that contracting, with professional challenge and financial reward, offered an alternative opportunity structure. The choice to contract can thus represent an implicit critique of standard employment in these two occupational groups. Contract work constitutes a parallel system of work relations, outside the social and legal protection that comes with a standard job. Assuming greater labor market risk, contract professionals described managing uncertainty through expert performance. They presented themselves as skilled and authoritative. Exercising discursive control over their work, they depended on social interaction to define and adjust the terms of their employment, displaying competence both to clients, who engage their services, and to colleagues, who might provide referrals.
for new assignments. Maintaining distance from organizational conflict, they accounted for "billable time" and patrolled the boundaries of organizational membership, drawing their identity from occupational, affiliation.

**KEY WORDS:** Contracts; Professional Workers; Self Employment; Writers; Editors; Engineers; Marketing; Labor Relations; Client Relations; Changes in Paid Work.


With workforce flexibility and nonstandard, "contingent," work have come new mechanisms for labor market mediation and workforce control. Examined are the occupational connection and control in 2 groups of contract professionals. Networking is a mechanism for labor market regulation as well as for finding work. Networking perpetuates occupational norms that demand commitment to work, accountability to clients, and reciprocity among colleagues. Complying with occupational norms, contractors develop reputations to enhance the likelihood of referrals from colleagues for contract assignments. Collegial exchange in an occupational labor market thus exposes contractors to the informal sanctions of formative control.

**KEY WORDS:** Networking; Contingent Work; Professionals; Changes in Paid Work.


The article develops a conceptualization of the role of the temporary staffing industry (TSI) in the wider economy, with particular reference to the 'home' of temping, the USA. It is suggested that the TSI should be understood as an active agent of labor-market deregulation and restructuring, contrary to the industry's selfrepresentation as a neutral intermediator in the job market and as a mere facilitator of more efficient and flexible employment systems. The article draws attention to the active steps that the industry has taken to establish (and defend) the legally ambiguous 'triangular' employment relationship upon which its very viability depends and, more generally, to make and grow its markets in segments as diverse as light assembly and construction work, health care, accountancy, teaching and a range of clerical occupations. The article argues also for a more finely grained analysis of the ways in which the temporary staffing business has itself transformed and restructured - as an inventive and energetic vendor of labor flexibility in what has been an expanding market since the industry's take-off in the 1970s. In fact, the American TSI has experienced a series of distinctive stages of growth over the past three decades, during which time it has searched but failed to find alternatives to the established business model of narrow margins, price competition and commodification. If there are limits to this industry's growth, then, these may well prove to be internal ones.

**KEY WORDS:** Labor Relations; Downsizing (Management); Human Resource Management; Regulatory Compliance; Changes in Paid Work.


This paper examines the evolution of part-timer work in the Canadian context and related research on insecure employment. Presented are the major factors implicated in the
expansion of part-time employment and speculation on the further evolution of this form of peripheral employment and its likely implications for women, youth, and older workers. Finally, discussed are the challenges to unions and the state in addressing the question of workers' insecurity and marginalized work.

KEY WORDS: Part-Time Work; Insecurity; Peripheral Employment; Canada; Changes in Paid Work.


The professional contingent workers (PCW) market has evolved into one of the fastest growing segments of the temporary labor force in the so-called "new economy." To understand the evolution and success of the professional contingent market, the author utilized a new paradigm. Three dimensions are included: First, supply-side characteristics among PCW are analyzed in aggregation. Second, the role and market contribution of intermediaries, such as staffing groups, are stipulated. Finally, interaction among the parties - PCW, staffing groups, and client firms - is viewed as symbiotic. Within the structural framework established by client firms and staffing groups, PCW create value and scale economies for all parties. Empirical results confirm the hypothesis that PCW professionalism assures the vitality of the market.

KEY WORDS: Labor Unions; Temporary Employment; Contract Labor; Labor Supply; Studies; United States; Labor Relations; Experimental/Theoretical; United States; Changes in Paid Work.


According to the Advisory Council of the Department of Labor, 30 percent of the U.S. labor force is a contingent workforce. This contingent workforce is consists of temporary employees, project consultants, contractors, seasonal workers, freelance workers, and other non-core employees. Outsourcing of benefits programs allows companies to offer a competitive benefits package to contingent staff employees. Discussed are the advantages and considerations to companies that outsource the administrative processes, human resources and benefits program for contingent staff.

KEY WORDS: Contingent Employees; Salaries; Pensions; Employee Health Benefits; Administration; Outsourcing; Changes in Paid Work.


This study, which aimed to explore the relations between the psychosocial work environment (PSWE) and the type of employment contract, showed that fixed-term employment indicates neither social exclusion in the working community, nor low job control or high job demands. Moreover, exposure to high strain jobs was more common among permanent than among fixed-term employees, while the latter were more often found in low strain and active jobs. A closer glance at the background variables revealed some significant associations, in particular ageing as a temporary employee appeared to increase the risk of a poor PSWE. All in all, however, the findings do not support
suspicions about the adverse consequences of fixed-term employment.

**KEY WORDS:** Finland; Temporary Employment; Work Environment; Job Satisfaction; Job Characteristics; Quality of Working Life; Employment Changes; Changes in Paid Work.


The increase in the numbers of flexible workers in past few decades has captured researchers' attention. Traditionally, temporary workers were portrayed as being disadvantaged compared to permanent workers. However, temporary workers cannot be treated as a homogeneous group. The authors compare 4 types of temporaries based on their contract preference and employability level to that of permanent workers. Using a sample of 383 Spanish employees, differences in job insecurity and health-related outcomes were tested. Differences in well-being and life satisfaction were found. The results point out that the temporary workforce is diverse. Therefore, in order to attain a better understanding of the experiences and situations of these workers, it is preferable not to consider them as one homogeneous group.

**KEY WORDS:** Contingent Employment; Insecurity; Labor Force; Changes in Paid Work.


Recent decades have seen major changes in economic conditions in the US, including large-scale layoffs and downsizing, erosion of job quality for some workers, and increased reliance on nonstandard workers. Researchers have investigated the objective contours of this new economy, but few have investigated the consequences of these changes for popular attitudes about economic opportunity. Using data from the 1998 Indiana Survey of Workers in a Polarized Economy (N = 853), I investigate this new economic landscape and its effects on people's views about economic opportunity. I find that job deterioration and experiences with layoffs and job threats are creating pessimism about the American Dream among workers.

**KEY WORDS:** Employment Opportunities; Worker Attitudes; Indiana; Employment Changes; Pessimism; Economic Conditions; Work Attitudes; Changes in Paid Work.


Since the 1970s, the temporary staffing industry (TSI) in the U.S. has enjoyed explosive growth during a time in the market when temporary labor has become increasingly complex and diverse. Rather than focus, as has typically been done, on the wider labor market effects of this sustained expansion in temporary employment, this article explores patterns and processes of industrial restructuring in the TSI itself. Results reveal a powerfully recursive relationship among evolving TSI business practices, the industry's strategies for building and extending the market, and urban labor market outcomes as the sector has grown through a series of qualitatively differentiated phases of development or "modes of growth." The distinctive character of the TSI's geographic rollout raises a new set of questions concerning, inter alia, the links between temping and labor market deregulation, the nature of local competition, the scope for and limits of value-adding.
strategies, and the emerging global structure of the temp market. This idiosyncratic industry has been a conspicuous beneficiary of growing economic instability - has, throughout the past 3 decades, restructured continuously through a period of sustained but highly uneven growth. In so doing, it has proved to be remarkably inventive in extending the market for contingent labor, but has encountered challenges for expansion in the domestic market. This, in turn, has triggered an unprecedented phase of international integration in the TSI, along with a new mode of development - global growth.

**KEY WORDS:** Workforce Planning; Temporary Employment; Industry; Labor Market; Changes in Paid Work.


In Canada, employment relationships have undergone considerable changes. Current labor policy, which was designed to match the postwar Fordist model of employment, leaves many workers without an adequate level of social protection. This paper argues that major innovations in the regulatory framework applying to labor are needed. In addition, current policy regarding collective bargaining and minimum labor standards, new policies aimed at ensuring the well-being and the development of individuals throughout their career should be developed.

**KEY WORDS:** Labor Relations; Labor Policy; Canada; Economic Change; Changes in Paid Work.


Layoffs have been destructive in the lives of millions of Americans over the last 25 years. The cure that these displaced workers are offered - retraining and more education - is heralded as a certain path to new and better-paying careers. However, often that policy prescription does not work, as this book excerpt explains.

**KEY WORDS:** Offshoring; Outsourcing; Globalization; Unions; Industrial Relations; Changes in Paid Work.


VanEvery argues that the concepts used in research on housework are inadequate for the task of understanding the links between divisions of labor and inequalities.

**KEY WORDS:** Gendered Inequality; Housework.


Leah Vosko’s book presents the history and evolution of the Temporary Help Industry (THI) in Canada and the regulatory system, both national and international, that developed around it. Vosko traces the shift from the Standard Employment Relationship
(SER), which marked the post-World War II period to the current period, where in casualized employment, workers have few rights and can expect or demand little from their employers.

**KEY WORDS:** Temporary Work; Temporary Help Industry; Standard Employment Relationship (SER); Changes in Paid Work.


Uses J. Atkinson's (1984) flexible firm model of capitalist restructuring to examine subcontracting in the UK's privatized coal industry. A longitudinal study of the coal mining industry has embraced flexible firm strategies, offering insights into the longevity of such strategies, as well associations with increased subcontracting. The evolution of the coal industry since its 1994 privatization are examined, along with the rationale that subcontracting allows employers to meet temporary labor shortages, hire persons with special skills, and reduce costs. Comparing the current extent of subcontracting in the UK's coal industry to the recent past, shows its continued utilization after privatization, a noticeable decline following the 1997 coal crisis, and a return to extensive use by 1998. The 5 major subcontracting companies are examined by the range of their involvement in collieries, types of contracts utilized, their labor sources, and by their company structures. Implications of current trends and current patterns are discussed.

**KEY WORDS:** Employment Changes; Contracts; Coal; Mining Industry; Privatization; United Kingdom; Changes in Paid Work.


This paper explains the increase in middle-aged women reentering the labor force in Japan and their concentration in part-time or temporary employment. Existing explanations attribute women's concentration in part-time employment too narrowly to supply or demand factors. In Japan, both the labor supply of middle-aged women and the demand for part-time workers have increased, but these conditions channel middle-aged women into part-time or temporary employment only when systematic barriers obstruct their access to full-time jobs. Because it plays an important role in women's employment decisions, the rigidity of standard, full-time employment needs greater attention in studies of nonstandard, atypical types of work.

**KEY WORDS:** Japan; Part Time Employment; Working Women; Middle-Aged Adults; Labor Supply; Labor Force Participation; Sexual Inequality; Changes in Paid Work.
Section 2.4
Changes in Household Work

Drawing on the results of research carried out in Milan and focusing on women's productive and reproductive work in Italy, family transformation, organization of social services, and migration from Eastern Europe & the South, this paper attempts to answer the following questions: Is it simply a meeting between "rich" women working away from home & "poor" women driven back into homes to perform low status tasks? Or can women open a dialogue, since they are all familiar with & suffer from the harshness, difficulties, & contradictions of the labor market? Can cultural & social aphasia about care work transform itself into the challenge of building gender solidarity?

**KEY WORDS:** Domestics; Immigrants; Italy; Housework; Childrearing Practices; Sexual Division of Labor; Women's Roles; Sex Roles; Working Women.


Using 13 years of data from the Panel Survey of Income Dynamics, this paper addresses the direct estimation of effects on time allocation from changes in the prices of market-produced goods and input goods in household production. While many limitations in earlier studies are addressed, numerous findings of earlier studies are reconfirmed. The article concludes that husbands and wives respond alike in their time allocations to changes in input goods prices, but their responses vary to the changes in market goods prices.

**KEY WORDS:** Household Management; Husbands; Time Management; Wives; Behavioral Economics; Time.


This article presents a comparative study of the sexual distribution of time use (professional, domestic, parental) in France and Sweden. The author argue that, even with some changes in recent years, in both countries the division of tasks still has a strong sexual bias, with women spending more time than men on domestic activities and parenting. Nevertheless, Swedish couples appear to be more egalitarian in the sharing of tasks than their French counterparts. The Swedish employment policy, which allows for a "negotiated flexibility" throughout the life cycle, as well as child care arrangements for infants is a plays a key role in this phenomenon. This advantage of Sweden over France regarding the sexual division of activities is also linked to the high level of education and salaries of females in Sweden: total household income and wide differentials in pay scales between men and women heighten the inequalities in this area. The article concludes by suggesting some ways of reducing the highly unequal division of labor between the sexes.

**KEY WORDS:** Sexual Division of Labor; Housework; Childrearing Practices; Labor Policy; Sexual Inequality; France; Sweden; Socioeconomic Factors; Sociodemographic Factors; Household Work.

Data from the Euro-barometer surveys, including over 10,000 respondents from 13 European countries, were used to explore attitudes toward the division of fathers' and mothers' participation in child care/household tasks through a multilevel modeling approach. This article reports respondent attitudes related to several individual- and macrolevel factors. At the individual level, it was determined that respondents were most likely to hold egalitarian attitudes toward household work and child care when they were younger, female, and politically liberal. At the macrolevel, countries' United Nations ratings on women's empowerment, Gross National Product, and cultural individualism were related to egalitarian attitudes. The article concludes with suggestions for future research.

**KEY WORDS:** Mothers; Fathers; Sexual Division of Labor; Housework; Childrearing Practices; Sex Role Attitudes; Europe; Crosscultural Analysis; Household Work.


Until the 1970s, social norms dictated that women provided care for their families and men were employed for pay. The rapid increase in paid work for women has resulted in an untenable model of work and care in which all employees are assumed to be unencumbered with family responsibilities and women who care for their families are dismissed as 'just housewives'. A review of practices in Australia, Germany, Italy, Japan, the Netherlands and Sweden (based on interviews with government officials, academics, managers, employees and representatives of unions and employers' associations) suggested new ways for work and care responsibilities to be reorganized. A new "shared work valued care" model might structure behavior by tempering employers' demands and shaping the aspirations of workers. 'Shared work' means sharing good jobs through reduced hours, flexible hours, job sharing and sharing care duties between men and women; 'valued care' encompasses flexible scheduling and making day and elder care a public-private responsibility. Policies that are needed in the United states to facilitate such a change include: (1) hours-of-work legislation; (2) adjustment-of-hours legislation (3) equal opportunity and non-discrimination; (4) sharing of the cost of care; (5) untying of benefits from individual employers; and (6) updating of income security protections.

**KEY WORDS:** Adult Day Care; Behavior Standards; Caregivers; Child Care; Employed Women; Employer Employee Relationship; Employment Opportunities; Employment Practices; Family Caregivers; Family Role; Flexible Working Hours; Foreign Countries; Fringe Benefits; Government Role; Homemakers; Males; Occupational Aspiration; Policy Formation; Public Policy; Quality of Life; Sex Role; Social Behavior; Social Services; Sociocultural Patterns; Work Environment; Australia; Germany; Italy; Japan; Netherlands; Household Work.


Despite recent increases in domestic work by men, most household work is still performed by women. Women's duties range from child care, cleaning, & cooking to...
shopping, financial management, domestic discipline, & counseling. Yet many of these women also have paid jobs. Data from Statistics Canada's Survey of Work Arrangements (N = 11,828 female & 13,766 male respondents) shows that some women are turning to self-employment as a way of coping with conflicts between family and work. However, the same is not true for men.

**KEY WORDS:** Self Employment; Canada; Working Women; Working Men; Housework; Family-Work Relationship; Sexual Division of Labor; Household Work.


Increasingly, scholars argue that men's reluctance to do family work is because they associate it with "women's work" & thus a threat to their masculinity. This idea is extended by considering the link between challenges to men's identities in the workplace & their behavior in the home. Data from the 1980 Class Structure & Class Consciousness Survey for 385 US adults indicate that the extent of men's workplace subordination was negatively related to their performance of "feminine" tasks in the home. Moreover, this relationship was stronger in families in which wives' earnings approached those of their husbands. Theoretical implications are discussed, & a call is made for more longitudinal studies to understand the complex & evolving relationship between work & family.

**KEY WORDS:** Housework; Sexual Division of Labor; Masculinity; Family-Work Relationship; Family Power; Sex Role Identity; Sex Role Attitudes; Subordination; Working Men; United States of America; Working Women; Dual Career Family; Social Power; Household work.


Women's hours of housework have declined, but does this change represent shifts in the behavior of individuals or differences across cohorts? Using data from the National Longitudinal Surveys, individual & cohort change in housework are examined over a 13-year period. Responsibility for household tasks declined 10% from 1974/75 to 1987/88. For individual women, changes in housework are associated with life course shifts in time availability as well as with changes in gender attitudes & marital status, but are not related to changes in relative earnings. Cohort differences exist in responsibility for housework in the mid-1970s & they persist over the 13-year period. Overall, these findings suggest that aggregate changes in women's household labor reflect both individual change & cohort differences.

**KEY WORDS:** Females; Housework; Social Change; Generational Differences; Sexual Division of Labor; Family Roles; United States of America; Household Work.


This paper investigates the consequences of these policies by focusing on working time and time away from employment, when children are very young, and relates these aspects to currently introduced and changed regulatory structures, such as working time regulations and statutory parental leave. The labor market and family policy in Austria, generally, supports the reconciliation of employment and parenthood. However, the male
breadwinner model in Austrian public support structures and low normative support of employed mothers limits the work-family “system”. In the UK, the cultural barriers for a more equal distribution of the duties of combining employment and parenthood seem to be lower. The market as the political focus, in general, allows more equal opportunities for (qualified) women in the labor market and within families. But the highly flexible and polarized labor market, passive public policy, and weak legal protection of employed parents creates a difficult relationship between paid work and family life. This is particularly true for many low-skilled, low-paid parents, and above all mothers. These analyses provide the basis for public policy direction that aims at reconciliation of paid work and parenthood.

**KEY WORDS:** Family-Work Relationship; Family Policy; Labor Policy; United Kingdom; Austria; Employment; Parenthood; Household Work.


This article examines the effect of premarital cohabitation on the division of household labor in 22 countries. Findings indicate that women do more domestic work than men in all countries. Married couples that cohabited before marriage have a more equal division of housework. Lastly, national cohabitation rates have equalizing effects on couples despite of their own cohabitation experience. However, the influence of cohabitation rates is only observed in countries with higher levels of overall gender equality. In conclusion, the trend toward increasing cohabitation may be part of a broader social movement toward a more egalitarian division of housework.

**KEY WORDS:** Family Roles; Single Persons; Cohabitation; Housework; Sexual Division of Labor; Opposite Sex Relations; Household Work.


This paper explores husbands’ and wives' perceptions of fairness of division of domestic labor. Data from a recent national Australian survey indicate that 59% of women report that the division of labor in the home is fair even though they also report responsibility for the bulk of the work. 68% of men report that the division of household labor is fair. Drawing on Thompson's distributive justice framework, the paper analyses the factors underlying these patterns in relation to perceptions of fairness of child care and housework. The results indicate that, for both men and women, the major factor determining perceptions of fairness is the division of tasks between men and women. The amount of time spent on domestic labor is also significant, but is less important than who does what around the home. There is insufficient support for other hypotheses relating to gender-role attitudes, time spent in paid work, and financial power. The article concludes by examining these findings with regards to the distributive justice framework and considers their implications for understanding perceptions of fairness in households.

**KEY WORDS:** Sexual Division of Labor; Australia; Equality; Distributive Justice; Housework; Husbands; Wives; Household Work.

An analysis of links between paid/unpaid work in Australia and Sweden during the 1980s and 1990s builds upon 1990 research by Arne L. Kalleberg and Rachel A. Rosenfeld on the reciprocal interrelationship between the labor market and domestic work to argue that there is a zero-sum relationship between paid and domestic work. Data were obtained from a total of 3,131 surveys conducted in Australia (1986 and 1993) and Sweden (1980 and 1995) as part of the Comparative Project on Class Structure and Class Consciousness. The results showed women in both countries continued to be primarily responsible for domestic labor and changing policies had little impact on these arrangements. Men in both nations consistently spent an average of 43-46 hours/week in paid employment, but the hours Swedish women spent in paid work increased in the 1990s from 31 to 37 hours/week, while Australian women decreased their hours from 36 to 30/week. The gendered nature of the reciprocal links between paid and unpaid work is discussed, noting no significant cross-national differences.

**KEY WORDS:** Australia; Sweden; Labor Market; Housework; Social Class; Working Women; Labor Force Participation; Sexual Division of Labor; Household Work.


Current research in Australia and overseas suggests that we are witnessing the convergence of domestic labor activities for men and women's time on task. Disagreement exists however as to whether this is due to women reducing their time on housework or men increasing their time on housework. Addressed are these issues using national survey data collected in Australia in 1986, 1993 & 1997. Findings show some changes in the proportional responsibilities of men and women in the home with men reporting a greater share of traditional indoor activities. But overall both men and women are spending less time on housework. In particular, women's time on housework has declined by 6 hours weekly since 1986. Hence, while the gender gap between men's & women's involvement in the home is getting smaller, it is not the result of men increasing their share of the load, but is due to the large decline in women's time spent on domestic labor. There is also evidence of change in the relationship between paid and unpaid work for women. Paid labor for women had a greater impact on their involvement in domestic labor in 1997 compared with 10 years earlier. In conclusion, women's increased labor force involvement in combination with changing patterns and styles of consumption is leading to some changes in the gender division of household labor, but not in the direction as previously anticipated.

**KEY WORDS:** Family Roles; Sexual Inequality; Housework; Sexual Division of Labor; Labor Force Participation; Women's Roles; Working Women; Dual Career Family; Australia; Household Work.


As a starting point, recent claims by Beck-Gernsheim (2002) that we are living in an era of "post-familial families." Beck-Gernsheim (2002) argues that our lives are no longer structured as they once were by tradition, class, religion and kin. Rather the family has become a transitional phase as people strive for fulfillment of personal goals and personal life projects. The demographic evidence to support these claims is clear in relation to changing patterns of family formation and dissolution, as well as the movement of married women into paid employment. Less evident is a decline in traditional patterns
of gender stratification within families. Recent national data from Australia is used to examine the relationship between post-familial status, as indicated by marital status and employment, and time spent on housework. Findings show gender to be a clear predictor of time spent on housework, but there is evidence that gender inequality may be declining in non-traditional households.

**KEY WORDS:** Family Life; Sexual Division of Labor; Housework; Social Change; Sex Roles; Australia; Household Work.


This paper summarizes the theoretical and practical issues related to the under-estimation of women's work in the labor force and national accounting statistics. It responds to the continuing criticism that women's efforts make no useful impact, unpaid work should not be treated the same as paid work, and efforts are misguided.

**KEY WORDS:** Employment Statistics; Females; Labor Force; Salary Wage; Differentials; Statistical Bias; Household Work.


Explores the importance of conversational processes for understanding collaborative cognitive performance by examining interactions of married couples that facilitate performance on 2 everyday cognitive tasks. Twenty-four adults, 6 young (M age = 29.7 years) and 6 older (M = 70.8 years) married couples, completed a vacation decision-making task and an errand-running task. Couples were asked to speak as they performed the tasks and speech acts were coded as to whether they involved high-affiliation exchanges (between-partner sequences of cooperative and obliging speech acts) or low-affiliation exchanges (between-partner sequences of controlling and withdrawing speech acts). Interactions characterized by high affiliation were associated with greater use of information and the use of feature based search strategies on the decision-making task and shorter routes on the errand-running task. Open-ended interviews show the importance of division of labor and delegating during daily life collaborations. Findings illustrate the diversity present in couples' interactive patterns and approaches to collaboration. Further, the results demonstrate the potential of integrating work on collaborative cognition and conversational processes.

**KEY WORDS:** Conversation; Marriage Attitudes; Oral Communication; Problem Solving; Spouses; Household Work.


This paper investigates the importance of contemporary gardens as leisure locations and argues that leisure in general, and the garden in particular, plays an important role in the process of homemaking. Consideration is given as to how the contemporary garden reflects wider social relations by examining how gender relations permeate gardens and gardening. Particularly, how gender power relations are played out in relation to the gendered meanings of gardens and the garden is highly significant in the social construction of 'home'. Findings show that there are conflicting uses and meanings of gardens.
KEY WORDS: Leisure; Sex; Gardening; Housework; Opposite Sex Relations; Social Power; Social Constructionism; Housing; Household Work.


Time diary data from representative samples of US adults (total N = 6,740) show that the number of overall hours of domestic labor (excluding child care & shopping) has continued to decline steadily & predictably since 1965. This finding is mainly due to dramatic declines among women (both in & out of the paid labor market), who have cut their housework hours by almost 50% since the 1960s: about half of women's 12-hour-per-week decline can be accounted for by compositional shifts - such as increased labor force participation, later marriage, & fewer children. In contrast, men's housework time has almost doubled during this period (to the point where men were responsible for 33% of housework in the 1990s), & only about 15% of their five-hour-per-week increase can be attributed to compositional factors. Parallel results on gender differences in housework were obtained from the National Survey of Families & Households estimate data, even though these produce figures 50% higher than diary data. Regression results examining factors related to wives' & husbands' housework hours show more support for the time-availability & relative-resource models of household production than for the gender perspective, although there is some support for the latter perspective as well.

KEY WORDS: Sexual Division of Labor; Housework; Sex Differences; Time Utilization; Males; Females; United States of America.


This paper uses information from Australian time use surveys to examine the predictions made in 1983 by Jonathon Gershuny. Gershuny proposes that households have a hierarchy of needs & wants that they wish to satisfy. As societies get richer, they devote a smaller proportion of their national incomes to satisfying the more basic needs & a larger share to the more sophisticated, luxury categories. However, over time, there is an increasing gap in the relative market prices of durable goods & luxury final services. This means that final services bought on the market (eg, opera tickets, theater tickets, even movie tickets) become more expensive compared to the cost of producing these services at home using relatively inexpensive appliances (eg, stereo sound systems, video recorders, & so on). In other words, households turn to “self-service.” On this basis, Gershuny predicts a decline in time devoted to paid work & an increase in time spent in unpaid work & in leisure consumption. Fortunately, however, time spent in unpaid work is itself reduced by the increasing productivity of domestic appliance (durables) & an increasingly equitable division of domestic labor. The net result is a society of greater leisure. This paper argues that Gershuny's predictions have gone astray because of two key weaknesses - his failure to consider the effect of labor demand on the distribution of hours of paid work & his neglect of bargaining over the domestic division of labor.

KEY WORDS: Social Change; Work; Leisure; Housework; Sexual Division of Labor; Time Utilization; Australia; Household Work.


This article reports on analyses of time-use surveys involving 99,137 respondents from
28 surveys in 13 Western countries. Specifically, it proposes an "equivalence scale for time" where information about total working time in both paid and unpaid labor can be derived from information about paid working time and household structure. Different scales are offered for men and women, and an adjustment according to year is also provided.

**KEY WORDS:** Family Structure; Working Hours; Income; Labor; Housework; Scales; Household Work.


Equality means that individuals have a balance between the articulation of their individual selves & their norms & moral concerns about mutuality. Strategies for balancing mutuality & autonomy in relationships are vital to the process of accomplishing equality. Negotiation styles and conflict management are involved in this process. The author discusses how styles of conflict management maintain inequality or promote gender equality. Drawing on a qualitative study of twenty-two couples in Sweden. Both men and women were interviewed separately to talk about how they share household labour, dispose of and allocate material resources, and relate to youngsters.

**KEY WORDS:** Dual Career Family; Housework; Sexual Division of Labor; Parent-Child Relations; Sexual Inequality; Conflict Resolution; Marital Relations; Family Power; Sweden; Household Work.


This paper reports examines the relationship between the amount of domestic labor performed by a woman during her lifetime and a variety of self-reported and objective measures of her health in early old age. Findings are based on female members (n=155) of a data set which contained considerable life course information, including full household, residential, and occupational histories. Domestic labor, on its own, proved a weak predictor of health. However, the relationship strengthened when domestic labor was combined with the hazards of the formal paid employment that the woman had performed. This finding suggests that it is the combination of domestic labor in addition to paid employment that influences women’s health. This finding is supported by its agreement with other studies that reached the same conclusion through an analysis of data with markedly different characteristics.

**KEY WORDS:** Housework; Health; Working Women; Employment; Women’s Health Care; Elderly; United Kingdom; Household Work.


The objectives of this study are to analyse the association between self-reported health status & social class & to examine the role of work organisation, material standards & household labour as potential mediating factors in explaining this association. Using the Barcelona Health Interview Survey, a cross-sectional survey of 10,000 residents of the
city's non-institutionalised population in 2000. This was a stratified sample, strata being the 10 districts of the city. The present study was conducted on the working population, aged 16-64 years (2,345 men & 1,874 women). Social class position was measured with Erik Olin Wright's indicators according to ownership & control over productive assets. Work organisation & household material standards were associated with poor health status with the exception of number of hours worked per week. Work organisation variables were the main explanatory variables of social class inequalities in health, although material standards also contributed. Among women, only unskilled workers had poorer health status than the referent category of manager & skilled supervisors (aOR: 3.25; 95%CI: 1.37-7.74). Indicators of work organisation & household material standards reached statistical significance, excepting the number of hours worked weekly. Among women, compared with men, the number of hours weekly of household labour was associated with poor health status (aOR: 1.02; 95% CI: 1.01-1.03). Showing a different pattern from men in the full model, household material deprivation & hours of household labour weekly were associated with poor health status among women. Results suggest that among men, part of the association between social class positions and poor health can be accounted for psychosocial, physical working conditions & job insecurity. Among women, the association between the worker (non-owner, non-managerial, & un-credentiated) class positions and health is substantially explained by working conditions, material well being at home and amount of household labour.

KEY WORDS: Health; Social Class; Social Inequality; Work Environment; Sex Differences; Work Organization; Housework; Barcelona and Spain; Household Work.


Currently, notions of community, work, and family are enmeshing with concepts of citizenship to reconstruct contexts and foundations for welfare reform in the UK. Within debates about welfare reform, paid work has become central to notions of "good" citizenship, "good" parenting, and "strong" communities. Evolving notions are redefining parenting as a nonworking activity. Single mothers claiming welfare benefits are in danger of being positioned as "partial" citizens. Daily practices of citizenship by single mothers lie outside of those recognized by the state, could be rendered invisible. The author exemplifies ways in which the members of a national single parent organization are constructing their own relationships between community, work, and family, and through this process are engaging in building citizenship practices.

KEY WORDS: Citizenship; Welfare Reform; Single Mothers; Organizations (Social); Communities; Family; Work; Welfare Recipients; Family-Work Relationship; United Kingdom; Wages; Household Work.


Within contemporary feminism, common approaches to feminizing the economy involve adding a sphere or sector or attributing a monetary value to women's unpaid labor. Each of these approaches is interested in creating an accurate representation of the real or 'whole' economy. But these representations are in the same lineage as mainstream economic conceptions; the economy remains a bounded entity that can be known by enumerating its parts. The 'adding on' and 'counting in' strategies employed by feminists complete the picture of what is needed to produce social well-being but do not necessarily help us think differently about how goods and services are or might be
produced. In this article, the authors ask how feminist economic theory might contribute to envisioning or enacting alternative economies. They find answers to this question through reading feminist interventions for glimmers of a deconstructive project that opens 'the economy' to difference. Pursuing these glimmers, they attempt to insert the possibility of non-capitalist forms of economy, including economies of generosity, nonprofit businesses, worker collectives, and alternative capitalist enterprises impelled by a social or environmental ethic. In place of the view of the economy as a whole comprised of a pre-established number of parts or sectors, it can begin to be seen as a discursive construct that can be reconstructed to contribute to social transformation.

**KEY WORDS:** Feminism; Economics; Economic Theories; Theoretical Problems; Household Work.


This research project focuses on fathers who have taken a relatively large share of the total parental leave period available to families in Sweden. Based on a questionnaire to fathers who took at least 120 days of leave in Gothenburg between 1992 & 1999, the study revealed that most of these fathers were the main caregivers of their children during their leave period. Some fathers, though, reported that they had not been the primary caregivers during the leave period. Immigrant fathers were well represented in the sample. Comparison with Swedish-born fathers revealed high levels of unemployment among the partners of the immigrant fathers: most partners of Swedish-born fathers were earning in 1999. Swedish-born fathers were also more likely to report doing more domestic work, in addition to child care, while on leave. This may have occurred because more mothers with Swedish-born partners were working during the time that fathers were taking leave. Majority of fathers in both groups reported the relationship with their child as the primary reason for taking leave.

**KEY WORDS:** Fathers; Family-Work Relationship; Family Roles; Sweden; Personnel Policy; Public Policy; Immigrants; Household Work.


This study asks how cohabiters' housework patterns vary by their marital intentions. I draw on interactionist theories that view housework as an activity that produces gender & family to hypothesize that cohabiters who are more invested in their relationships will spend more time on housework. Analyzing the 1987-1988 National Survey of Families & Households (N = 348), I find that, controlling for sociodemographic & household differences, men who are least committed to their relationships spend the least time on housework, whereas women's housework time is not affected by marital intentions.

**KEY WORDS:** Housework; Cohabitation; Sexual Division of Labor; Sexual Inequality; Household Work.


This article considers how individuals enact their work and home environments to create balance, by communicating with family about work and with work associates about family. Using a focus group and questionnaire data from a sample of 179 individuals who work and have family responsibilities, factors that influence the amount of communication and the effect of communication on work/family balance were examined. Results indicate that communication with family about work and communication at work about family varies
depending on the permeability of the work and home borders. Individuals who engage in these types of communication demonstrate greater work satisfaction, higher work functioning, higher satisfaction with home & family activities.

**KEY WORDS:** Family-Work Relationship; Home Environment; Work Environment; Interpersonal Communication; Job Satisfaction; Family Life; Family Stability; Household Work.


Utilizing data from a panel study of mothers and children that spans the thirty-one years from 1962 to 1993 (the Intergenerational Panel Study of Parents and Children), this dissertation examines the gendered division of household labor in an attempt to identify the effects of socialization throughout the life course on attitudes and behaviors with regard to housework and gender. Findings indicate that parental housework allocation, maternal labor force participation, and maternal gender ideology are important factors in the shaping of adult children's housework allocation patterns. Results also show that parental characteristics measured both early in the children's lives (age 1) and during the children's mid-adolescence (age 15) have lasting effects on the children's attitudes and behaviors. Finally, analyses indicate that there are gender differences in socialization processes. Sons’ housework allocation is related to parents’ housework allocation and maternal gender role attitudes, while housework allocation among daughters is related to maternal labor force participation.

**KEY WORDS:** Housework; Sexual Division of Labor; Cultural Transmission; Socialization; Sex; Household Work.


This paper examines the interactive processes by which women and men negotiate family time schedules. Based on 50 interviews with 17 dual-earner couples, it focuses on the ways men and women define time in gendered ways, exert different controls over the way time is used, and align their time strategies in the course of managing everyday family life. The results indicate that there are both continuities and discontinuities with the past: women continue to exert more control over the organization of time in families, but time negotiation itself has become a more complex and demanding activity. The way that couples carry out these negotiations reflects a variety of adaptive strategies, with some couples being very reactive in contending with present demands and others being highly structured and seeking to anticipate and control the future. Although some couples worked to negotiate balance in their time responsibilities, it was wives who maintained control over time and, ultimately, the orchestration of family activity.

**KEY WORDS:** Family Life; Time; Time Utilization; Sex Differences; Dual Career Family; Working Men; Working Women; Family-Work Relationship; Working Mothers; Household Work.

Survey data from 2,577 adults representative of the Canadian labor force in 1982 are drawn on to examine the division of housework in dual-earner households. The hypothesis is that power relations affect household work performed by both women and men. Analysis suggest that paid work hours, sex composition of one's occupation, and decision-making power predict one's contribution to housework. Findings differ depending on whether wives or husbands, and male or female tasks are examined. Findings are interpreted in a framework that recognizes that power relations are implicated in the gendered nature of social life at both the structural and individual levels.

**KEY WORDS:** Housework; Family Power; Sexual Division of Labor; Dual Career Family; Canada; Working Women; Working Men; Household Work.


Wives attempting to exercise power by getting their husbands to do more housework & the degree of success they experience is examined. The authors draw on 1998 scale data from 66 women residing in Victoria, Australia. Although all the wives were engaged in paid work, they were contributing 66+% of the total time to housework. It was predicted that women would be reluctant to ask their husbands to increase their participation in housework either for fear of jeopardizing their access to valued resources the husbands provided or because they believed in the legitimacy of the existing division of tasks. Also predicted was men using their superior resource and definitional power to resist any overtures their wives made. Predictions were only partially confirmed. Women were more willing to ask their husbands to increase their participation in housework and, although men were often resistant, 40+% of women experienced some success. They were more likely to gain help with tasks rather than for husbands to agree to accept responsibility for some of the inside tasks. Results only partially corroborate the claims of those feminists who say men use their superior power to resist as much change as possible to a traditional division of labor. Also suggested is that women's ambivalence about handing over tasks can result in an impediment to change.

**KEY WORDS:** Family Power; Sexual Division of Labor; Housework; Sexual Inequality; Australia; Household Work.


One obvious gap in the literature of domestic labor concerns the participation of children in family chores. While children do have a significant contribution in family chores, surprisingly little research focuses on the role of gender on division of labor. This study examines if there is similarity between the gender equity in the housework allocation of parents and that of their children. The findings indicate that the role-behavior of parents concerning the division of labor influences the way their children divide chores along gender lines. The article concludes that there is an intergenerational transfer of gender inequity in the division of labor.

**KEY WORDS:** Sexual Division of Labor; Family Roles; Opposite Sex Relations; Parent-Child Relations; Housework; Sexual Inequality; Children; Household Work.

Prior research has inconsistently documented the gendered nature of negative spillover between the domains of home & work. Little is known about predictors of negative spillover for employed mothers & fathers. Using the 1997 wave of the National Study of the Changing Workforce, this study's purpose was twofold: to determine if a difference exists in negative spillover for working mothers & fathers & to identify shared & unique predictors of spillover for both groups. Findings reveal that more working mothers than fathers in the sample experienced negative family-to-work spillover. Time spent performing household chores & caring for children by respondent & spouse did not predict negative spillover for mothers, although caring for a sick child was a significant predictor for fathers. Marital satisfaction was not a significant predictor of spillover, whereas family life satisfaction was one of the strongest predictors for both mothers & fathers.

**KEY WORDS:** Family-Work Relationship; Role Conflict; Dual Career Family; Housework; Working Mothers; Working Men; Fathers; Marital Satisfaction; Life Satisfaction; Household Work.


The authors evaluate recent developments in research on the domestic division of labour with a focus on the Distributive Justice Framework developed by Thompson (1991) in an extension of Major’s (1987) work on the psychology of entitlement. This framework states that in order to explain the persistence of gender inequalities in domestic labour, researchers must consider the factors that determine women's sense of fairness in close relationships. Whilst recognizing its contribution to the field, the article argues that existing work on the Distributive Justice Framework has misconceived important aspects of the social psychology of distributive justice. By way of contrast, an approach is advanced that is grounded in the analysis of everyday discursive practices in the home - the practices through which couples define their contributions to household labour and negotiate ideological dilemmas about gender, entitlement and fair shares. Argued are the investigations of gender inequalities in domestic labour can benefit from the new directions provided by social constructionism, as well as the more complex views of subjectivity, power and social interaction that are now emerging in psychology.

**KEY WORDS:** Division of Labor; Household Management; Human Sex Differences; Justice; Social Psychology; Household Work.


This article analyzes a decade of qualitative research to identify & explore an overlooked survival strategy used in low-income families: children’s family labor. Defined as physical duties, caregiving, & household management responsibilities, children's - most often girls' - family labor is posited as a critical source of support where low wages & absent adult caregivers leave children to take over essential, complex, & time-consuming family demands. We argue that there are lost opportunities when children are detoured from childhood to do family labor & that an intergenerational transfer of poverty is associated with those losses.

**KEY WORDS:** Children; Females; Housework; Caregivers; Low Income Groups; Household Work.

Feminist economics draws increasing attention from professional mainstream economists. In this paper, we discuss methodological issues, some theoretical developments - notably on the household - and issues of economic policy. We point to parallels between feminist economics and institutional economics, and argue that these relations might be strengthened to the benefit of both.

**KEY WORDS:** Economics; Feminist Theory; Economic Policy; Households; Household Work.


Explored is the persistent link between women and domestic responsibility, a heavily documented link and not often theorized. Drawing on a qualitative research project with a "critical case" study sample of couples trying to share housework & childcare in GB in the early 1990s, the author argues that part of this puzzle linking women & domestic responsibility can be addressed by adopting wider definitions of domestic responsibility and community. Domestic responsibility is often conceived as family labor that occurs within families/households, it also has inter-household, inter-institutional, and community dimensions. With regard to a wider conceptualization of the community, argued is that the community is more than a social institution; it is an institutional arena within which families/households, inter-household relations, community-based social networks, and a wide array of community activities occur. Overall findings and implications of the research presented are threefold. First, gendered socially constructed norms and gendered community-based social networks are highlighted as important factors that help to account for the persistent link between women and domestic responsibility. Second, taking cues from research carried out in Third World & low-income Western communities, it is important to shift research agendas on domestic divisions of labor to focus not only on intro-household divisions, but also inter-household & intra-community relations. Third, the need is highlighted for greater attention to the links between socially constructed norms on masculinities, men's friendships & domestic responsibility.

**KEY WORDS:** Childrearing Practices; Sexual Division of Labor; Housework; Communities; Social Institutions; Social Constructionism; Social Networks; Norms; Family Roles; Couples; England; Sex Roles; Women's Roles; Household Work.


The authors ask how pragmatic strategies (time availability, time demands, & resources) and patriarchal dynamics (sex & gender ideology [McFarland, Beaujot & Haddad, 2000]) affect the time that men and women spend doing domestic labor. Data from the 1995 General Social Survey show that women spend more time doing domestic labor than men and that pragmatic strategies & patriarchal dynamics are associated with time spent doing housework and child care. Gender ideology is a complex, multidimensional factor that affects the time women & men spend in housework & child care. Results point to the importance of including pragmatic strategies and patriarchal dynamics in assessments of
domestic labor. Findings provide compelling evidence of how the relationships among individual agency, broader ideological assumptions, and time spent doing domestic labor are intricately interwoven.

KEY WORDS: Sexual Division of Labor; Housework; Childrearing Practices; Sex Role Attitudes; Time Utilization; Canada; Household Work.


Chronicles how household technology became a fresh battlefield for social dominance between communism & "commercialized" democracy. This is demonstrated in the analysis of the promotion of new labor-saving devices & technologies in the US home as a means for great social change & housewife liberation from the drudgery of domestic chores. Mass media advertising images of the time portray the middle-class housewife as an emblem of glamour and leisure, attesting to the superiority of US technology & a revolutionized & liberated domesticity. Images also functioned, by extension, as propaganda to demonstrate the country's superior military strength. Beneath this utopian picture, however, a sexual division of progress is evident that relegated women to the domestic sphere while perpetrating myths about how happy and lucky they were to be the recipients of such advanced technology (created by men). Traditional gender roles were reinforced, and women's participation in spheres other than the domestic severely curtailed, following a period during the war when they had dared to work outside the home.

KEY WORDS: Women's Roles; Post World War II Period; United States of America; Cold War; Technological Innovations; Housework; Sexual Division of Labor; Mass Media Images; Propaganda; Union of Soviet Socialist Republics; International Conflict; Technological Progress; Social Reproduction; Sex Roles; Household Work.


Among non-standard shifts in weekly work schedules, the evening shift is one of the most common. Low-income parents are more likely to be required to work non-standard schedules. Little work has been done to examine the effect of parental evening work on school-age children. Data collected in the US in the National Longitudinal Survey of Youth (NLSY) was used to examine effects of parental evening work on the home environment for 1,133 school children, aged 5-10 years. The Home Observation Measurement of the Environment (HOME) score used has been shown to predict children's school, developmental & health outcomes. Even only one parent working in the evening had a significantly negative effect on the home environment for families living in poverty and those not living in poverty. The effect size, an 11% decrease in HOME scores when mothers worked evenings & an 8% decrease in HOME scores when fathers worked evenings, was of the same order of magnitude as living in poverty. The increase in US and other countries functioning as a 24-hour economy created the demand for evening work. Without changes in public or industrial policies, parents have no choice but to work evenings, whether quality substitute care is available for their children or not, and whether they believe that the benefits of evening work outweigh the costs. Policies that provide parents with a way to see their children after school are important for all families, and are especially important for working parents and children living in poverty. Parents living in poverty often have the least choice about working conditions & the least resources available for finding quality substitute care for their children in the evenings.
KEY WORDS: Working Hours; Family-Work Relationship; Parents; Children; Home Environment; Child Development; United States of America; Household Work.


Contemporary parents lack clear guidelines for the fair & equitable allocation of family work. According to social comparison theory, under conditions of uncertainty, individuals often compare themselves to others to gain a sense of what is "normal." The authors applied social comparison theory to the examination of satisfaction with the division of housework & the experience of role strain. Results of covariance structure analysis indicated that women reported higher levels of satisfaction when they did less housework than their female friends & greater satisfaction & less role strain when their husbands did more than other male comparison referents. In contrast, men were more satisfied when their wives did more housework than their own mothers did. Satisfaction mediated the link between social comparisons & role strain. Interviews with 25 fathers revealed that some men invoke an image of the "generalized other" to make their own contributions to housework seem more noteworthy.

KEY WORDS: Housework; Sexual Division of Labor; Wives; Husbands; Role Conflict; Social Comparison; Dual Career Family; California; Household Work.


Argues that women from developing countries who work as nannies or housekeepers in the US, and who leave their children, have reshaped the global economy. An international division of labor fulfills reproductive labor in the US while neglecting it in the immigrants' countries of origin and disenfranchises the mostly Caribbean & Latina immigrants by race, class, gender, and citizenship. Data from historical sources, research on Latina domestic workers in Los Angeles, a survey questionnaire completed by 153 Latina immigrant domestic workers, & in-depth interviews with 23 domestic workers, 37 employers, 3 attorneys specializing in issues related to domestic work, and 5 individuals that owned or worked in domestic employment agencies. The emotional costs of transnational motherhood are explored and is contrasted with patterns of contract labor that were common in the Western US in earlier historical periods. Demographic, cultural, and political implications are discussed.

KEY WORDS: Domestics; Child Care Services; Immigrants; Mothers; Latin American Cultural Groups; United States of America; Housework; International Division of Labor; Caribbean Cultural Groups; Household Work.


This article is a comparative study of the treatment of domestic labor by neoclassical and Marxian economists. Before 1960, mainstream economics concentrated on production for the market. Serious analysis of housework was confined to a handful of economists, many of whom were marginalized by economics departments but supported by departments of home economics. Later domestic labour was culminated in Gary Becker's "new household economics", yet neglected by Marxist thinkers, who argued that housework was being socialized under capitalism and would disappear altogether under
socialism. However, it was rediscovered again by Marxist-feminists in the late 1960s. Housework continues to pose serious analytical difficulties for both neoclassical & Marxist economists.

**KEY WORDS:** Housework; Marxist Economics; Economic Theories; Intellectual History; Home Economics; Household Work.


This paper provides a discussion on the gendering of domestic food preparation. It argues that findings from research carried out in the late 1970s and early 1980s must be seen in its historical context which outlines structural changes and its impact on women's roles. In addition, the tendency of sociology of food research to focus on the cultural norm of the nuclear family with dependent children ignores more common household structures currently present in Great Britain.

**KEY WORDS:** Housework; Food Preparation; Women's Roles; Great Britain; Sexual Division of Labor; Family Structure; Norms; Cultural Change; Family Roles; Nuclear Family; Households; Household Work.


A total of 109 couples, employed women and men, answered a questionnaire on their contributions to work in the home and the amount of time spent on their paid job. Perceived justice and satisfaction with the division of labor within the household were also indicated. In addition, satisfaction with the partnership, role orientation, and reference point in comparisons of one's own contributions to work in the home and the partner contributions, and sociodemographic data were measured. The results indicate that women and men spend different amounts of time on housework, and they perceive the distribution as just. Women, however, were less satisfied with the distribution than men. Subjective justice for women depends on perceived discrepancies between actual time spent on housework and desired time, partnership satisfaction, role orientation and opportunities to compensate for lower contributions to housework. Men's perception of justice depends only on the presence of children in the household. Satisfaction with the distribution of housework depends mainly on perception of justice.

**KEY WORDS:** Housework; Sexual Division of Labor; Family-Work Relationship; Working Hours; Distributive Justice; Sex Differences; Perceptions; Working Men; Working Women; Household Work.


This study examines the associations between husbands' & wives' experiences at work & their attitudes about & behaviors in marriage, using a framework informed by the ideas of Kohn (1969, 1977). Specifically, it was hypothesized that experiences of self-direction at work would be associated with greater endorsement of values associated with self-direction. Further, it was predicted that those who value self-direction more would both prefer & adopt more egalitarian arrangements in their marriages. These hypotheses were tested with a sample of 167 dual-earner couples. Results supported the hypotheses &
suggested that values mediate the relationships between occupational self-direction & both attitudes about marital roles & the division of household labor. The pattern of results suggests that this framework is a useful perspective for examining the construct of marital equality.

**KEY WORDS:** Marital Relations; Social Values; Sex Role Attitudes; Family-Work Relationship; Sexual Division of Labor; Housework; Family Roles; Dual Career Family; Work Values; Working Men; Working Women; Husbands; Wives; Household Work.


Contemporary analyses of work and unemployment need to place psychological findings in the context of society, culture, and gender in understanding the meanings of paid and unpaid work for men and for women. The Australian Psychological Society discussion paper (in this issue) takes a comprehensive view of the literature and places it in the contemporary Australian social context, but fails to consider the extent to which socially constructed gender roles affect individuals’ relationships with work. This paper complements the discussion paper by examining men's relationships with work and unemployment from a gendered perspective. Given the centrality of paid work to men's sense of self, there is surprisingly little psychological research on the extent to which patterns of paid and unpaid work, and discrepancies between desired and actual patterns of employment, interact with gender roles and expectations to affect men's physical and emotional wellbeing. This is particularly a concern, given structural changes in patterns of employment. Increasingly, men need to juggle the traditional view that a real man provides financially for his family with contemporary definitions of masculinity that emphasise egalitarianism and flexibility, in the context of rapid changes to work and family structures. The challenge for men is to find new ways of defining themselves and their sense of self-worth, other than exclusively through paid work.

**KEY WORDS:** Employment Status; Health; Psychology; Society; Working Conditions; Age Differences; Human Males; Human Sex Differences; Sex Roles; Unemployment; Household Work.


This dissertation explores current developments of the literature on housework. Specifically it addresses two research questions: (a) examining various measures of household labor and (b) examining the role of specific familial contexts in two empirical studies. The first study investigates how the frequency of joint performance with parents moderates the effect of time on housework on children's depression levels. The second study explores the importance of time spent with spouses in the perceived appreciation for housework. It identifies three factors - the amount of time spent on housework, gender role attitudes, and options after marriage - that influence recognition of efforts at home. The author concludes that the moderating role of joint performance with parents may add to the debate on the developmental and cognitive implications of household labor for children.

**KEY WORDS:** Housework; Family Relations; Sexual Division of Labor; Family Roles; Depression (Psychology); Children; Childrearing Practices; Parents; Parent-Child Relations; Marital Relations; Household Work.

With a special focus on the construction of gender relations, this article analyses the domestication of a home. In traditional studies of home, material and technological aspects are often ignored. In this article 'domestication,' is used as a metaphor to illuminate the mutual shaping processes of consumption of technology, negotiations of work routines, and construction of gender relations. The study focuses on two cases. A picture is drawn of different ways of negotiating gender in interaction with life at home as well as life at work. The stories told illustrate the ambivalence and paradoxes in a modern woman's life: What is "freedom" for women today? What type of work is demanding? The article, rather than answer these questions, contributes theoretically and empirically to the ongoing discussion within both technology studies and labor studies.

**KEY WORDS:** Housework; Sex; Opposite Sex Relations; Everyday Life; Family-Work Relationship; Technology; Households; Females; Household Work.


Interview data gathered from approximately 1,200 17-year-olds in Hamilton, Ontario, and Halifax and rural Nova Scotia were used to discover their attitudes to (1) male- & female-dominated jobs; (2) their mother's job, their father's job, and being a full-time homemaker; and (3) their own expected job, their father's and mother's job, and housework. Findings show that women's work was reported as less desirable than men's work; domestic work was seen as women's work and as less desirable (to all but working-class females) than paid work. Jobs of middle-class fathers were both desirable and described in many ways similar to jobs expected by their sons and middle-class daughters. Working-class females tended to describe their mother's work in positive terms and defined housework as a practical option.

**KEY WORDS:** Adolescents; Work Attitudes; Sexual Division of Labor; Housework; Parents; Class Differences; Canada; Life Plans; Ontario; Nova Scotia; Working Mothers; Working Men; Household Work.


Using narrative methodology, this article examines domestic labor in heterosexual couple particularly with regard to how changing employment patterns are interacting with domestic work and construction of domestic life in contemporary Western societies. The study revealed the disjunctions between what women and men say and what their descriptions reveal that they do. It demonstrated that young women in heterosexual cohabitating couples do more. They also worry more about how their domestic lives appear and what it suggests about them and their male partners. The narrative method of this study reveals complexity that would not have been apparent in survey or short answer data, even if couple responses had been compared. While both partners often talked of shared domestic burdens, women bore the burden of domestic work. They also carry the burden of the myths of shared involvement that are current in contemporary Western accounts of domestic labor.

**KEY WORDS:** Housework; Sexual Division of Labor; Working Men; Working Women; Cohabitation; Couples; Narratives; Household Work.

Newly collected time diary data was used to assess gender differences in both quantity and quality of free time. Measures of contamination of free time by nonleisure activities such as household chores, the fragmentation of free time, and how frequently children's needs must be accommodated during free-time activities were also included. Findings suggested that men and women do experience free time very differently. Men tend to have more of it. Marriage and children exacerbate the gender gap and market work hours erode men's and women's free time in different ways. Findings also revealed that despite gains toward gender equality in other domains, discrepancies persisted in the experience of free time.

**KEY WORDS:** Sex Differences; Time Utilization; Leisure; Sexual Inequality; United States of America; Household Work.


Based on empirical data from a panel study of Belgian Households (PSBH), this article addresses the stability of the household-labor in partner-relations over time from the viewpoint of "task load" of individuals. The longitudinal database offers the opportunity to combine a cross-sectional analysis with a longitudinal dimension. The results show that at the end of the 1990's women were not only doing most of the household labor, they were often predominantly, if not exclusively, responsible for the household labor.

**KEY WORDS:** Belgium; Females; Housework; Sexual Division of Labor; United States of America; France; Household Work.


Share households composed solely of men are a site in which masculine identities in the home are disembedded from marital ideologies. This allows us to unravel the connections between housework, power and what it means to be a man. The study finds that the domestic labour practices of men who reside with their peers reflect those traditionally associated with husbandhood, although the bases for these interactions, and the associated play of power, differ in the absence of a wife. It is evident that gender continues to be an important organizing principle of domestic labour outside marital homes.

**KEY WORDS:** Gender; Housework; Masculinity; Share Households; Household Work.


This study analysed how time use, individual resources, distributive justice and gender ideology influenced perceptions of fairness concerning housework and gender equality.
Swedish couples were surveyed and interviewed in the study. The quantitative results show that it is only factors connected to time use that are significantly correlated to both perceptions of fairness concerning division of household labour and gender equality. In addition, the qualitative results illustrated the complexity of concepts like fairness and equality.

**KEY WORDS:** Housework; Sexual Division of Labor; Distributive Justice; Sex Role Attitudes; Equity; Sexual Inequality; Leisure; Time Utilization; Sweden; Household Work.


Women spend more time doing household work than men, and men spend more time working at paying jobs outside the home than women. But studies also show that there are major differences between countries regarding the degree to which women and men involve themselves in different kinds of labor activity. The main aim of the article is to analyze the significance of gender ideology when studying differences between countries regarding the involvement of women and men in paid and unpaid work. The analysis is based on national random samples from ten OECD countries that were collected within the framework of ISSP 1994. The conclusions are: (a) gender ideology has an impact in all the studied countries on the degree to which women and men involve and engage themselves in labor and (b) gender ideology partially explains the differences between countries regarding women's and men's involvement in paid and unpaid work.

**KEY WORDS:** Sex; Sex Roles; Housework; Employment; Crosscultural Differences; Sex Differences; Sexual Division of Labor; Household Work.


A review essay on books by (1) Rosalind Barnett & Caryl Rivers, *She Works, He Works, How Two-Income Families Are Healthy and Thriving* (Cambridge, MA: Harvard U Press, 1998); (2) Francine Deutsch, *Halving It All. How Equally Shared Parenting Works* (Cambridge, MA: Harvard U Press, 1999); & (3) Richard Layte, *Divided Time. Gender, Paid Employment and Domestic Labour* (Aldershot: Ashgate, 1999). These books focus on the distribution of household/caring work among heterosexual couples in the UK. An examination of pre-1990 research, as well as several nationally representative studies of the early 1990s, revealed continuing gender inequality in the distribution of domestic work in spite of the increasing number of women employed outside the home. Layte uses SCELI data to demonstrate why many women do not consider these unequal arrangements unfair. Barnett and Rivers offer an academic study of 300 working, married couples with children and a self-help manual for two-income families. Deutsch's study of 150 dual-earner parents focuses on couples who have created truly equal families. These books confirm the unequal distribution of domestic/parenting work and suggest approaches couples can use to negotiate their solutions for more equitable distribution of domestic work.

**KEY WORDS:** Sexual Division of Labor; Twentieth Century; Housework; Dual Career Family; Sexual Inequality; Household Work.

Using two data sets from the National Survey of Families and Households, this paper examined how domestic labor tasks, including daily grind tasks, female-type and male-type tasks, affected the earnings of workers in professional, managerial, and technical occupations in both the short and long term. Domestic labor explained an additional 19% of the gap between the earnings of women and men in professional, managerial, and technical occupations. These results suggest that despite having jobs that offer higher pay and more autonomy, the time spent doing the daily domestic labour negatively affects earnings, especially for women in professional, managerial, and technical occupations.

**KEY WORDS:** Housework; Everyday Life; Working Men; Working Women; Family-Work Relationship; Professional Workers; Income Inequality; Sexual Division of Labor; United States of America; Household Work.


Using the American Changing Lives Survey, this research examines housewives' subjective evaluations of their housework and the subjective evaluations of paid employment among three groups of married women: professionals, sales-clerical, and service-blue collar wives. The research assessed the usefulness of disaggregating employed women by occupational status. Depressive symptoms were regressed on five work conditions - autonomy, physical and time demands, boredom, and feeling appreciated - along with sociodemographic characteristics. The results indicate professional wives report fewer symptoms of depression than homemakers, sales-clerical, and service-blue collar wives. Differences between professionals and homemakers are largely accounted for by professional women's more advantaged economic position. Nonprofessional employed women are more depressed than professionals even when their disadvantaged working conditions are controlled. The findings are discussed in view of research on the stress of combining full-time employment with homemaking and argue that balancing these two roles may be more difficult for some employed women than for others.

**KEY WORDS:** United States of America; Working Women; Homemakers; Housework; Depression (Psychology); Occupational Status; Household Work.


The authors report on an investigation into the relation between young adults' retrospective reports of their mothers' and fathers' division of household labor (egalitarian or traditional) and parenting styles (authoritative, permissive, authoritarian, or disengaged). Participants’ own gender attitudes were also tested in relation to parents’ division of labor and parenting. The participants were 294 women and men (M =19-years old) who were raised in 2-parent households and came from a range of ethnic backgrounds. For the mothers’ parenting, permissive parenting was more likely among those from egalitarian households whereas authoritarian parenting was more likely among those from traditional households. For the fathers' parenting, authoritative parenting was more likely among participants from egalitarian households and disengaged parenting was more likely among those from traditional households. The association between fathers' parenting style and division of labor was specific to the division of childcare (rather than housework). Participants’ gender attitudes were not related to parents' division of labor or parenting style.

Noting that most reports on work-family relationships are based on limited data, this report attempts to establish a foundation for ongoing analysis of job and family patterns in Canada based on both historical and current labor force data and other sources. The report tracks and charts the connections between paid work and family trends for husbands, wives, and lone or single parents in Canada from 1990 to 2000. The focus of the report is on three types of trends: (1) participation of husband, wives, and single parents in the paid workforce; (2) how participation in the paid work force relates to job and family responsibilities; and (3) levels of stress reported by spouses and single parents. Part 1 of the report provides a summary of the major findings and policy implications, a review of the data sources, and an introduction to the topic. Data are derived from Statistics Canada sources. Part 2 of the report has been constructed as a chart book documenting 42 trends. Tables and charts provide a graphical or tabular presentation of the more important topics with comments included for each trend to help interpret the trend and to add additional insights. Findings are presented for wives with children, husbands with or without children, wives without children, and lone-parents. Among the main findings is that spouses share in the responsibilities for paid work and unpaid work. Husbands remain the main source of incomes from paid employment. More wives now work at jobs outside the home but they also retain the major responsibilities for child and family care, especially when young children are present. Wives work more total hours than their husbands do. The majority of spouses and single parents are not under severe stress but many are.


This article explores gender differences in the family relationships of corporate-government affairs managers. In particular, it looks at how women's family status influences the context and character of their interactions with key people in business and government. While women may have made tremendous gains in corporate public affairs management in the US, these positions call for employees to form successful networks with clients, the public, other managers in the corporation, and other professionals outside the corporation. There is little research that documents the effects of family on work relations on women who occupy positions where the potential for "personal" & "professional" overlap is high. This research suggests that the family relations of women corporate-government relations managers inhibit the development of certain kinds of ties. However, the findings are not all negative. The research revealed that while family relations may be burdensome, they can be also be instrumental in extending women's connections and enhancing their opportunities.

This article suggests that the definitions and conceptualizations of domestic labor should emphasize that it is productive, involving many different types of work, and that it is also about constructing "proper" and "appropriate" gender relations. An overview of studies, show that unpaid domestic labor is persistently segregated by gender and continues to be, in practice, mainly "women's work." The implications, and consequences of this are outlined in the paper. In addition, a number of explanations are provided that elucidate why inequitable divisions of labor within the home are considered to be fair. It is concluded that the gendered division of domestic labor should be viewed as a way to "do gender" that also produces appropriate gender relations, rather than based on a static agreement between individuals. These relations as interpersonal processes in combination with dominant discourses (in the media, community, & government policies) constitute, maintain, and enhance a gendered division of labor within a particular context. As household tasks convey social meanings about masculinity and femininity, it is important to avoid generalizations but rather, understand that conceptualizations, meanings, and values vary according to historical, sociocultural contexts such that a universalizing framework is inappropriate.

**KEY WORDS:** Housework; Sexual Division of Labor; Women's Roles; Opposite Sex Relations; Social Reproduction; Sexual Inequality; Household Work.


This study discusses the role of gender and, to a lesser extent, cultural differences in time allocation for paid and unpaid labor in the German-, French-, and Italian-speaking areas of Switzerland, applying the economic conceptual framework "new home economists," which recognizes the value of unpaid labor, to explain individual behavior to 1995 survey data from 31,827 individuals, ages 18-65. It was found that employed individuals reacted more to changes in socioeconomic variables, and effects of home ownership, education levels, and the presence of children varied across cultures. Future research concentrating on sociological explanations of cross-cultural differences and extension of the empirical model to capture joint decision problems is advocated.

**KEY WORDS:** Switzerland; Labor; Time Utilization; Crosscultural Analysis.


Considerable attention has been given to the division of household labor in male-female couple households & to assessments of its equity. While women's experience of housework has been characterized as either tedious & thankless or a more positive expression of love & care, there is very limited empirical evidence about how women (or men) actually experience the work. We assess these reactions & investigate how they are influenced by women's & men's household & paid work contexts & the content of the housework performed. Data are from married & cohabiting men & women respondents to
the 1987/88 wave of the National Survey of Families & Households. Results show that while women's reactions to housework are slightly less positive than men's, both are similar & are more positive than negative. There is also similarity across gender in the factors explaining these attitudes. The unpleasantness of housework (especially for women) may be less a reflection of the qualities of the work itself than of the consequences of its allocation for women's ability to perform outside roles & for their sense of marital equity.

**KEY WORDS:** Females; Males; Housework; Sexual Division of Labor; Marital Relations; Cohabitation; Household Work.


Family members do work to meet people's emotional needs, improve their well-being, and maintain harmony. When emotional work is shared equally, both men and women have access to emotional resources in the family. However, like housework and child care, the distribution of emotional work is gendered. This study examines the psychological health consequences of gender divisions in emotional work. Quantitative and qualitative data from a sample of 102 couples with young children show that the gender imbalance affected women's, but not men's, experience of love and conflict in their marriage. Through this erosion of the marriage, the gender imbalance posed a health risk to women and helped explain gender differences in psychological distress. Couples preserved a sense of mutuality by accounting for the gender imbalance as something beyond men's choice or control, or in terms of women's excess emotional needs, thus entrenching gender differences in the performance and consequences of emotional work.

**KEY WORDS:** Marriage; Females; Intimacy; Gender Differences; Gender Issues; Foreign Countries; Psychological Patterns; Emotional Response; Marital Instability; Spouses; Interpersonal Relationship; Household Work.


Using data from the Swedish Longitudinal Study among the Unemployed, 1992/93, and the Swedish Level of Living Survey, 1990, this study focuses on whether unemployment is associated with alterations in the gendered division of domestic labor among Swedish men and women. Levels of domestic labor activity during periods of unemployment are investigated, as well as the question of whether any associations persist after the individual reenters the workforce. The results indicate that although gender is the best predictor of levels of domestic labor activity, labor market status also has an effect. For instance, women are more active than men, but the unemployed are more active than the employed. The hypothesis that male unemployment is associated with a more equal division of domestic labor is supported. For women, the hypothesis that unemployment is related to an exacerbated unequal division of domestic labor is supported, although it is questionable whether unemployment has any permanent effects on activity in domestic labor, since the re-employed decrease their domestic labor activity.

**KEY WORDS:** Unemployment; Sexual Division of Labor; Housework; Labor Force Participation; Sweden; Household Work.


The introduction of paid work into the home challenges our conceptualizations of work and family as spatially distinct. Research specifically examining spatial experiences within homeworking households is limited and does not include family members' own accounts. This paper examines spatial arrangements in homeworking households, potential problems and conflicts, gendered patterns, and the link between space and the psychological work-family boundary. Interviews with homeworkers and their families reveal a range of consequences for the entire family. Conflicts can arise over entitlement to, and use of, space. A complex relationship between physical and psychological boundaries is uncovered.

**KEY WORDS:** Home Workplaces; Space; Spatial Analysis; Family-Work Relationship; England; Family Relations; Household Work.


Using nationally represented time-use diary data for 1975, 1987, & 1997, 1,284 couples in Great Britain participated in a study that examined the nature and pattern of change in the domestic division of labor. Acknowledging that in 1997 women still performed the bulk of domestic work, it was found that, in relation to changes in time use in other areas of life, the increase in men's participation in domestic work (at least as measured in terms of time contributed) should be regarded as significant. In support of this, there had been (1) a reduction in gender inequality in the participation of some of the normatively feminine-associated household tasks; (2) a larger proportional increase in the time contributed to domestic work by men from lower socioeconomic status, to a position of near equality with men from higher socioeconomic positions; and (3) a substantial increase in egalitarian couples.

**KEY WORDS:** Sexual Division of Labor; Housework; Great Britain; Time Utilization; Sex Differences; Household Work.


It has been recently proposed that the decline from replacement-level fertility to low fertility is linked to a combination of high levels of gender equity in individual-oriented institutions, such as education and market employment, and low levels of gender equity in the family and family-oriented institutions. The "second shift," or the share of domestic work performed by formally employed women, forms a critical piece of current cross-national explanations for low fertility. The paper explores whether there is empirical evidence at the individual level for a relationship between gender equity at home, as indicated by the division of housework among working couples with one child, and the transition to a second birth. Results from a sample of US couples, indicate a U-shaped relationship between gender equity and fertility. Both the most modern and the most traditional housework arrangements are positively associated with fertility. This empirical test elaborates the family-fertility relationship and underscores the need to incorporate family context, including gender equity, into explanations for change in fertility.

**KEY WORDS:** Fertility; Sexual Inequality; Sexual Division of Labor; Housework; Dual Career Family; Household Work.

This article examines the time spent by urban middle-class women in household work with accompanying subjective states. Participants carried beeper watches for one week and reported their time spent in different activities with their subjective states, when signaled at random times. The findings reveal that women spend much more time doing household labor than their husbands, but they experience choice over these activities and do not experience them as aversive. Women often report feeling hurried, but do not feel less in control. Their emotional states neither suggest a high rate of distress, nor a high feeling of self-fulfillment while doing family work.

**KEY WORDS:** Housework; Sexual Division of Labor; Females; Sex Stereotypes; Choices; Stress; Household Work.


The article considers the idea of 'household strategies' as a concept that takes into account the motivations and agency of actors in society. In particular, it considers household strategies as a method of analysis through looking at the intersection of different economies in household behaviour and as a unit of analysis, with a focus on households rather than individuals. Although the concept of household strategies has limitations in each of these dimensions, it has nevertheless remained an important empirical tool of investigation. In fact, household strategies have become perhaps even more salient under conditions of social change such as post-Communism or post-Fordism. An over-emphasis on agency implied by this approach can be counteracted by considering structural factors that have emerged in empirical studies and which restrict the formation and deployment of household strategies. However, such restrictions are not just objective but also culturally defined. Viewed in this manner, household strategies can be used for comparative research and can help to elucidate the social factors underlying economic behaviour. The article concludes by suggesting certain conditions under which household strategies are likely to become especially important.

**KEY WORDS:** Households; Strategies; Informal Sector; Housework; Household Work.


Through an approach of class and gender, this article connects two major research themes; variation in time poverty & the organization of the domestic division of labour, to the study of couples' working time. Links are drawn between these two research themes through review of debates in key studies and an analysis of dual-earner couples from different classes in the British Household Panel Survey. In conclusion, the article suggests that a class-based analysis is necessary to reveal how the different dimensions of time poverty intermesh and play out on the daily lives of families, and the resulting ways in which families' caring and paid working lives are managed on a day-to-day basis.

**KEY WORDS:** Time Utilization; Sexual Division of Labor; Sex; Housework; Dual Career Family; Family-Work Relationship; Class Differences; Social Class; United Kingdom; Household Work.

This paper examines the contributions of feminist research to the study of work, occupations, and organizations. Three themes in the literature are investigated: (1) characteristics of housework and so-called women's work more generally; (2) economic inequality between men and women; & (3) structural and institutional bases of gender in the workplace. The direction of feminist research on these themes has been shaped by feminist activists. This research, in turn, has influenced feminist activists' strategies and orientations. The article concludes with a discussion of future challenges for feminist research on the study of work.

**KEY WORDS:** Feminism; Work; Housework; Work Environment; Sex; Social Science Research; Sexual Inequality; Activism; Occupations; Organizational Research; Sociology of Work; Household Work.


Recent decades have seen dramatic changes in the ways in which households in developed Western economies gain their livelihoods, with marked elements of a return to old ways of working. There has been a shift from reliance upon one family wage to the need for family employment as well as growing reliance on self-employment and small business. These changes mean that child care for working parents, and the promotion of new small enterprise, are key areas of policy concern. Drawing on original English empirical research around both these themes, this article shows the ways in which UK households draw on redistribution between the generations as a generally decommodified contribution to livelihoods and "getting by." We argue that these results confound widely utilized models of how people behave and take particular issue with how economists and policymakers model the household and its boundaries as the institutional context for individual decisions.

**KEY WORDS:** Households; Economic Models; Family Businesses; Small Businesses; Family-Work Relationship; Labor Force Participation; Boundaries; Policy Analysis; Methodological Problems; Household Work.


This article proposes a game-theoretic model in which the structural embeddedness of the partners is the key concept predicting family members' behavior. Under the condition of strong embeddedness, partners behave as if they share a unitary utility function because they can safely assume their partners' gain will be their own gain. With weak embeddedness, however, partners can no longer assume a flow of future fair rewards and thus are in a bargaining situation. They try to decrease their share of housework by using their resources (options outside marriage/cohabitation) as threats in their bargaining with their partners. A representative sample from the Chicago Health & Social Life Survey is analyzed as illustrative evidence for this model.

**KEY WORDS:** Housework; Sexual Division of Labor; Game Theory; Network Analysis; Negotiation; Chicago, Illinois; Household Work.
Section 2.5
Changes in Community Volunteer Work

This paper examines the role of congregations in civil society by examining the relationship between religious involvement and volunteering. We draw on a survey and interviews with respondents from upstate New York to analyze a set of inter-related questions: how does congregational involvement lead people into volunteering and influence the meaning of volunteer activity? How do church members choose a volunteer site? What role do congregations play in generating civic engagement and social capital? We find no liberal/conservative differences either in the likelihood of volunteering or in choosing between secular and religious volunteer opportunities. Rather, we find that social networks and impressions of organizational identity draw people into volunteering and into particular organizations, and that there is a competition between congregations and other civic groups for members' time. We conclude that congregations foster both "loose" and strong connections to civic life for members at different stages of the life course.

**KEY WORDS:** Volunteers; Church Attendance; Social Networks; USA; New York; Volunteer Work.


Constructions of women's activism as social service, volunteer, or charity work contribute to the relative invisibility of these forms of activism. The author did field research at an affiliate office of the Susan G. Komen Breast Cancer Foundation. The author analyzed how these women volunteers resist the label "activist" in conjunction with their engagement in activities that resemble activism. She also examines the reasons for their resistance to the term. Her analysis shows implicit connections between constructions of activism and gender shape the extent to which volunteers think of their work either as political or as activism. In light of Komen's heteronormative gender ideology, she concludes by raising questions about the relationships among gender, activism, and civic participation.

**KEY WORDS:** Activism; Breast Cancer; Human Females; Prosocial Behavior; Volunteer Work.


This paper describes an action research project that took place in a small community theater setting run by older volunteer women in Brisbane, Australia. To assist with the study, a series of planning workshops were facilitated by the researchers to assist the women in organizing and managing the processes of their group. The overall findings pointed to the significance of a development perspective in theorizing volunteering. While personal change and growth is important in sustaining volunteering as a leisure activity, of equal significance is the maintenance of the self-directing community. The author argues that it is the element of personal and community self-direction that aligns volunteering with leisure rather than work. The article concludes that to maintain the social connections that build healthy communities and social capital, governments must support both economic and social infrastructures that enable volunteers to experience their volunteer work as freely chosen.
KEY WORDS: Volunteers; Social Networks; Leisure; Brisbane, Australia; Elderly Women; Community Organizations; Cultural Capital; Organizational Development; Volunteer Work.


This article presents 5 modern pathways for youth civic engagement. These pathways are described as: public policy/consultation, community coalition involvement, youth in organizational decision making, youth organizing and activism, and school-based service learning. Three overarching qualities found with all pathways are also discussed: youth ownership, youth-adult partnership, and facilitative policies and structures.

KEY WORDS: Citizenship; Political Participation; Prosocial Behavior; Age Differences; Civic Engagement.


First, exploratory factor analysis was performed to find out the underlying dimensions of burnout. Correlation analyses were then conducted to explore links among the major variables. Lastly, hierarchical regression analyses were executed to uncover the relative contribution of various factors in predicting burnout among elderly volunteers. The results indicated that a 2-factor structure of burnout, namely lack of personal accomplishment and emotional depletion, was found.

KEY WORDS: Demographic Characteristics; Emotional Content; Gerontology; Self Efficacy; Volunteers; Volunteer Work.


This study explores whether employment status has an effect on a person's decision to volunteer and the number of hours volunteered. The data are from the 1993 Asset & Health Dynamics Among the Oldest Old (AHEAD) study. As fewer people remain in the workforce among the older population, demographic and socioeconomic characteristics are used to determine the rate of volunteering in relation to employment status. A logistic regression analysis was carried out to examine the relationship between respondents who did or did not volunteer within the past 12 months. Results from a regression analysis suggested that part-time work, age, education, importance of religion, and health status are significantly related to volunteer hours. Although only a small number of respondents are currently working, the number of volunteer hours contributed is higher in comparison to past studies.

KEY WORDS: Elderly; Volunteers; Employment; Volunteer Work; Employment Status.

Using a representative randomized sample of 1,866 adults aged between 45 and 59, this paper attempts to assess the volunteering aspiration of these adults after their retirement or when they become 60 years old. Also this study explored reasons why they planned or did not plan to be volunteers and attempted to identify socio-economic characteristics of these adults who planned to be volunteers. Approximately 38% of these respondents planned to be volunteers after retirement. In addition, lack of knowledge as well as relevant skills were cited as barriers to volunteerism. Results showed that soon-to-be-old adults who intended to do volunteer work were more likely to have higher levels of education, have higher income level, and be protected by a retirement plan, and less likely to be financially supported by their adult children and receive welfare than those who did not.

**KEY WORDS:** Aspirations; Retirement; Volunteers; Aging; Socioeconomic Status; Volunteer Work; China; Hong Kong.


Australia's Voluntary Work Initiative is designed to assist welfare recipients who were required to perform volunteer work. 32 volunteer program administrators were interviewed. Findings from the interview analysis indicated that although volunteering helped overcome isolation and develop job skills, low levels of commitment and short stays (especially among younger participants) and potential exploitation were concerns.

**KEY WORDS:** Adults; Attitudes; Foreign Countries; Nonprofit Organizations; Unemployment; Volunteers; Welfare Recipients; Volunteer Work; Australia.


This chapter presents the attempts to map out various patterns of social responsibility exhibited in a representative group of middle-aged American women and men. A mid US sub-sample of 94 people (aged 34-65 yrs) were interviewed. These participants were asked to talk about their life histories and what they do for their families, friends, and communities; about their paid work and volunteer work; and their financial contributions to charities and directly to other people. Results indicated that numerous people's paid employment interfered with their social responsibility and it is suggested that jobs should provide employees with some means of forming a moral engagement with their work.

**KEY WORDS:** Charitable Behavior; Job Characteristics; Money; Responsibility; Social Behavior; Volunteer Work.


Using data from surveys of nationally representative samples of adults from the 1990s in the US, this article compares the levels of voluntary association membership for 33 democratic countries. Four explanations of national differences in association involvement are identified and tested: economic development, religious composition, type of polity, and years of continuous democracy. The analysis includes total working
association memberships, both including and excluding unions and religious associations. Americans volunteer at rates above the average for all nations on each measure, but they are often matched and exceeded by those of several other countries, notably the Netherlands, Canada, and a number of Nordic nations, including Iceland, Sweden, and Norway. Hierarchical linear models indicate that voluntarism tends to be particularly high in nations that have: (1) multidimensional Christian or predominantly Protestant religious organizations, (2) prolonged and continuous experience with democratic institutions, (3) social democratic or liberal democratic political systems, and (4) high levels of economic development. With some exceptions for working memberships, these factors, both separately and in combination, are clearly important predictors of cross-national variation in voluntary association membership.

**KEY WORDS:** Political Systems; Membership; Associations; Economic Development; Democracy; Crosscultural Differences; Religions; Volunteer Work.


This paper documents how women's community organizing alters participants' relationships to dominant social and political institutions. Utilizing participant observation and interviews, the study was conducted in a multiethnic, working-class organization that combines two community organizing models. Findings indicated that members of the organization critiqued dominant ideologies and public policies about welfare and engaged in dialogue with political authorities about economic issues. Members' political motivation and sense of empowerment was increased through their experiences of collective identity formation and personal identity transformation. The article contends that identity formation and transformation are important in evaluating the success of community organizing efforts.

**KEY WORDS:** Females; Mobilization; Working Class; Group Identity; Ideological Struggle; Dominant Ideologies; Community Organizations; Class Identity; New Mexico; Community Work.


This study utilizes longitudinal data on the West German subsample of the German Socioeconomic Panel for 1992 & 1996 to investigate the effects of unemployment on the probability to volunteer. Logistic regression analyses offer no evidence for the likelihood of taking up or maintaining volunteer work among the unemployed. On the other hand, the prospect of volunteering increases with a higher educational degree or secure family circumstances. Educational qualifications are in demand, and they also enable successful participation in the regular labor market. Among the homeless, particularly those who have little education, volunteering is not considered an adequate activity.

**KEY WORDS:** Federal Republic of Germany; Unemployment; Volunteers; Educational Attainment; Labor Force Participation; Homelessness; Work Orientations; Economic Crises; Volunteer Work.

In the debate on the future of voluntary work & honorary appointments, the question of the individual benefits assumes a special interest. It is obvious that an unpaid voluntary activity has to be regarded as work because of the expectation to yield a personal gain. Combining a sociological & a microeconomic perspective, this article shows that volunteering is part of the production process within the private household. Volunteers acquire benefits by reducing transaction costs in economies of scale & economies of scope.

**KEY WORDS:** Volunteers; Benefits; Social Participation; Private Sphere; Labor Process; Volunteer Work.


This study explores the relationship between community service/volunteer work and perceptions of job satisfaction, motivation, and organizational commitment. The research focused on employees in a manufacturing firm in central Pennsylvania that sponsors a corporate volunteer program. Results support previous research which points to the effect these programs have on worker productivity issues of job satisfaction, organizational commitment, and motivation. Findings also extend previous findings associated with the attraction and retention of workers and building work force skills and attitudes that foster organizational commitment, company loyalty and job satisfaction. Also, it was found that volunteer activities provide employees with personal and professional growth.

**KEY WORDS:** Community Services; Job Satisfaction; Motivation; Organizational Commitment; Volunteers; Business and Industrial Personnel; Volunteer Work.


This study explores motivation in Spanish voluntary workers in the fields of AIDS and cancer. Results indicate the importance of other-oriented motivations for the permanence of volunteers in organizations. Data also show that the degree of burnout in volunteers in work is low.

**KEY WORDS:** Acquired Immune Deficiency Syndrome; Motivation; Cancer; Occupational Stress; Volunteers; Volunteer Work.


Voluntarism can take many forms. Public policy influences the nature & mode of its organization. However, a definition of voluntarism must also take into account the meaning that volunteers ascribe to their work and how their aspirations may be fulfilled through their activity. From this perspective, such elements as freedom to undertake the commitment, meaningful experience, and proximity between volunteers and those whom they assist are central in today's volunteer movement. This view give rise to a definition of volunteer work as a privileged moment for recognition of oneself and of others, and through the valuing of a situation or a form of conduct.

**KEY WORDS:** Work Attitudes; Work Orientations; Volunteers; Volunteer Work.

From the literature on the extensive investment older adults make in volunteering, and on the findings of a study of 19 not-for-profit agencies that rely heavily on older adults to provide a variety of community services, this paper identifies several significant changes in the character of the clients who are served by elder volunteers in not-for-profit agencies and in government health policies affecting the delivery of community services. It offers suggestions for research and policy development that look to optimize the contribution that older volunteers make to society and the contribution that volunteering makes to the health and well-being of older adults.

**KEY WORDS:** Aging; Behavior Change; Clients; Community Services; Volunteers; Policy Making; Volunteer Work.


This study examines the effects and predictors of duration in youth mentor relations. Participants include 1,138 young, urban adolescents (10-16 yrs old), who have all applied to Big Brothers Big Sisters programs. They were randomly assigned to the treatment or control group, and given questions at baseline and 18 months later. Findings indicate that those in relationships that lasted one year or longer reported the largest number of improvements. Those with progressively fewer effects emerged among youth who were in relationships that ended earlier. Those adolescents who were in short term relationships reported decrements in several indicators of functioning. Older adolescents, those who had been referred for services, and those who had sustained emotional, sexual or physical abuse were most likely to be in early terminating relationships. Others factors including race, gender and relationship quality were also found to be related to earlier terminations.

**KEY WORDS:** Interpersonal Interaction; Mentor; Prediction; Program Evaluation; Volunteer Work.


The National Survey on Giving, Volunteering and Participating (NSGVP) provides a ‘snapshot’ of the state of voluntary and civic action in Canada and offers a means of tracking changes in giving, volunteering and participating over time. Every three years, the NSGVP lets us assess the extent to which individual Canadians are moved to support their fellow citizens, their communities and their environment with voluntary contributions of time and money. The 2000 NSGVP shows that the support Canadians provide is dynamic and has been changing since the first benchmark NSGVP survey in 1997.

**KEY WORDS:** Voluntarism; Canada; Statistics; Charities; Social Participation; Volunteer Work.

Data from the Australian Bureau of Statistics 1994-95 survey indicate that about one-fifth of the adult population volunteers and an estimated value of their work is 3% of the gross national product, $12.5 billion. Because volunteer training is neglected in the National Strategy for Vocational Education and Training (VET), a seminar was conducted to identify volunteer training issues. Participants presented a number of insights such as, ideally, organizations should have a mix of volunteers and paid personnel and that volunteer experience is a valuable indicator of employability. It was also indicated that better delivery of training would improve satisfaction. Constraints around volunteer training include cost, loss of investment when volunteers leave, tensions between paid and unpaid workers, and lack of capacity. Lastly, there was strong anecdotal support found for volunteer work as a significant path to paid work. Participants demonstrated a support for national Training Packages, if used selectively and sensitively. The choice of undergoing formal assessments involved in the Training Packages should be left to the volunteer.

**KEY WORDS:** Access to Education; Employment Potential; Foreign Countries; Government Role; Job Training; Personnel Management; Policy Formation; Public Service; Service Learning; Student Evaluation; Vocational Education; Volunteer Training; Volunteers; Work Experience; Volunteer Work.


This article explores women's positioning in the Taiwanese Community Development Project. It examines the qualitative changes in styles of women's community involvement from the 1960s to present-day. In particular, it analyses how the state uses community work as a means of social control. For example, community involvement can be used to reinforce patriarchal family relations, and to manipulate women as a reserve army of labor intended to meet the need for cheap labor in the export-oriented industrialization process of the 1970s.

**KEY WORDS:** Community Development; Human Females; Sex Roles; Social Control; Trends; Volunteer Work.


This paper examines the changing nature of volunteering through the lens of sociological modernization theories. It is argued that volunteer involvement should be recognized as a biographically embedded reality, and a new analytical framework of collective and reflexive styles of volunteering can be constructed along the lines of the ideal-typical biographical models that are outlined by modernization theorists. Approaches of volunteering can be understood as basically multidimensional, multiform, and multilevel in nature. Both structural-behavioral and motivational-attitudinal volunteering characteristics are explored with regard to six different dimensions: the biographical frame of reference, the motivational structure, the course and intensity of commitment, the organizational environment, the choice of (field of) activity, and the relation to paid work.

**KEY WORDS:** Changing Nature of Volunteering; Voluntarism; Styles of Volunteering; Volunteer Work.

This article begins by describing a community organization program that lasted for 6 years in a stigmatized neighborhood in the center of Israel. The program focused on increasing the autonomy of the community, empowering its residents, and collaborating among the human services workers and between them and the resident leaders. Results indicated a large increase in community activists; strong and statistically significant increases in self-esteem and mastery of surroundings; increase in family, service delivery, and community empowerment among the activists, and the participation of residents and outsiders to build their own homes.

**KEY WORDS:** Communities; Community Services; Cooperation; Empowerment; Program Evaluation; Community Work.


Using a continuity theory of aging, this article utilizes survey responses from 371 (mean age 59 yrs) retiring professors to examine bridge employment. The acceptance of bridge employment was positively associated with excellent health, organizational tenure, and having working spouses and dependent children. Findings indicated that age and salary were inversely related to accepting bridge employment. Bridge employment was strongly linked to retirement satisfaction and overall life satisfaction. Volunteer work and leisure activity complemented bridge employment in assisting with the transition to retirement.

**KEY WORDS:** Occupations; Quality of Life; Retirement; Volunteer Work.


Using data from Queen's U's (1996) "God & Society in North America" survey, this study investigates the relationship between different dimensions of religiosity & voluntary association participation. It explores the participatory, devotional, affiliative, & theological dimensions of religiosity & examines the affects on voluntary association participation at three different levels: membership, volunteering, & serving on a committee. The findings demonstrate that all four religious dimensions have distinctive influences on secular voluntary association participation.

**KEY WORDS:** Religiosity; Volunteers; Associations; Social Participation; Membership; Committees; Volunteer Work.


In this article, the author attempts to evaluate the meaning that we give to voluntary help when this practice is subjected to a double tension. On the one hand, in a context of market globalization and investments, the liberal state restructures its spheres of intervention: it is "less providential." On the other hand, in mass consumption societies, the family tends not to be the first source of aid in times of difficulties. In such a context, is it possible to think of voluntary commitment as the object of a diversion of meaning?
KEY WORDS: Volunteers; Meaning; State Society Relationship; Welfare State; Volunteer Work.


This article explores the relationship between poverty and family instability during childhood on prosocial behavior - volunteerism - during late adolescence. Because the 1996 Young Adult supplements of the National Longitudinal Survey of Youth (NLSY) are linked to mother and family records from the 1979-1996 the main NLSY sample was used. Specifically, life history records spanning childhood and adolescence were utilized. Findings indicate that adolescent males from single-parent households are less likely than those growing up in married-couple households to be involved in volunteer work. Volunteerism is more strongly linked to time spent in poverty among females than males. The results support a mediational model, where negative effects of childhood social and economic disadvantages on later prosocial behavior occur indirectly through effects on socioemotional development and life experiences during adolescence. These findings inform current concerns about putative declines in a civil society and the elevation of individualism over communalism among today's young people.

KEY WORDS: Poverty; Volunteers; Adolescents; Childhood Factors; Family Stability; Social Background; Adolescent Development; Disadvantaged; United States of America; Volunteer Work.


This paper employs data from Waves 3 & 4 of the Asset & Health Dynamics among the Oldest Old (AHEAD) Study to (1) investigate the impact on health measured as self-reported health & activities of daily living (ADL) functioning limitations & to (2) explore possible causes. Using multinomial logistic regression analysis, volunteer & paid work over at Wave 3 were related to poor health & death, controlling for health measured at Wave 2 & for other predictors of poor health & death. Findings indicate that performing more than 100 annual hours of volunteer and paid work have significant protective effects against subsequent poor health & death. Subsequent analyses also suggest that volunteer and paid work over 100 annual hours is not related to health outcomes. Moreover, physical exercise and mental health measured explain not entirely overlapping parts of the relationship between productive activities & health.

KEY WORDS: Elderly; Volunteers; Employment; Health; Activities of Daily Living; Volunteer Work.


This study explores power and gender in the lives of women leaders of elite nonprofits in Boston during the mid 1980's. This was a period characterized by great transition, changing definitions of acceptable female behavior, and financial pressure on those nonprofit organizations dependent on fundraising from traditional upper class sources. Alternate definitions of power were derived from the attitudes and practices of the older generation of volunteers. An effective leadership style referred to as "quiet power"
emerges because it encourages high levels of participation and consensus building. Employing this leadership style, upper class and upper middle class leaders were able to both reinforce and make flexible the boundaries of class. At the same time, their private family lives reveal the power inherent in the caring activities of the dependent and deferential in these settings. Serious volunteer work provides these women with the means and opportunity to play out a kind of integrative form of power which is foundational to both familial and community life. Extensive interview and observation data illustrate the range of apparently contradictory perspectives that are ultimately resolved by making visible the quiet forms of power.

**KEY WORDS:** Volunteers; Females; Leadership; Social Power; Nonprofit Organizations; Boston, Massachusetts; Volunteer Work.


This paper explores the relationship between volunteer work and postindustrial society focusing on a homeless assistance program in Melbourne, Australia. The influence of structural adjustment on welfare policy is evaluated, bringing attention to the emergence of nongovernmental organizations. Reasons for volunteering and perspectives on the assistance program are surveyed. The transition of the welfare state from one of state responsibility to one that emphasizes individualism is examined with examples of Australia’s policy reforms.

**KEY WORDS:** Welfare Reform; Volunteers; Nongovernmental Organizations; Social Programs; Homelessness; Postindustrial Societies; Australia; Volunteer Work.


Social activists contend that African American males must play a prominent role as volunteers in social programs that affect the African American community. One hundred and seventy-one African American men aged 17-79 yrs participated in this study. This paper examined the relative effectiveness of social capital, communalism, and religiosity variables as predictors of volunteerism, membership in community-based as well as political and social justice organizations, and the number of hours males were dedicated to volunteer work each year. Church involvement was linked to a greater likelihood of volunteering and a greater likelihood to be a member of a community-based organization. Men scoring higher on communalism, and men who were more involved in church life dedicated more time to volunteering in each year. A multifaceted relationship emerged between age, education, and the various participation outcomes.

**KEY WORDS:** Blacks; Communities; Human Males; Religiosity; Volunteers; Activism; Involvement; Prosocial Behavior; Volunteer Work.


This article investigated the relative importance of everyday racism, empathic concern, communalism, and religiosity as predictors of pro-social involvement of a sample of users.
African American men (N=151). Findings indicated that Involvement in church was a positive predictor that African American men were involved in volunteer work as well as the number of hours that they devoted to volunteer work. Communalism positively predicted the amount of time (in hours per year) that men were engaged in volunteer work. Subjective religiosity and the stress of everyday racism were associated with a greater probability of being a member of a political-social justice organization.

**KEY WORDS:** Blacks; Human Males; Political Participation; Racism; Religiosity; Community Involvement; Empathy; Volunteers; Volunteer Work.


This article explores the indications for changes in the provision of unpaid work in the future, in particular, the potential future contribution of unpaid work carried out by women of the baby boom generation. Data from the Healthy Retirement Project were used to assess the views of 1,359 women from the baby boom generation concerning voluntary work in retirement. Focus groups explored in more depth the views of female baby boomers regarding paid and unpaid work after the age of 65. A large proportion of female baby boomers plan to provide unpaid caring and community work after their retirement. Women in the baby boom generation were just as likely as their predecessors to be volunteers and to be looking forward to having more time for voluntary work in retirement. Women were more likely to anticipate having more time for voluntary work in retirement if they were previously involved in voluntary work and in good health. The provision of unpaid work in Australia is expected to increase, as the proportion of older people in the population increases.

**KEY WORDS:** Females; Caregivers; Australia; Retirement; Volunteers; Middle Aged Adults; Volunteer Work.


This article examines the benefits of volunteerism for people with disabilities as well as their non-disabled peers and the organization in which they served. Participants in this study were college students who were matched with adolescents from a local school for students with disabilities. After two semesters of volunteer work for a local museum, participants reported the benefits which were then evaluated. The article concludes by highlighting the benefits for all participants.

**KEY WORDS:** College Students; Developmental Disabilities; Higher Education; Program Effectiveness; Program Evaluation; School Community Relationship; Special Education; Student Volunteers; Volunteer Work.


This chapter discusses the issues relating to the growing numbers of American retirees who are spending more years in retirement and the need to design more effective social opportunities and roles for this population. The authors propose that, since retirees are
now younger, healthier, and more capable than ever in history, they are creating a new
life stage. This population represents an important untapped reserve of human capital
that can support community service. The authors recommend that fostering integration in
retirees in relation to volunteering is not only advantageous to society, but also promotes
the social integration of this growing segment of the population. Challenges arise when
considering how to give volunteer work the same sense of purposive activity, collegiality,
as well as salience it accords to paid work. The chapter concludes by suggesting corporate
retiree volunteer programs, which offer strategies to move from paid work for their
company to volunteer services as they retire, may be one solution to the problem.

KEY WORDS: Employee Assistance Programs; Retirement; Social Integration;
Volunteers; Volunteer Work.


This article explores the effects of volunteering on the well-being of older adults. Older
adults who volunteer and who engage in more hours of volunteering describe higher
levels of well-being. This positive effect of higher levels of well-being was not moderated
by social integration, race, or gender. Also, there was no effect on the number of
organizations for which the older adult volunteered, the type of organization, or the
perceived benefit of the work to others. The author's work contributes to a knowledge
base that supports the development of social programs and policies that maximize the
engagement of older adults in volunteer roles. Results suggest that targeting efforts may
not be needed, in that there are not differential benefits according to personal
characteristics of the volunteer.

KEY WORDS: Adult Development; Psychosocial Factors; Volunteers; Well-Being; Goals;
Mental Health; Personality Traits; Volunteer Work.


Panel survey data (initial N = 3,617 respondents, ages 25+) collected in 1986 and 1989
indicate that whites volunteer more than blacks. This article explores whether this
tendency is due to the way human capital is distributed in the population. The authors
develop a resource theory which acknowledges that, besides human capital, social and
cultural resources play a role in making volunteer work possible. Findings suggest that
Black Americans tend to be better endowed with these kinds of resources than whites,
which partially compensates for their shortage of human capital. However, blacks are
less likely than whites to be asked to volunteer and less likely to accept the invitation if
offered. In considering racial differences in pathways to volunteering, it is found that, for
all kinds of volunteering except the entirely secular, black volunteering is more influenced
by church attendance than is white volunteering. This can be a reflection of the more
prominent role of the black church in its community, while socioeconomic differences
have a smaller impact on black volunteering. Among volunteers for secular activities,
church attendance has a negative effect on volunteering, but only for whites.

KEY WORDS: Black White Differences; Volunteers; Class Differences; Human Capital;
Sociocultural Factors; Human Resources; Black Americans; Whites; Church Attendance;
Black Community; United States of America; Volunteer Work.

There are a number of reasons why volunteering might yield mental health benefits, especially in the elderly. For instance, volunteer work increases access to social and psychological resources, which are known to counter negative moods such as depression and anxiety. This article reports on analysis of three waves of data from the Americans’ Changing Lives data set (1986, 1989, and 1994). It reveals that volunteering can lower depression levels for those over 65, while prolonged exposure to volunteering benefits both populations. Some of the effect of volunteering on depression among the elderly is attributable to the increased social integration, but the intervening effect of psychological resources is very small. Volunteering for religious reasons is more beneficial for mental health than volunteering for secular causes but, again, the effect is confined to the elderly.

**KEY WORDS:** Volunteers; Depression (Psychology); Elderly; Mental Health; United States of America; Volunteer Work.


Sociological theory suggests two reasons why volunteering runs in families. First, parents act as role models. Second, parents who volunteer pass on the socioeconomic resources needed to do volunteer work. In this study, panel data from two generations of women (N = 1,848) were analyzed to determine the influence of family socioeconomic status & mother’s volunteering on daughter’s volunteer careers. Findings indicate that more highly educated women & women whose mothers volunteered more hours initially, but only family socioeconomic status increases volunteering over the life course.

**KEY WORDS:** Volunteers; Role Models; Parental Influence; Socioeconomic Status; Mothers; Daughters; Volunteer Work.


Numerous role shifts occur between the ages of 55 & 74 as individuals typically relinquish paid work & some family roles & make choices about how to use their expanding discretionary time. Using data from the first two waves of the Americans’ Changing Lives survey, this study examines the association between paid work status & formal & informal volunteer activity. It employs data from the first two waves of the Americans’ Changing Lives survey. Findings indicate that there is no relationship between paid work status & informal volunteering. This suggests that helping friends, neighbors, & relatives occurs independent of paid work. There is a relationship with formal volunteering, however. Individuals who were not volunteering for formal organizations at the time of the first interview, part time workers, those who did not work in either wave, and those who stopped work between interviews were significantly more involved in volunteering than were full time workers.

**KEY WORDS:** Volunteers; Retirement; Middle Aged Adults; Elderly; Labor Force Participation; Working Hours; Time Utilization; Volunteer Work.

This chapter explores how community workers challenge conventional definitions of mothering in the sense that community care work becomes "activist mothering" to secure economic and social justice for community members. While it focuses on the experiences of resident community workers many of the nonresident community workers, especially the women of color and White women from working-class backgrounds, also described many of these patterns. The chapter goes on to outline key dimensions of the community workers' activist mothering and explore how racism and class oppression contributed to their community work and the strategies they developed to fight against discrimination. The author also discusses the tensions between family-based labor and community work, concluding that community workers defied dominant definitions of mothering and politics through their activist community care taking.

KEY WORDS: Caregivers; Communities; Justice; Social Issues; Activism; Community Work.


The article outlines strategies for volunteer administrators to strengthen their commitment while building social capital. They include expanding networking opportunities, increasing understanding of issues, incorporating concepts of service learning, and bridging to civic and political participation.

KEY WORDS: Voluntarism; Volunteer Administrators; Networking; Volunteer Work.


Following a meta-analysis of the relations between age and volunteer motives (career, understanding, enhancement, protective, making friends, social, and values), this study tested hypotheses regarding the effects of age on these volunteer motives. 523 volunteers from 2 affiliates of the International Habitat for Humanity completed the Volunteer Functions Inventory. Multiple regression analyses showed that as age increases, career and understanding volunteer motivation decreases while social volunteer motivation increases. Contrary to expectations, age was shown not to predict enhancement, protective, and values volunteer motivations. Also the relation between age and making friends volunteer motivation was nonlinear.

KEY WORDS: Aging; Hypothesis Testing; Motivation; Theories; Volunteers; Volunteer Work.


Accounts of programs and activism during the War on Poverty have predominantly highlighted grassroots male activism and leadership. The author extends the historical
record, emphasizing the roles of over two million female volunteers and paid workers who led and staffed the efforts of community-based organizations. Using in-depth interviews with 64 women who had been longtime paid employees of organizations supported by the federal Office of Economic Opportunity during the War on Poverty, Naples explores experiences of community work and civic leadership, and the identities and careers of the women workers. She pays particular attention to the ways gender, class, and race—as well as policy-shaped those experiences.

**KEY WORDS:** Grass Roots Movement; Activism; Poverty; Community Service; Volunteer Work.


This study explored the tension between professionalization and volunteerism in healthcare. It focused on the role of volunteers who provide bereavement support and palliative care services within hospices. Data about the role of bereavement support workers were generated from interviews with 34 female and 3 male co-ordinators, and questionnaires completed by 113 female and 8 male volunteers, from 26 hospices. Tensions revolved around the differences in the perspectives of co-ordinators and volunteers and professionalizing ethos and lay understandings of bereavement. Broader social factors influence how bereavement support services are planned and implemented. This paper recommends that a better conceptual understanding of the role of volunteers in helping others deal with loss and grief is needed.

**KEY WORDS:** Grief; Hospice; Palliative Care; Professional Personnel; Volunteers; Social Support; Volunteer Work.


The growth of volunteering as a component of non-remunerated work is part of an underlying debate focusing on the crisis in remunerated work as an essential means of distributing income and status. Some estimates of the volume of non-remunerated volunteer work are put forward as well as the conditions of freedom for those receiving salaries. The need for this type of work is also analyzed.

**KEY WORDS:** Volunteers; Work; Income Distribution; Volunteer Work.


Postigo draws on sociological literature addressing the post-industrial shift and emerging kinds of work in the technologies of post-industrialism to consider the result of Internet service provider AOL’s response to increased membership and a lawsuit filed by an ex-volunteer for back wages. Postigo demonstrates how AOL manages to control the volunteer work process helping to define volunteers as workers producing a valued commodity. The revealing of non-remunerated work that is hidden behind the rhetoric of hobby or leisure is viewed as a positive step in occupational formation. It is concluded that AOL volunteers, in grasping the ephemeral nature of cultural production, will reveal new sources of value in post-industrial media through position and situation.
KEY WORDS: Internet; Volunteers; Labor Process; Labor Relations; Value (Economics); Occupational Classifications; Postindustrial Societies; Volunteer Work.

48. Ramirez-Valles, J. (2001). "I was not invited to be a [CHW]...I asked to be one": Motives for community mobilization among women community health workers in Mexico. *Health Education & Behavior, 28*(2), 150-165.

Despite health educators' renewed interest in community mobilization for health, their motives have received minimal attention. Ramirez-Valles analyzes the motivating of female health workers (CHWs) who are members of a community-based organization in Mexico. Guided by critical feminist and social-constructivist theories, the authors identify categories of motives used by CHWs to realize how these motives are created. Analysis suggests that mobilization for health may be improved by addressing both the personal satisfaction of individuals and the accomplishments of public goods. Understanding motive may be useful for the recruiting of participants in community mobilization efforts.

KEY WORDS: Community Development; Health Education; Human Females; Motivation; Participation; Community Work.


The authors discuss how people living in poor communities speak of their volunteer experiences in multicultural-community-resource centers for children and, how they understand the organizational conditions that promote or discourage meaningful volunteer work. Experiences in community resource centers geared to the development of children and neighborhoods are explored in focus groups. Volunteer hours accumulated over 3 yrs compliment the qualitative data along with participant observation and documents. It is noted that volunteering is fostered through conscientious finance, good building maintenance, and the maintaining of community governance.

KEY WORDS: Attitudes; Child Welfare; Community Services; Volunteers; Community Development; Poverty Areas; Multiculturalism; Volunteer Work.


Rossi explores the extent to which adults give their time to care-giving and social support, the extent of their financial assistance to family members, the time given to volunteer work, and financial contributions to a variety of causes, charities, and organizations. Time and effort affect these contributions. Based on a national survey of more than 3,000 Americans aged 25 to 74 yrs, this book is supplemented by interviews with Blacks, Puerto Ricans, and Dominicans in New York City. Also Included is an eight-day time budget study devoted to daily contact and in-depth interviews on what social responsibility means in respondents' lives.

KEY WORDS: Adult Attitudes; Charitable Behavior; Responsibility; Social Behavior; Caregivers; Communities; Family; Money; Occupations; Social Support; Volunteer Work.

This paper attempts to do four things: first, to review key phases in the post-war development of community work and to identify the discourses of citizenship implicit within them (i.e. social democracy: the problem of the inactive citizen; the structuralist critique: the problem of citizen action; marketization: the problem of the citizen as customer; democratic renewal: the challenge of active citizenship); second, to argue that the contemporary context requires new ways of thinking about the relationship between community work, citizenship, and democracy; third, to assess the significance of the recent history of community work for this task; finally, to consider the extent to which the current interest in democratic renewal presents opportunities for reconstructing this relationship. At a time when community work seems to be increasingly incorporated within state policy, it is all the more important to reflect upon and evaluate the efficacy of community work. The main elements of the argument are brought together in a summary table at the end of the text.

KEY WORDS: Community Development; Citizen Participation; Democracy; Community Work.


Volunteering is examined in the relief effort brought about by the bombing of the Murrah Federal Building. Two issues are key: (1) the extent of the volunteering and its forms; (2) whether or not Wilson & Musick's (1997a) "integrated theory of volunteer work" helps to explain variation in volunteering in this disaster situation. Data is used from the 1996 Oklahoma City Survey based on a random sample of the adult population of Oklahoma City and was administered 10 months after the bombing. Nearly 75% of the sample respondents volunteered to support the relief effort in giving money and donating non-professional goods or services. Socio-economic status, knowing someone killed or injured in the bombing, belonging to voluntary organizations before the bombing, and being affiliated with a religious denomination were predictors of volunteering, depending on the type of volunteer activity considered. The magnitude of volunteering after the Murrah Building bombing was in line with volunteer efforts after other disasters. The integrated theory of volunteer work is a useful framework for studying volunteering after disasters.

KEY WORDS: Volunteers; Terrorism; Oklahoma; Disaster Relief; Volunteer Work.


This document describes the centrality of work to almost every American and the significance of employment in dividing the two worlds of Americans with psychiatric disabilities. The authors describe the discrimination faced by Americans with severe emotional difficulties, psychiatric diagnoses, or histories of treatment. Individuals who are successfully employed are often compelled to keep their diagnoses secret and face discounting or disbelief if they reveal their struggles. People who are publicly labeled as mentally ill cannot get competitive jobs and are consigned to volunteer work, part-time work, or work that makes little use of their skills and strengths. Also summarized and critiqued is the existing research on the relationship between work and psychiatric disabilities.
KEY WORDS: Employment Discrimination; Mental Disorders; Disability Discrimination; Disabilities; Volunteer Work.


This paper argues that immigrant women make important contributions to community development, thereby improving their own individual lives and those of others in Canadian society. Forty semistructured interviews were conducted in two major Maritime cities. Drawing from these interviews, the authors define what community means for immigrant women from the organizations in which they participate and the issues that they embrace. Using a broad definition of community development to encompass not only community-development-motivated actions but also other-motivated, nonpaid organizational participation, our findings reveal that even if the immigrant women's motives for organizing are individualistic, driven by narrow, practical needs, their involvement with others in groups and organizations has broader social consequences. Further, some Maritime immigrant women's stories demonstrate that individualistic motives may, over time, evolve into addressing gender, ethnic/race, class, and immigrant status inequalities and collective organizing for social change.

KEY WORDS: Immigrants; Females; Community Development; Mobilization; Political Participation; Canada; Community Work.


Sociological interpretations of voluntary work are based on definitions of work that emphasizes a dichotomy between public employment and private domestic labour. As a result, unpaid labour in the public sphere is seldom examined within the sociology of work, and little research has analyzed social class and gender differences in volunteering. This thesis challenges these prevailing attitudes, and argues that voluntary work is socially and historically constructed. Voluntary work by individuals must be understood in the context of class and gender identities on the one hand; and structures of the marketplace, families and welfare systems on the other. Twelve case studies selected from qualitative interviews (n = 29) with paid workers and volunteers in two voluntary organisations are explored. Findings indicate that individual's work practices are circumscribed by the institutional hierarchies of power and authority which structure the organisation of labour in the fields of healthcare and community work. Through exploring both the individual's understanding of their labour and the structural boundaries that define it, the research develops a broader perspective on participation in voluntary work. Lastly, attention is drawn to the different meanings voluntary work holds for diverse social groups revealing its role both in reproducing social inequalities, and effecting social change.

KEY WORDS: Volunteers; Public Sector Private Sector Relations; Work Orientations; Nonprofit Organizations; Class Differences; Sex Differences; Community Organizations; London, England; Volunteer Work.


This article summarizes the contributions to this journal issue that together constitute a report of voluntary work in the world today. Interviews with volunteers who support the
necessity of volunteer work consistently express the need to maintain quality connections between themselves and those whom they help. Research demonstrates that volunteers do not engage in their charitable efforts for profit or glory. The volunteer gives without guarantee of results in order to maintain and, sometimes, renew the social connection. The voluntary sector has existed in a fairly autonomous arena with its own set of characteristics. Assessing the worth of volunteering is not reduced to a single element; rather, volunteer work shares common characteristics with the business, state, and domestic sectors of society.

KEY WORDS: Volunteers; Charities; Volunteer Work.


Using two waves of panel data (N = 2,681) from Americans' Changing Lives (House 1995), this article examines the relationships between volunteer work in the community and six aspects of personal well-being: happiness, life satisfaction, self-esteem, sense of control over life, physical health, and depression. Prior research has predominantly explored the effects of voluntary memberships rather than volunteer work, has used cross-sectional rather than longitudinal data, and, when longitudinal, has emphasized social causation over selection effects. The antecedents of human agency are overlooked when the focus is only on the consequences of volunteer work. People with more personality resources and better physical and mental health should be more likely to seek (or to be sought for) community service. The authors examined both selection and social causation effects. Results indicated that volunteer work indeed enhances all six aspects of well-being and, conversely, people who have greater well-being invest more hours in volunteer service. Explaining how positive consequences flow from volunteering may offer a useful counterpoint to stress theory, which has focused mainly on negative life experiences.

KEY WORDS: Volunteers; Well-Being; Happiness; Life Satisfaction; Self Esteem; Locus of Control; Health; Depression (Psychology); United States of America; Volunteer Work.


This study examines the influence of different religious traditions on volunteering - is examined. It draws on comparative 1996 survey data from the US, Francophone Canada (Quebec), & Anglophone Canada (N = 3,023, 700, & 2,700 respondents, respectively). Results indicate that fundamentalists in both countries are most likely to volunteer for both religious & secular causes. Catholics volunteer at the same rates as other denominations, except in Anglophone Canada. Although church structures differ in the two countries, conservative religious values have similar effects on volunteering. Also assessed is the impact of generalized vs. particularized trust on voluntarism. Results indicate only moderate effects, which are compounded by religious conservatism. Generally, there are more similarities than differences between Anglophone Canada & the US. Even though Quebec appears to have a unique culture of voluntarism, this cannot be definitely linked to the hierarchical structure of the Catholic Church there.

KEY WORDS: Volunteers; Citizen Participation; Religious Beliefs; Religious Cultural Groups; United States of America; Canada; Church Membership; Crosscultural Analysis; Volunteer Work.

Multilevel analyses of World Values Survey data from 13,584 inhabitants of 33 countries reveals a pattern of cross-cultural differences in balancing self- and other-directed helping motivations. Voluntary workers' self-serving and altruistic motivations are positively linked in higher income countries with uncomfortably cold or hot climates. They are also unrelated in higher and lower income countries with comfortable climates and in lower income countries with uncomfortably hot climates. Finally, they are negatively linked in lower income countries with uncomfortably cold climates.

**KEY WORDS:** Cross Cultural Differences; Income (Economic); Motivation; Temperature Effects; Volunteers; Prediction; Volunteer Work.


This study examined the hypotheses that the engagement in high- & low-status volunteering can be explained by the different goals of volunteers and time and energy constraints. Data were generated from a Dutch sample of 455 volunteers. Correlations & regression analyses revealed that men spent more hours in both high-status & low-status volunteering than women. The results of this study showed that the different goals of the volunteers are related to different kinds of behavior. This followed naturally from the idea that it is important that an individual's ultimate goals are matched with a particular volunteering situation.

**KEY WORDS:** Volunteers; Social Status; Netherlands; Goals; Constraints; Sex Differences; Volunteer Work.


Using nationally representative panel data, this study explored the long-term impacts of volunteering on the life satisfaction and perceived health of persons aged 60 yrs and over. It then compared ordinary least squares regression results for seniors with those for younger adults (aged 25-59 yrs). Findings indicated that older volunteers experienced more life satisfaction over time as a consequence of their volunteer hours than did younger volunteers, especially at high rates of volunteering. Older adults also experienced greater positive changes in their perceived health than did younger adult volunteers. Part of the reason for this difference may be the type of volunteer work in which both older and younger adults engage. The context in which older and younger adults volunteer and the meaning of their voluntarism constitute more likely explanations. The author encourages researchers to take into account volunteer commitment when studying volunteering's effect on well-being.

**KEY WORDS:** Age Differences; Health; Life Satisfaction; Volunteers; Well-Being; Volunteer Work.


This article presents findings from case studies in two community development organizations based in Sydney, Australia, & Toronto, Canada. 40 in-depth interviews were conducted with activists in the late 1990s. The activists describe the present
realities for community development activism and what they conceptualize as the future for political action. The author argues that appreciating how activists substantiate the relevance of community development activism in periods of economic, political, & social change, we are able to build an inclusive notion of participation that is supportive rather than critical of, everyday activist experiences.

**KEY WORDS:** Community Development; Activism; State Society Relationship; Political Action; Community Organizations; Sydney, Australia; Toronto; Ontario; Community Work.


This study tests the popular assumption that volunteer work helps people get good jobs. In doing so, it uses panel data from the Young Women's Module of the National Longitudinal Survey of Labor Market Experience. Results indicate that volunteering while a young adult has no effect on whether women will be working for pay 18 years later. However, it has a positive effect on the occupational status of those who do eventually work. The length of time spent in the labor force between early adulthood & middle age suppresses the positive effect of volunteering on occupational status. The same positive effect of volunteer work on occupational status is evident in a separate analysis of women who display more commitment to working for pay by being in the labor force in both 1973 & 1991.

**KEY WORDS:** Volunteers; Labor Force Participation; Work Experience; Working Women; Occupational Status; Employment Opportunities; Career Patterns; Occupational Achievement; Volunteer Work.
Chapter 3. Learning

Section 3.1
Lifelong Learning—General Perspectives

Explores the teaching and learning policy context within postsecondary education and lifelong learning in England. Critically examines globalization, reflexive modernization, and linkages with New Labour's third-way politics. Explores debates on pedagogic practice and waged labor organization. Debates are compromised by a consensual capitalism claiming to promote social justice.

**KEY WORDS:** Capitalism; Conservatism; Educational Policy; Foreign Countries; Human Capital; Interpersonal Competence; Lifelong Learning; Modernization; Political Parties; Postsecondary Education; Social Change; Socialism; England; Globalization; Social Justice.


Compares analogies and dialectics, discussing limitations of the Hegelian/ Marxian dialectical form in adult education. Proposes the more holistic approach of Vico, a double dialectic that connects social and individual relationships, knowledge, and experience. Demonstrates a dialectical learning exchange that uses an analogy trigger.

**KEY WORDS:** Adult Education; Analogy; Learning Processes; Lifelong Learning; Dialectical Reasoning; Hegel, Georg Wilhelm Friedrich; Vico, Giambattista.


In September 1998, the National Center for Education Statistics (NCES) established a 1-year task force to review the NCES's role concerning lifelong learning. The eight-member task force established a working definition of lifelong learning ("a process or system through which individuals are able and willing to learn at all stages of life, from preschool through old age") and conducted the following activities: (1) summarized and prioritized policy issues concerning lifelong learning; (2) synthesized exiting data to address monitoring and policy needs; (3) identified and prioritized gaps in existing data; and (4) developed recommendations on data collection strategies. The recommendations focused on the following lifelong learning issue areas: the adult population; learning attitudes and skills of adults; labor market demand for adult learning; participation levels and patterns; goals, incentives, and disincentives; investments in adult learning; adult learning providers; instructional delivery and new technologies; informal learning; services and accommodations for adults; outcomes and effectiveness; and the government's role in adult learning. The task force concluded that adult learning is an important area of education that should have a coherent data collection and reporting system within NCES and that NCES should take the following steps to develop such a system: (1) develop a compendium report summarizing existing information on lifelong learning; and (2) modify existing survey instruments that collect relevant information.

**KEY WORDS:** Academic Achievement; Adult Education; Adult Learning; Agency Role; Change Strategies; Cost Effectiveness; Data Collection; Definitions; Delivery Systems; Education Work Relationship; Educational Attainment; Educational Benefits; Educational

The extent to which vocational education and training (VET) policy is nurturing lifelong learning in Sweden was examined through a review of recent policy documents issued by various Swedish government agencies and data from comparative studies compiled by the Organisation for Economic Cooperation and Development and the International Adult Literacy Survey. The review focused on the following items: (1) VET policy and the structural framework of Sweden's VET system; (2) support measures to promote participation and access, modes of delivery, and actors; and (3) curricular development, learning strategies, and methodology. The study established that Sweden is making a large public investment in VET, with VET and general education functioning as parts of an integrated system that has been highly decentralized since 1991. Extensive examples of lifelong learning policy within Sweden's educational system were identified. Swedish policy was actively supporting a lifelong learning perspective for VET, and Sweden appeared to be moving toward a genuine system for lifelong learning. (Sixteen tables/figures are included. The following items are appended: list of social partners involved in the knowledge week; tables detailing integration of the Adult Education Initiative with upper-secondary education for adults between 1997 and 1999; and list of pertinent legal provisions.

**KEY WORDS:** Access to Education; Adult Education; Adult Literacy; Articulation (Education); Counseling Services; Curriculum Development; Delivery Systems; Disadvantaged; Educational Administration; Educational Finance; Educational Legislation; Educational Objectives; Educational Policy; Educational Trends; Elementary/Secondary Education; Enrollment Influences; Enrollment Trends; Experiential Learning; Federal Legislation; Financial Support; Foreign Countries; Government School Relationship; Incentives; Information Services; Information Technology; Labor Force Development; Lifelong Learning; Literature Reviews; Motivation Techniques; National Programs; Nonformal Education; Participation; Postsecondary Education; Prior Learning; Public Policy; School Business Relationship; Social Integration; Student Certification; Teaching Methods; Transitional Programs; Trend Analysis; Vocational Education.


Explores the importance of lifelong learning in a global society and presents contributions of development education. Discusses the agendas of citizenship and sustainable development and proposes key concepts, skills, and values for a global curriculum.

**KEY WORDS:** Adult Education; Citizenship Education; Global Education; Lifelong Learning; Sustainable Development; Globalization.

Discussion the importance of information literacy for lifelong learning and the need for cooperation between public libraries and school libraries and teacher librarians. Reports results of a survey of Australian school and public libraries that investigated interaction and cooperation.

**KEY WORDS:** Foreign Countries; Information Literacy; Library Cooperation; Library Surveys; Lifelong Learning; Public Libraries; School Libraries; Australia; Teacher Librarians.


Informal learning probably accounts for most significant and meaningful learning in daily life. It should be considered in policy discussions and initiatives about lifelong learning, community development, and work-based learning.

**KEY WORDS:** Adult Education; Adult Learning; Educational Policy; Informal Education; Lifelong Learning.


Evaluates a (British) government white paper on postsecondary education. Welcomes community councils, social partnerships, and enhanced resources, while criticizing absence of a change model, inadequate employer training investments, and slavish adherence to business's needs and human-capital theory. Empowerment goes further than endless technocratic reforms.

**KEY WORDS:** Change Strategies; Education Work Relationship; Educational Change; Empowerment; Foreign Countries; Human Capital; Job Skills; Lifelong Learning; Models; Partnerships in Education; Postsecondary Education; Educational Restructuring; England.


Reviews definitions of and debates over distinctions among formal, informal, and nonformal learning. Outlines questions about four aspects of formality/informality with which to analyze learning situations: process, location/setting, purposes, and content.

**KEY WORDS:** Adult Education; Educational Environment; Informal Education; Learning Processes; Nonformal Education; Lifelong Learning.


This report was commissioned by the LSDA to map the conceptual terrain around nonformal learning. In order to do this, three research strands were combined. We conducted...
a major literature search, from which we analysed explicit classifications of learning as informal, non-formal or formal. The report provides a detailed investigation of different learning situations in the workplace, further education, adult and community education (ACE) and mentoring. The historical development of ideas through the literature, identifying and analysing two overlapping dimensions of thinking, to which we give the shorthand labels of ‘theoretical’ and ‘political’.

**KEY WORDS:** Learning; Informal Learning; Learning and Work; Lifelong Learning.


The concept of life-long learning has become a frequently used term in political and educational parlance. The final aim of schools has to be the development of the self-directed learner by developing the students’ life-long learning competences. To realize this goal schools have to change from institutions that transfer knowledge into learning organizations. This paper will show that this transformation needs a new view on change processes and change management. The old view is known as the School Effectiveness, Improvement and Culture (SEIC) movement. We argue in this paper that the overall direction of this movement with its emphasis on factorial, deterministic and simplistic approaches to change and school improvement has little to offer to understand the complex change processes in schools. Therefore, we explore a new view, in which schools are seen as dynamic, unpredictable and complex social organisms the development of which depends on complex adaptation systems based on knowledge management and learning.

**KEY WORDS:** Educational Change; Change Strategies; School Effectiveness; School Culture; School Policy; Organization; Educational Policy; Motivation; Lifelong Learning.


Lifelong learning has developed enormously as a distinct area of study within education in recent years. This guide brings together new writing from some of the leading thinkers in the field to offer a broad ranging yet detailed snapshot of current developments in understanding adult learning and its social and personal context.

The book identifies four themes: Adult learning is distinctly different from learning in childhood; Learning is more than a cognitive activity in that it includes an affective dimension and contextual influences; Lifelong learning has implications for the purpose and processes of learning in educational institutions; There are subordinate discourses of lifelong learning that need to be aired.

**KEY WORDS:** Adult Learning; Lifelong Learning.


This article explores the current focus of lifelong learning in Canada. It looks at the new economy, the increasing polarisation between the rich and the poor, the role lifelong learning plays in supporting this polarisation and describes why so many Canadians continue to believe the training-as-panacea rhetoric. The article highlights the need for research that will challenge current lifelong policies, explore new economy issues from alternative perspectives and view lifelong learning from a more holistic perspective. It
also identifies a need for adult educators to lobby for more progressive lifelong learning policies that will improve the quality of life for all citizens.

**KEY WORDS:** Canada; Lifelong Learning; Policy; Adult Learners.


This book provides a concise and clear introduction to key contemporary theorists, including their lives, major works, and ideas. Written for the student in need of a quick introduction or for the scholar brushing up on details, this new book in the theory series presents major thinkers whose work and ideas have shaped critical thinking in our time. The authors underscore the particular relevance of these thinkers for the field of education - their work on education, how others in education have used them, and possible future directions for teachers and researchers. The volume gives special attention to theorists of "the post" - post-modernism, post-structuralism, and post-colonialism.

**KEY WORDS:** Education Theory; Poststructuralism; Research; Lifelong Learning.


In Gujarat, India, illiterate Rabari nomads see formal education and literacy as irrelevant to pastoralism, but as providing possible alternatives if the pastoral life dies. Access and school culture present many difficulties. The hegemonic values of the international initiative Education for All and associated national policies ignore the importance of local knowledge and context.

**KEY WORDS:** Access to Education; Acculturation; Educational Attitudes; Educational Principles; Foreign Countries; Migrant Education; Minority Groups; Nomads; Public Policy; Relevance (Education); Social Bias; Values; Lifelong Learning.


Social inclusion appears to be an unconditional good. Examination of social policy studies and poststructuralist philosophy suggests that "inclusion" is positioned within a philosophy of identity that denies difference and is thus exclusionary. Promoting social inclusion heightens awareness of difference. The rights of those who choose not to be included must be protected.

**KEY WORDS:** Civil Rights; Cultural Pluralism; Democracy; Educational Policy; Equal Education; Lifelong Learning; Identity (Psychological).


In the analysis of polices for lifelong learning, the gap between the rhetoric and reality has become the focus for much debate and concern. Reality is compared with rhetoric and both are found wanting. In this paper, we argue that such critiques misconceive the significance of rhetoric and we outline the form a rhetorical analysis of lifelong learning policy could take. Using the UK government's 1998 Green Paper and 1999 White Paper
on lifelong learning as illustrations, we suggest that rhetorical analysis helps to point to the politics of discourse that is at play in policy-making processes. This is a politics - often dismissed as spin-doctoring - with which we need to engage if our own attempts to develop lifelong learning are to be persuasive.

KEY WORDS: Policy; Lifelong Learning.


In recent years, there has been much discussion of the significance of postmodernism and postmodernity for the study and practice of adult education. At the same time, lifelong learning has emerged as a significant strand of policy around the globe, reconfiguring the institutions and purposes of education. This article examines the complication of lifelong learning with some of the changes associated with the postmodern condition, in particular; the growth of performativity alongside a certain "unruliness" of knowledge. The article also suggests that lifelong learning signifies that the loss of mastery is associated with postmodern notions of ambivalence and incredulity. The article argues that given their interrelationship, lifelong learning can be constructed as a postmodern condition of education.

KEY WORDS: Adult Education; Lifelong Learning; Mastery Learning; Outcomes of Education; Postmodernism; Role of Education.


Argues that discourses of lifelong learning act as intellectual technologies that construct individuals as subjects in a learning society. Discusses three discourses using actor-network theory: (1) economics/human capital (individuals as accumulators of skills for competitiveness); (2) humanistic psychology (individuals seeking fulfillment through participation in learning); and (3) social capital (collaborative learning within social relations and networks).

KEY WORDS: Behavior Modification; Cognitive Processes; Discourse Analysis; Lifelong Learning; Actor Network Theory; Self Regulation; Subjectivity.


This work weaves together different strands of research in the area of Lifelong Learning that concentrates particularly on learning in alternative settings and ways, such experiential learning, informal and community learning. Drawing upon international research, the book looks at how these strands of research can contribute to each other.

The contributions to this volume are based on material presented at a conference at the Centre for Research in Lifelong Learning, UK, and they focus on research into key issues of policy and practice in Lifelong Learning. Establishing a wider framework for debate about the meaning and significance of lifelong learning, this timely and thought-provoking book will provide practitioners in the field with a relevant and current discussion on some very important ideas about non-formal education.
KEY WORDS: Lifelong Learning; UK; Non-Formal Learning; Community Learning.


An historical account of the creation and development of the UNESCO Institute for Education (UIE) is presented. Written in honor of the 50th anniversary of UIE, this institutional history begins with a series of seven prefaces and memoir essays about the organization written by UIE administrators, board members and researchers. Two chapters detail the founding and establishment of UIE, and present short portraits of these seven UIE pioneers: John West Robertson Thompson, Minna Specht, Paul Lengrand, Gottfried Hausmann, Paulo Freire, Bogdan Suchodolski, and Maria Montessori. Following these is a chapter, organized by decades, devoted entirely to the activities of UIE since its inception. The final chapter focuses on the present day activities of UIE and its current emphasis on lifelong learning and non-formal education. Publications of the UIE are next featured, including photographs of covers of the International Review of Education and other selected publications. Captioned photographs of both the founding and current staffs precede brief biographies of all UIE directors. Historical essays are included from these three UIE directors: Tetsuya Kobayashi, Ravindra Dave, and Paul Bélanger. Among the final lists and appended material are a list of governing board chairpersons; a list of governing board members from 1951-2002; a UIE chronology; a list of UIE conferences from 1952-2002; and an index of the 45 photographs included.

KEY WORDS: Access to Education; Adult Basic Education; Adult Education; Adult Learning; Chronicles; Culturally Relevant Education; Delivery Systems; Developing Nations; Educational Development; Educational Environment; Educational Facilities; Educational Finance; Educational History; Federal Government; Foreign Countries; Government School Relationship; Informal Education; Intergenerational Programs; International Cooperation; International Educational Exchange; International Organizations; International Programs; Lifelong Learning; Literacy; Literacy Education; Nonformal Education; Open Education; Organizational Change; Partnerships in Education; Postsecondary Education; Program Development; Program Effectiveness; Freire, Paulo; Institutional History; Montessori, Maria; UNESCO; UNESCO Institute for Education; United Nations.


Lifelong learning is an increasingly relevant issue for educators across the world, as societies all over the world are concerned with developing a literate, skilled and flexible workforce to expand participation in education at all levels and for all age groups. This book covers all the key issues.

KEY WORDS: Adult Education; Informal Learning; Lifelong Learning; Work and Learning.


Examined is the rising popularity of "lifelong learning", as well as the effect on government and university initiatives, & the implications of these initiatives for academic
information behaviours of mature students. Results of 1 part of a 2 phase study, involving both the manipulation of Canadian Census data and a series of in-depth, qualitative interviews with mature students. Results of the 1st-phase of the study, the author reports: First, the national demographic portrait of mature students that is captured by the Census. Second, limitations from a Census questionnaire for tracking demographic data for mature students. Third, the results from a series of logistic regression tests which used the Census data to explore the social stereotypes of the 'mature student'. Fourth, a discursive critique of Census-based Statistics Canada documents with implications for the promotion of 'lifelong learning'. Fifth, marginalization of mature students’ experiences in Statistics Canada on student academic information behaviours.

KEY WORDS: Lifelong Learning; Mature Students; Government; University Initiatives; Canadian Census Data.


This article uses the reports from 1,001 home-based interviews, with adults living in the United Kingdom, to describe their varying patterns of participation in lifelong learning. It finds that 37% of all adults report no further education or training of any kind after reaching compulsory school-leaving age. This proportion declines in each age cohort but is largely replaced by a pattern of lengthening initial education and still reporting no further education or training of any kind after leaving. The actual patterns of participation are predictable to a large extent from regression analysis using a life order model of determining variables. The key variables are age, ethnicity, sex, family background, and initial schooling, all of which are set very early in life. This suggests that universal theories to describe participation, such as simple human capital theory, are incorrect in several respects. Where individuals create, for themselves and through their early experiences, a learner identity inimical to further study, then the prospect of learning can become a burden rather than an investment. This has implications for the notion of overcoming barriers to access, such as those involving technology.

KEY WORDS: Foreign Countries; Family Characteristics; Adult Education; Human Capital; Lifelong Learning; Interviews; Age; Ethnicity; Sex; Educational Technology; Educational Attainment.


Contends that environmental learning is possible only if all absolute criteria for judging educational or environmental worth are regarded as problematic.

KEY WORDS: Educational Strategies; Elementary/ Secondary Education; Environmental Education; Experiential Learning; Foreign Countries; Higher Education; Informal Education; Lifelong Learning; Science Curriculum; Theory Practice Relationship.


Examines the rise of discourse on lifelong learning across Europe, including the variety of national policy trends related thereto. Highlights convergent and divergent trends and comments on some of the implications of different policy models. Analyzes policy-as-discourse and policy-as-practice through illustrations.
KEY WORDS: Educational Policy; Educational Trends; Elementary/Secondary Education; Foreign Countries; Lifelong Learning; Postsecondary Education; Discourse; Europe.


"Education" is being displaced by "learning" and it is becoming increasingly difficult to isolate educational policy from socioeconomic policy. Analysis of progressive social democratic policies shows that lifelong learning may be another name for expansion of education and training systems.

KEY WORDS: Democracy; Educational Policy; Government Role; Lifelong Learning; Policy Formation; Public Policy; Social Change; Organisation for Economic Cooperation Development; UNESCO.


In the last 20 years, the concepts of lifelong learning and knowledge have been expressed in economic terms, losing their humanistic and democratic content. To broaden the concept beyond theoretical-scientific knowledge, phronesis (practical wisdom) is defined as the ability to meet concrete situations with sensitivity and imagination, a concept employing human abilities more fully.

KEY WORDS: Ethics; Humanistic Education; Lifelong Learning; Rhetoric; Knowledge; Phronesis; Technical Rationality.


The Council of Europe's lifelong learning project affirmed the role of higher education in promoting social cohesion and equal access to lifelong learning opportunities. The need to change formal structures to accommodate nontraditional methods was recognized. The impact of information/communications technologies on educational processes and access was investigated.

KEY WORDS: Access to Education; Communications; Equal Education; Foreign Countries; Higher Education; Information Technology; Lifelong Learning; Nontraditional Education; Role of Education; Council of Europe (France).


Discusses issues of how lifelong learning, globalization and capitalism are related within late modernity and how an increasingly homogeneous global economy requires a high level of cognitive skills in its workers. Argues that policymakers should encourage lifelong learning so that it can be easily combined into people's lives.

KEY WORDS: Adult Learning; Capitalism; Community Colleges; Democracy; Economics; Experiential Learning; Globalization; Independent Study; Lifelong Learning; Social Systems; Two Year Colleges.

A review article including four books edited by Frank Coffield: (1) Learning at Work; (2) Why's the Beer Always Stronger Up North?: Studies in Lifelong Learning in Europe; (3) Speaking Truth to Power: Research and Policy on Lifelong Learning; & (4) The Necessity of Informal Learning (all, Bristol: Policy, 1998, 1999, 1999, & 2000, respectively). All four books resulted from the UK Economic and Social Research Council (ESRC) Research Program, "The Learning Society: Knowledge and Skills for Employment." Criteria for evaluation of these products include (1) the quality of the empirical findings, (2) the extent to which the program's 14 projects contribute to existing knowledge, & (3) the relevance of that knowledge to the intended beneficiaries. Consequently, it is argued that the third volume is the strongest because it uses research data to overturn certain overblown claims regarding the value of learning.

**KEY WORDS:** Learning; Employment; Social Science Research; Work Skills; Job; Training; Social Constructionism; Lifelong Learning.


Contends the nature of lifelong learning research is marked by border crossings requiring researchers to be conceptually literate. Discusses aspects of conceptual literacy. Draws on fields of adult education, employment, and family as key domains of lifelong learning research. Explores literacy issues through a case study of feminist conceptualizations of responsibility.

**KEY WORDS:** Adult Education; Case Studies; Educational Research; Employment; Family (Sociological Unit); Foreign Countries; Lifelong Learning; England.


A survey of British adult students returning to education found they lacked basic as well as information literacy skills and have difficulty with information retrieval and use of learning resource centers. Partnerships between adult educators as facilitators and librarians as teachers are needed.

**KEY WORDS:** Adult Education; Foreign Countries; Information Literacy; Information Retrieval; Library Services; Lifelong Learning; Great Britain.


States that British Columbia's Career and Personal Planning curriculum commits two fundamental mistakes in its classification of employability skills by: incorrectly conflating distinct categories of concepts under the general rubric of generic skills; and categorizing attitudes, values, and dispositions as skills. Reveals how these category mistakes may prevent students from achieving program objectives, and circumvents critical moral considerations.
KEY WORDS: Canadian Studies; Curriculum Evaluation; Educational Practices; Employment Potential; Job Skills; Job Training; Moral Issues; Student Needs; Vocational Education; British Columbia; Lifelong Learning.


In this paper, an overarching learning theory is presented, based on assumptions that all learning includes (1) external learner-environment interaction and internal acquisition and elaboration and (2) cognitive, emotional, and social dimensions. The framework depicts four types of learning: cumulative, assimilative, accommodative, and transformative.

KEY WORDS: Affective Behavior; Cognitive Processes; Cognitive Structures; Competence; Environmental Influences; Learning Processes; Learning Theories; Prior Learning; Social Environment.


This book of 17 chapters by different authors, traces the progress in developing lifelong learning policies over the past 30 years. It is organized in 6 parts following an introductory chapter, "From Recurrent Education to the Knowledge Society: An Introduction (Schuller, Schuetze, Istance). Part 1 is Historical Reflections on Policy-making and comprises: "Education in 2000 and 2025: Looking Back to the Future" (Husen); "Lifelong Learning Revisited" (Kallen); and "Lifelong Learning and the Changing Policy Environment" (Papadopoulos). Part 2 revolves around Building Human and Social Capital and includes: "Effective Schooling for Lifelong Learning" (Hargreaves); "Too Old to Learn? Lifelong Learning in the Context of an Ageing Population" (Lynch); and "From Human Capital to Social Capital" (Healy). Part 3 focuses On Organizing Learning. It includes: "The Seventh Sector: Social Enterprise for Learning in the United States" (Stern); "Training Networks and the Changing Organization of Professional Learning" (Caspar); "Learning in Post-industrial Organizations: Experiences of a Reflective Practitioner in Australia" (Ford). Part 4 is Globalization and Higher Education and comprises: "Globalization, Development and the International Knowledge Economy" (Carney); "Globalization, Universities and 'Knowledge as Control': New Possibilities for New Colonialisms?" (Kim); and "Universities and the Knowledge Society" (Duke). Part 5, Internationalizing Literacies and Learning, includes: "Problems of Adult Literacy in the Knowledge Society: Lessons from International Surveys" (Tuijnman); "The Digital Divide and Literacy: Focusing on the Most Poor" (Wagner); and "Learning Cultures and the Pursuit of Global Learning Norms" (Hirsch). Part 6 is entitled A Swedish Cod and includes the concluding chapter: "Adult Education Policy in Sweden 1967-2001.

KEY WORDS: Adult Education; Adult Learning; Adult Students; Communication (Thought Transfer); Competency Based Education; Context Effect; Cultural Pluralism; Developed Nations; Discourse Communities; Economically Disadvantaged; Educational Benefits; Educational Change; Educational History; Educational Policy; Educational Research; Educational Theories; Educational Trends; Foreign Countries; Government Role; Human Capital; International Educational Exchange; International Organizations; Job Skills; Labor Market; Learning Strategies; Learning Theories; Lifelong Learning; Literacy Education; Models; Networks; Older Adults; Older Workers; Outcomes of Education; Policy Formation; Political Attitudes; Professional Development; Public Policy.

This book’s 18 chapters provide a multi-disciplinary analysis of lifelong learning and the learning society by doing the following: (1) examining the way that these phenomena have emerged; (2) analyzing the concepts; (3) discussing ways in which the learning society functions; (4) assessing the implications of the learning society for other sectors of the educational institution; and (5) reflecting on the age of learning. Many examples are taken from experiences in the United Kingdom. The following essays are included: "The Emerging Idea" (Linda Merricks); "Social, Economic, and Political Contexts" (Stephen McNair); "The Changing Educational Scene" (Peter Jarvis); "From Education Policy to Lifelong Learning Strategies" (Colin Griffin); "The Learning Society" (Colin Griffin and Bob Brownhill); "Lifelong Learning" (Bob Brownhill); "Paying for the Age of Learning" (Stephen McNair); "Work-Related Learning" (Paul Tosey and Stephen McNair); "Facilitating Access To Learning: Educational and Vocational Guidance" (Julia Preece); "Implications of the Learning Society for Education beyond School" (Linda Merricks); "The School in the Age of Learning" (John Holford and Gill Nicholls); "Corporations and Professions" (Peter Jarvis and Paul Tosey); "Implications for the Delivery of Learning Materials" (John Holford and Tom Black); "Implications for Including the Socially Excluded in the Learning Age" (Julia Preece); "The Public Recognition of Learning" (Peter Jarvis); "Questioning the Learning Society" (Peter Jarvis); "Civil Society and Citizenship in a Learning Age" (John Holford); and "Future Directions for the Learning Society" (Peter Jarvis and Julia Preece).

**KEY WORDS:** Access to Education; Adult Learning; Citizenship Education; Delivery Systems; Developed Nations; Educational Finance; Educational History; Educational Needs; Educational Philosophy; Educational Policy; Educational Practices; Educational Technology; Educational Trends; Foreign Countries; Informal Education; Learning Processes; Lifelong Learning; Policy Formation; Postsecondary Education; Prior Learning.


This report presents a public library perspective on lifelong learning. The first section discusses the lifelong learning challenge, including the aims of the Australian National Marketing Strategy for Skills and Lifelong Learning, and findings of a national survey related to the value of and barriers to learning. The second section addresses the issue of the public library as a lifelong learning institution, including the diversity of clientele, and Derbyshire (Australia) Learning and Technology Access services. The third section presents a lifelong learning project, titled "Lifelong Learning - The Key to Knowledge," that was organized by the City of Swan Public Libraries (Australia) for the International Year of Older Persons, including: anticipated outcomes; lecture series topics; and program evaluation, covering demographics, value of the program, awareness of aging and seniors, overall evaluation of the program, and effectiveness of promotional material and advertising. A program of events is appended.

**KEY WORDS:** Foreign Countries; Library Services; Lifelong Learning; National Surveys; Older Adults; Public Libraries; Users (Information); Australia.

Lifelong learning should be seen as both an educational and a social practice in which learning occurs throughout individuals' lives and throughout society in a wide range of contexts (including the workplace), involves both formal and informal learning, and is facilitated by an extensive range of partnerships and networks. Vocational education and training (VET) must acquire a new humanism with a focus on people as a way of investing in human intellect, imagination, and creativity. Five key dimensions for achieving lifelong learning that can serve as a coherent and integrated template for thinking about how lifelong learning might be achieved are as follows: (1) establish the foundations for lifelong learning; (2) strengthen and develop pathways, bridges, and transitions; (3) foster learning organizations and institutions; (4) extend the role of information and learning technologies; and (5) develop lifelong learning communities. In Australia and elsewhere, a convergence of VET and general education would potentially address the needs of a knowledge-based economy, lead to a more integrated system with stronger linkages to other sectors, and build on current VET reforms.

**KEY WORDS:** Adult Education; Change Strategies; Educational Change; Educational Needs; Educational Objectives; Educational Technology; Educational Trends; Foreign Countries; Lifelong Learning; Needs Assessment; Partnerships in Education; Postsecondary Education; Trend Analysis; Vocational Education.


The possibility of using the concept of social capital as an analytical tool for exploring lifelong learning and community development was examined. The following were among the topics considered: (1) differences between definitions of the concept of social capital that are based on collective benefit and those that define social capital as a resource used for the benefit of those individuals with access to it; (2) community development and community division; (3) the role of the concept of social capital in theories of community development; (4) the role of the concept of social capital in research into community development education; and (5) social capital and social cohesion. A social capital framework for analyzing community development was proposed. The framework called for considering the following items when analyzing community development, including adult education: (1) the balance between internal and external networks; (2) the presence and diversity of brokers who are able to operationalize the bridging and linking of networks; (3) the levels of self-confidence and self-esteem of community members and skills in working together, including conflict resolution; (4) norms present in the community (especially norms of inclusion/exclusion and reciprocity); and (5) the extent to which the community of analysis has shared visions for its future.

**KEY WORDS:** Adult Education; Adult Learning; Community Attitudes; Community Characteristics; Community Development; Community Education; Community Resources; Definitions; Educational Research; Foreign Countries; Learning Theories; Lifelong Learning; Linking Agents; Models; Outcomes of Education; Postsecondary Education; Research Methodology; Social Capital; Social Integration; Social Networks; Social Support Groups; Social Values; Theory Practice Relationship; Australia; Europe.

Uses the theories of Michel Foucault to support the contention that the educational system normalizes and disciplines the individual rather than stimulates the development of personal potential. Argues that children should be allowed to co-author the contracts they have with their educators; in this way education can serve to empower the child.

KEY WORDS: Access to Education; Children’s Rights; Educational Change; Educational Theories; Elementary Education; Institutional Environment; Institutional Role; Role of Education; Student Rights; Foucault, Michel.


A new wave of European Union programs on lifelong learning focuses on transnational cooperation and improved access. Aims are to increase adults’ capacity to play active social roles, develop intercultural awareness, improve employability, and access formal education systems.

KEY WORDS: Adult Education; Educational Development; Educational Policy; Foreign Countries; Lifelong Learning.


The author explores the mental and social landscape of the city of today and tomorrow; the way in which people think, interact, work together, learn and live with and among each other. Written to address the urgent need for a guide to the principles and practices of lifelong learning, the author examines: the idea of Learning Cities; policies and strategies for the Learning City, including examples form around the world; how to activate learning, involve stakeholders and encourage citizen participation in a Learning City or Region.

KEY WORDS: Lifelong Learning; Government; Work.


Argues that one essential resource for continued lifelong learning is the vast network of organizations and media that support the public’s burgeoning demand for ‘free choice’ learning - learning that is often voluntary and guided by a person’s needs and interests.

KEY WORDS: Cognitive Style; Distance Education; General Education; Informal Education; Lifelong Learning; Science Education; Secondary Education.


Examined are 3 factors that contribute to the shifting roles of adult educators from normative practitioners and agents of social change to enacters of the dominant discourse of lifelong learning: professionalization, technicist pedagogy, and policies of economic determinism.
KEY WORDS: Adult Educators; Lifelong Learning; Public Policy; Role of Education; Social Change; Professionalization.


Although lifelong learning is being increasingly cited as one of the key principles in the fields of education and development, shared understanding of the term's usage at the global level is lacking. Lifelong learning is closely tied to the challenge of openness and the changes with which modern individuals must cope in their lifetimes. Lifelong learning encompasses both continuity (stability) and discontinuity (change) in learned capacities over time as a result of interactions with the manmade environment - in other words, culture. The following strategies may help facilitate lifelong learning, effective cultural exchange, and interactions: (1) starting from the formative years, expose learners to diverse cultural information and experiences; (2) combine foreign language learning programs with culture learning; (3) develop culture learning programs with culture relativity as a main theme; and (4) develop learning indicators for individual learners' cross-cultural competencies. Lifelong learning should appeal to the totality of a person - heart, body, and brain - and more importantly, to our existential values and emotions. Lifelong learning can also deal with the uncertainty and contradictions of life. Lifelong learning should aim to promote the art of human maturity, which is a prerequisite for becoming a good citizen who is actively involved in local, national, and international issues and problems.

KEY WORDS: Adult Students; Citizenship Education; Cross Cultural Training; Cultural Exchange; Cultural Interrelationships; Cultural Pluralism; Definitions; Educational Environment; Educational Objectives; Educational Principles; Experiential Learning; Foreign Countries; Humanistic Education; Individual Differences; Intergroup Education; Learning Motivation; Learning Processes; Lifelong Learning; Position Papers; Role of Education; Second Language Instruction; Self Actualization; Social Change; Student Characteristics.


In postindustrial society, the importance of education for the life course of young people is still important but much more unclear & unspecific than before & therefore sometimes questioned. The school function of qualifying young people for work is shrinking as a result of the vanishing of traditional occupations in favor of more broadly defined functions & such rapid changes in the structure of occupations that the learning of extrafunctional qualifications is of growing importance. For students, all of this implies that the significance of learning mostly abstract school knowledge in an overwhelmingly reproductive manner is being questioned. Students are no longer able to construct a meaningful connection between their education, work, & life course. The educational paths offered by the traditional curriculum lack significance for their life plans & future directions. The need to equip young people with a career identity is shown here, but it is also suggested that the educational setting must be altered as well. Recent developments in Dutch educational policy are used as an illustration.

KEY WORDS: Access to Education; Adult Education; Adult Literacy; Citizenship; Citizenship Education; Cultural Awareness; Democracy; Distance Education; Economic Development; Equal Education; Experiential Learning; Foreign Countries; Global Education; Illiteracy; Indigenous Populations; Intergenerational Programs; Lifelong
Learning; Literacy Education; Multicultural Education; Nondiscriminatory Education; Partnerships in Education; Sex Fairness; Teacher Education; Women's Education.


In postindustrial society, the importance of education for the life course of young people is still important but much more unclear & unspecific than before & therefore sometimes questioned. The school function of qualifying young people for work is shrinking as a result of the vanishing of traditional occupations in favor of more broadly defined functions & such rapid changes in the structure of occupations that the learning of extrafunctional qualifications is of growing importance. For students, all of this implies that the significance of learning mostly abstract school knowledge in an overwhelmingly reproductive manner is being questioned. Students are no longer able to construct a meaningful connection between their education, work, & life course. The educational paths offered by the traditional curriculum lack significance for their life plans & future directions. The need to equip young people with a career identity is shown here, but it is also suggested that the educational setting must be altered as well. Recent developments in Dutch educational policy are used as an illustration.

**KEY WORDS:** Educational Reform; Postindustrial Societies; Education Work Relationship; Occupational Structure; Life Plans; Youth; Educational Policy; Netherlands; Lifelong Learning.


This article attempts to uncover the contradictions inherent in the philosophy and practice of the learning organization. Through a Marxist-feminist analysis of current shifts in adult education and workplace structure, this study attempts to discover the function of the learning organization in the capitalist political economy, the location of workers in relation to the learning organization, and the role of learning rhetoric in maintaining the status quo. The authors argue that the learning organization model can be seen both as a mechanism for the removal of surplus value from workers and as a method of social control. The learning organization model is often related to progressive, even emancipatory, claims of inclusion and collaboration in the workplace. However, this study argues that the educational legacies of feminism, trade unionism, antiracism, and revolutionary struggle are superior spaces to seek the learning interests of the workers that make up the learning organization.

**KEY WORDS:** Learning Organization; Workplace Learning; Women and Learning; Marxism; Feminism.


Uncritical acceptance of globalization and postindustrialism leads to acceptance of lifelong learning policy as a neutral reaction to inevitable technological transformation. A structural theory of power is needed in adult education in order to reclaim lifelong learning as a force for empowerment and social change.

**KEY WORDS:** Adult Education; Economic Change; Educational Policy; Lifelong Learning; Political Power; Technological Advancement; Globalization; Post-industrialism.

To achieve its objectives, the European Union develops programs on learning for active citizenship and promotes lifelong learning policies that endeavor to move people from "local me" to "global me."

**KEY WORDS:** Adults; Citizen Participation; Citizenship Education; Foreign; Countries; Lifelong Learning; Policy Formation; European Union.


Adult and continuing education are undergoing simultaneous processes of institutionalization (adding schools for adults) and deinstitutionalization (broadening the scope of interventions and focusing on learning processes inside and outside schools). Lifelong learning assumes that learning takes place in all spheres of life, including the workplace, everyday life, and cultural activities. The new political awareness of the need for learning and education has necessitated that learning be studied in all its contexts, including in various life spheres (work, family, leisure and cultural activities, citizenship) and knowledge and competence domains (professions, skills, arts) defined by societal division of labor. Researching the subjectivity of learning and social structural and historical dynamics requires an interdisciplinary research strategy. Themes for research include the following: gender and wage labor; the role of self-regulation and sustainability in work life; and the relationship of knowledge and democracy to professional learning and professional identity. Like literacy and numeracy, learning for active citizenship must be given the status of an indispensable cultural technique. The following competencies should be considered competencies for a general social literacy: competence to create cohesion; ecological competence; competence for balancing a threatened or broken identity; historical competence; sensibility to experience expropriation; and technological competence.

**KEY WORDS:** Adult Education; Change Strategies; Citizenship Education; Continuing Education; Educational Change; Educational Needs; Educational Policy; Educational Principles; Educational Research; Educational Trends; Equal Education; Lifelong Learning; Needs Assessment; Numeracy; Policy Formation; Politics of Education; Research Needs; Role of Education; Social Integration.


In this paper, a comparison of policies and practices in six countries focused on the concept of access to education as flexibility: systematic structural arrangements such as accreditation of prior learning, open and distance learning, and information/communications technologies. Successful international experiences have implications for Scotland and other countries attempting to widen participation.
KEY WORDS: Access to Education; Comparative Analysis; Educational Policy; Foreign Countries; Outreach Programs; Participation; Prior Learning.


In contemporary educational discourse, value in relation to lifelong learning can mean a moral/ethical concept, economic or monetary value, or mathematical or numerical value. "Added value" is devoid of ethical/moral meaning; it encourages a view of learning that is purely technical.

KEY WORDS: Economics; Lifelong Learning; Moral Values; Values; Value Added.


Explores the different meanings lifelong learning takes on when viewed from the following perspectives: training, personal development, unions, communities, institutions, and individuals.

KEY WORDS: Adult Education; Educational Attitudes; Individual Development; Lifelong Learning; Training; Unions.


Debates over the social purpose model of adult education have largely ignored science. A social citizenship dimension is crucial for adults' understanding of scientific research and issues. The example of a British ecology project illustrates that forcing all adult education into a credit system will hinder the goal of education for active citizenship.

KEY WORDS: Adult Education; Citizen Participation; Educational Certificates; Foreign Countries; Lifelong Learning; Role of Education; Science Education; Social Change; United Kingdom.


Analysis of 120 biographical interviews of English adults established three types of relationships between education and civic participation that are influenced by class, gender, ethnicity, and institutional structures. For "atomists," learning resulted in paradoxically solitary engagement. "Networkers" were not formally engaged but formed networks through learning. "Altruists" sense of efficacy was enhanced by learning.

KEY WORDS: Adult Education; Citizen Participation; Foreign Countries; Lifelong Learning; Motivation; Networks; Social Capital; England.

The unparalleled changes in recent years mean that a continuing focus on the preparation of young people for entry to the workforce as the keystone of post-compulsory education and training in Australia is no longer sufficient for two reasons. First, technological change and other changes stemming from globalization of economies are now having a profound impact on the nature of work, the way it is organized, and the skills it requires. Second, the workforces of most countries, including that of Australia, are aging. These developments have implications for changes in Australia’s approach to skill formation. The historical focus on the young in post-compulsory education and training policy is inadequate. The more recent trends, both in Australia and overseas, that recognize that these policies now need also to embrace the concept of lifelong learning. Although about 77 percent of the "economically active" population aged 15-64 years undertake some kind of education or training, much of this education or training is unstructured, informal, spasmodic, and minor. Australia has a comparatively high level of investment in education and training, but it is not among the countries with the very highest levels of commitment. Future directions must focus on the development of new learning pathways and an increased national investment in skills and knowledge.

**KEY WORDS:** Adult Education; Aging (Individuals); Developed Nations; Educational Development; Educational Finance; Federal Aid; Foreign Countries; Job Training; Labor Needs; Labor Supply; Lifelong Learning; Postsecondary Education; Role of Education; Skill Development; Technological Advancement; Australia.


These 11 essays explore the promise of current models of lifelong learning. "The Sociology of Lifelong Learning" outlines the relevance of various movements to understanding learning in contemporary society. "Knowledge, Power, and Ignorance" contends that a new kind of society - the expert society - is emerging. "Knowing, Understanding, and Feeling" examines the view that understanding is best viewed as a social process nurtured most effectively through dialogue. "Lifeworlds and Learning" highlights the importance of the value people place on their own education and learning needs. "Class, Culture, and Adult Education" explores the ways in which personal attitudes, identities, and motives challenge and reflect the society in which they are nurtured from a historical perspective. "Education and Community Regeneration" expands on the view that the idea of community must be at the center of all political debate. "Institutions and Power: The Archaeology of Educational Organisations" concentrates on the problem of moving institutions to define a new future for themselves. "Learning and Creativity" explores the idea that we have an impoverished sense of the creative possibilities in every human life. "Moral Learning in the Moral Maze" outlines the moral contours of adulthood and examines how adults adjust to changes in life circumstances. "Personal Change in Adulthood" looks at the idea of lifelong learning as embracing self-knowledge. "Dialogue and Learning: Towards a New Model of Citizenship" contends that people learn through dialogue and in the process transform their understanding of themselves and their world.

**KEY WORDS:** Adult Education; Adult Learning; Creativity; Dialogs (Language); Educational Philosophy; Educational Sociology; Empowerment; Foreign Countries; Higher Education; Learning Theories; Life Events; Lifelong Learning; Moral Development; Social Psychology; Social Theories.

This review of Canadian government policy as expressed in legislation revealed inconsistencies between rhetorical and actual support for a lifelong learning agenda; the absence of the protection and sense of permanence that legislation provides to policy implementation means that any actions taken or programs created may be easily changed, ignored, or eliminated with little public scrutiny or debate.

**KEY WORDS:** Adult Education; Educational Policy; Foreign Countries; Legislation; Lifelong Learning; Policy Analysis; Canada.


Distinguishes between human capital and social capital. Examines the social construction of knowledge at various levels: families, organizations, and communities.

**KEY WORDS:** Constructivism (Learning); Development; Human Capital; Lifelong Learning; Social Capital.


Beginning and ending with comprehensive and stimulating discussions of learning theories, this book includes fourteen case studies of autodidactism in informal learning situations. These diverse case studies reflect the inherent diversity of autodidactism, yet four common themes emerge: emotional/cognitive balance; learning environment; life mission; and ownership of learning. The final chapter examines the implications of autodidactism for educational theory, research, philosophy and psychology.

**KEY WORDS:** Learning Theory; Lifelong Learning; Informal Learning.


The primary goal of this study is to investigate how social capital influences the lifelong learning practices of adults. Data from the first wave of the Longitudinal Study of Adult Learning are analyzed. The study population is adults, age 18-44, who at the time of the interview had finish high school or received a GED, were proficient speakers of English and lived in a defined Portland metropolitan area. Lifelong learning for the study population is operationalized as Formal, participation in an Adult Basic Education or General Equivalency Degree preparation program, or Informal, involvement in informal learning strategies. The social capital of individual communities is measured by network structures, length of time known non-kin, social trust, civic participation and knowing someone that attended college. Networks are grouped as All-Family networks, Open networks, Dense networks, and Big networks compared to Small networks of less than two people. The study population was discovered to have a rich and diverse store of social capital. A logistic regression model was developed testing Social Position, Education Discourse and Social Capital indicators as predictors of participation in Formal education and involvement in Informal learning strategies. In both cases Social Capital predicts engagement over and above Social Position, Education Discourse, while controlling for literacy proficiency, age and labor force attachment. The key finding is that participation in Formal education and engagement in Informal learning are influenced in
nearly opposite ways by the available social capital. All network types predict at least twice the probability of engaging in Informal learning strategies as compared to Small networks.

**KEY WORDS:** Cultural Capital; Adult Education; Learning; Social Networks; Educational Attainment; Portland; Oregon; Lifelong Learning.


Partnerships work best when they are local, community based, understand adult learning, and are not dominated by external agendas. They require political understanding to translate national initiatives into local opportunities.

**KEY WORDS:** Adult Learning; Community Development; Community Involvement; Foreign Countries; Lifelong Learning; Partnerships in Education; United Kingdom.


Media and technology convergence in a global culture is changing the way we learn about the world and challenging the very foundations of education. It's not enough to be able to read the printed word, rather, needed is the ability to critically interpret the powerful images of a multimedia culture. Media literacy education provides a framework & a pedagogy for the new literacy needed for living, working, and citizenship in today's world. It paves the way to mastering the skills required for lifelong learning in today's society.

**KEY WORDS:** Information Technology; Mass Media; Literacy; Teaching; Globalization; Lifelong Learning.


This book reports on the main issues discussed at the follow-up conference on learning throughout life, organized in Lisbon in 1999 by UNESCO and the Calouste Gulbenkian Foundation. First, the place of formal and non-formal education is still to be clearly defined. Second, there is an urgent need for the creation of educational structures with a global approach to lifelong education that take into consideration the multiple aspects influencing both teaching and learning within current economic and social context. This book is intended for educational planners and policy-makers concerned with ensuring the availability of formal and non-formal learning opportunities throughout life. It will also appeal to specialists in the social sciences who work in areas related to educational development in different socio-economic and cultural contexts.

**KEY WORDS:** Education Aims and Objectives Congresses; Education Congresses; Learning Congresses; Adult Education Congresses; Continuing Education Congresses; Lifelong Learning.


Recognizing that lifelong learning is broader than continuing education, providers must move to organizational and community models of learning and seek private and
philanthropic funding sources for lifelong learning programs. Continuing education professionals should adopt a new orientation to their professional role.

**KEY WORDS:** Continuing Education; Educational Change; Educational Finance; Fund Raising; Higher Education; Lifelong Learning.


Explains how adult educators came to develop the Cape Town Statement on Characteristic Elements of a Lifelong Learning Higher Education Institution. Elaborates on the six essential characteristics of higher education institutions.

**KEY WORDS:** Adult Education; Adult Educators; Citizen Participation; Foreign Countries; Higher Education; Institutional Characteristics; Lifelong Learning; Position Papers; Universities.


Discusses a 50-state survey by the National Council for Continuing Education regarding the issue of funding for noncredit courses in community colleges. Reports that 17 states include noncredit courses for funding on an FTE basis, and that no states fund hobby, avocational, or recreation non-credit classes. Argues that lifelong learning is a crucial factor in American economics.

**KEY WORDS:** Adult Education; Community Colleges; Continuing Education; Continuing Education Units; Federal Aid; Financial Support; Full State Funding; Grants; Job Skills; Job Training; Lifelong Learning; Noncredit Courses; Skilled Workers; Student Financial Aid.


Adult education is at the centre of the global discussion about the future of humankind. The ideal of the learning society, the learning organisation and the empowered citizen present a drastic reorientation for educators everywhere. This book rigorously examines this ideal – its historical origins in early modernity and rhetorical uses – in order to understand the cultural and institutional transformations needed to create a just learning society. This text speaks directly to an important body of professional and scholarly debate in adult education worldwide.

**KEY WORDS:** Adult Education; Citizenship; History; Lifelong Learning.
Section 3.2
Formal Education, Schooling

Sixteen contributions from researchers in education, sociology, and planning - predominantly based in Australia - discuss the ramifications of globalization for education and education systems globally. The first essay - by editors Michael Apple (educational policy studies, U. of Wisconsin), Jane Kenway (global education studies, Monash U., Australia), and Michael Singh (education, U. of Western Sydney, Australia) - provides an overview of the complexities of the topics addressed more specifically by the contributors, including theoretical understanding of the processes of globalization, the changing economic context of education, neoliberal governance and the enterprise culture, globalizing changes in knowledge production, changing teacher and student identities, and democratic purposes and public schooling.

KEY WORDS: Critical Pedagogy; Globalization; Politics and Education; Work and Learning; Formal Education.


Based on over five years of research on work-based learning in high school and community college programs across the country, this book explores the potential for using work-based learning as part of a broad education reform strategy. The authors synthesize a historical overview of work-based learning and its place in policy-making with the experiences of teachers and students, resulting in a dynamic account of the state of work-based learning and its significance for the field of education.

KEY WORDS: Work-Based Learning; Policy Making; Government; Formal Education.


In this book, several Hoover Institution scholars search for the answers to failures in U.S. schools and examine the debate over what works and what does not work. Such widely debated topics as national examinations, accountability, performance, and school funding are discussed. The importance of education to both the individual and society as a whole, shedding light on what education does, various ways to structure education, lessons learned from the past, and what can be accomplished in the future are detailed.

KEY WORDS: Education; Economic Aspects; United States; Social Aspects; Educational Planning; Work and Learning; Formal Education; Schooling.


Justifying the once-controversial estimates of high levels of intergenerational persistence of economic status & the unimportance of the heritability of IQ in this process. The fact that the contribution of schooling to cognitive development plays little part in explaining why those with more schooling have higher earnings. Further research has supported the authors' hypotheses concerning the role of personality traits, rather than skills, as determinants of labor market success. Current contributions to the study of cultural evolution allow the authors to be considerably more specific about how behaviors in schools are learned.

D.W. Livingstone, M. Raykov, K. Pollock, F. Antonelli
KEY WORDS: Socioeconomic Status; Intelligence; Academic Achievement; Educational Inequality; Social Inequality; Intergenerational Mobility; Educational Systems; Education; Work Relationship; Formal Education; Schooling.


This report presents initial results for Canada, Canadian provinces and selected countries from PISA (Program for International Student Assessment) 2000. Reading literacy is the major focus of PISA 2000, with mathematical and scientific literacy as minor domains. This report also includes outcomes from the Youth in Transition Survey (YITS), a Canadian longitudinal survey designed to study the patterns of, and influences on, major transitions in young people's lives, particularly with respect to education, training and work. Thirty-two countries participated in PISA 2000. In Canada, approximately 30,000 15-year-old students from more than 1,000 schools participated.

KEY WORDS: Academic Achievement; Analytical Products; Cognitive Abilities; Educational Indicators; High School Education; Languages; Learning; Mathematics; Parental Educational Attainment; Reading; Sciences; Skill Requirements; Student to Teacher Ratio; Students; Tests; Transition from School to Work; Formal Education; Schooling.


This report presents statistical indicators of education in Canada. The indicators cover various aspects of the elementary, secondary and postsecondary education, such as enrollment, graduation and human resources, as well as the financing of the education systems in Canada. The first chapter provides a statistical description of the school-age population while the last one shows measures of transitions from secondary to postsecondary education and then to the labour market. Labour market results are also included.

KEY WORDS: Educational Indicators; Canada; Education; Statistics; Formal Education; Schooling.


Critically examines recent market-oriented educational reforms in Ontario and their impact on socially disadvantaged groups. Argues that current trends lead toward a "marketization" of education in Ontario, as the rhetoric of cost-effectiveness and bureaucratic efficiency shifts the official agenda of educational reform away from equity considerations to those of capital and big business.

KEY WORDS: Centralization Disadvantaged; Educational Change; Educational Legislation; Educational Policy; Educational Trends; Elementary/ Secondary Education; Equal Education; Foreign Countries; Free Enterprise System; Minority Groups; Politics of Education; Public Education; Formal Education; Schooling.

Describes the development, implementation, and assessment of a mixed formal-informal Science, Technology and Society (STS) curriculum that incorporates collaborative projects with case studies, field trips, and formal class sessions.

**KEY WORDS:** Case Method (Teaching Technique); Cooperative Learning; Elementary/Secondary Education; Environmental Education; Field Trips; Foreign Countries; Informal Education; Science and Society; Science Curriculum; Student Projects; Teaching Methods; Israel; Formal Education; Schooling.


This book purports to expand the learning potential of students by considering how the world inside the school interacts with outside social contexts. As the schooling of English language learners becomes ever more complex and political, this book has been updated in a second edition to address new trends and issues related to the teaching of multilingual students. The book features the following: a clear, accessible review of second language acquisition theories and research in the fields of second language acquisition, bilingual education, and second language teaching methodology; new insight into the social and cultural factors that affect second language acquisition and related current research theory; discussion of the role of grammar in second language acquisition; the content teachers need for certification to teach second language learners; practical classroom examples, strategies, thematic units, student work, and language stories; ideas for promoting cultural sensitivity; logical organization that could easily serve as a basis for a course syllabus; and practical suggestions and useful resources for working with parents of language minority students. This book is intended for classroom teachers of all levels who are working with a few or many second language students. It is also written for second language educators, including those working with pre-service or in-service teachers as well as college instructors of undergraduate and graduate courses in second language, cross cultural communication, and bilingual education. A subject index and an appendix of Web sites for English-as-a-Second-Language teachers are included.

**KEY WORDS:** Bilingual Education Programs; Charts; Class Activities; Classroom Techniques; Culturally Relevant Education; Elementary/Secondary Education; English (Second Language); Grammar; Illustrations; Inservice Education; Language Acquisition; Learning Modules; Limited English Speaking; Multilingualism; Parent Teacher Cooperation; Politics of Education; Preservice Teacher Education; Second Language Instruction; Second Language Learning; Sociolinguistics; Teacher Educators; Teaching Methods; United States; Formal Education; Schooling.


This book presents a new approach to educational reform that breaks away from conventional paradigms to help educators create focused instruction, transform the classroom experience, and dramatically raise-and sustain-performance levels for students and teachers alike. The authors provide the concepts needed for developing precise, validated, data-driven instruction personalized to each and every student. Breakthrough establishes the tipping point for moving toward personalized, high-quality
instruction and learning in the classroom to ensure continuous improvement and ongoing academic success.

**KEY WORDS:** Educational Reform; Instruction; Teaching and Learning Strategies; Formal Education; Schooling.


The chapters in this collection show how and why the critical functions of democratically informed civic education must become the core of the university's mission. Part 1, "Higher Education and the Politics of Corporate Culture," contains; (1) "Franchising the University" (Jeffrey J. Williams); (2) "Vocationalizing" Higher Education: Schooling and the Politics of Corporate Culture" (Henry A. Giroux); (3) "The University: A Place To Think?" (Roger I. Simon); and (4) "Literary Theory and the Role of the University" (Peter Baker). Part 2, "Cultural Politics and the Struggle over Curricula," contains: (5) "Curriculum Mortis: A Manifesto for Structural Change" (Ronald Strickland); (6) "Brown v. Higher Education: Pedagogy, Cultural Politics, and Latina/o Activism" (Ralph E. Rodriguez); (7) "Culture, the Academy, and the Police; or Reading Matthew Arnold in 'Our Present Unsettled State'" (Jerry Philips); and (8) "Timescapes for Literacy: Time in Academic Communities" (John Lofty). Part 3, "The Responsibility of Literature and the Possibility of Politics," contains: (9) "The Political Responsibility of the Teaching of Literature" (Paul Smith); (10) "The Case for Jameson; or, Towards a Marxian Pedagogy of World Literature" (Christopher Wise); (11) "Subversion and Oppositionality in the Academy" (Barbara Foley); and (12) "World Bank Literature 101" (Amitava Kumar). The final section, "Making the Pedagogical More Political," contains: (13) "Going Postal: Pedagogic Violence and the Schooling of Emotion" (Lynn Worsham); (14) "The Politics of Teaching Literature: The 'Paedagogical Effect'" (Robert Miklitsch); (15) "Guerrilla Pedagogy: Conflicting Authority and Interpretation in the Classroom" (Jody Norton); and (16) "Multimedia Pedagogy and Sunday Morning Millennial Fever" (Richard Feldstein). Each chapter contains references.

**KEY WORDS:** Higher Education; United States; Economic Aspects; Social Aspects; Work and Learning; Formal Education; Schooling.


Examines efforts by one Norwegian university college to institutionalize research among the academic staff, describing different steps taken by the college's leadership and a group of teacher educators/researchers to establish a research environment at the institution and stimulate research among the staff. Hindrances to establishing a research environment in an institution with a strong teaching-dominated tradition are discussed.

**KEY WORDS:** Educational Research; Elementary/Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; Research and Development Centers; Research Projects; Teacher Educators; Teacher Researchers; Norway; Formal Education; Schooling.

A study examined how culture influences Canadian Native student learning. Classroom observations, conversations, and student journals from 10 Aboriginal students in a Winnipeg high school social studies class identified five related themes: traditional Aboriginal approaches to learning, patterns of oral interaction, self-concept, curriculum relevance, and teachers’ interpersonal style. Includes recommendations for preservice teacher education.

**KEY WORDS:** American Indian Education; American Indian Students; Canada Natives; Cognitive Style; Culturally Relevant Education; Educational Environment; Educational Strategies; Foreign Countries; High School Students; Preservice Teacher Education; Secondary Education; Teacher Student Relationship; Teaching Methods; Formal Education; Schooling.


This paper shows that about one quarter of first-semester students enrolled in engineering technology programs at a Newfoundland (Canada) college dropped out. Student interviews and surveys indicate that academic difficulty was the most significant factor. Part-time attendance, uncertainty about future employment opportunities, work, and time elapsed since high school were also factors.

**KEY WORDS:** Academic Achievement; College Freshmen; Dropouts; Educational Experience; Engineering Education; Foreign Countries; Higher Education; Prior Learning; Student Attitudes; Student Attrition; Student Characteristics; Formal Education; Schooling.


This book includes a study of large-scale education reform in five different settings: England, New Zealand, the Canadian provinces of Alberta and Manitoba and the US state of Minnesota. The book considers a variety of reforms covering: school choice; charter schools; increased testing of students; stricter curriculum guidelines; and local school management. Drawing from theoretical and empirical work in education, political theory, organizational theory and public administration, a clearly developed conceptual framework of analyzing reform programs is presented. The author reviews the political origins of the reforms, the process of adoption into law, the implementation processes used to support the reforms and the impact of the reforms on students, schools and communities.

**KEY WORDS:** Education and State; Cross-Cultural Studies; Educational Change; Formal Education; Schooling.


Young people from lower class origins continue to face major barriers to university education in Canada. This paper documents both substantial inter-generational class mobility and continuing inequalities in formal educational attainments by class origins.
While Canada now has the world's highest educational attainments in its youth cohorts and has experienced rapid growth in adult education participation as well, those from professional/managerial families remain more than three times as likely to attain a degree as those from working class origins. There is also mounting evidence that escalating financial costs are again increasing the relative class inequalities in university education. These large and increasing class inequalities are compared with the much more equitable and extensive participation in informal learning found in a recent national survey, as well as the underemployment of working class people in the Canadian job structure. In light of these educational and economic inequalities, needs-based student subsidies and democratic workplace reforms are seen as major means to address persistent systemic discrimination against the learning capacities and aspirations for university education of those from lower class origins.

**KEY WORDS:** Access to Education; College Students; Equal Education; Foreign Countries; Higher Education; Low Income Groups; Minority Groups; Social Class; Socioeconomic Status; Formal Education; Schooling.


This report assesses how far students near the end of compulsory schooling (15-year-olds) have acquired some of the knowledge and skills that are essential for full participation in society. It presents data on student performance in reading, mathematical and scientific literacy, suggests factors that influence the development of these skills at home and at school, and explores the implications for policy development. The report presents considerable variation in levels of knowledge and skills between students, schools and countries. The degree to which the socio-economic background of students and schools affects student performance varies. Some countries have managed to lessen the influence of social background and some have done that while achieving a high overall mean performance.

**KEY WORDS:** Knowledge and Skills; Student Performance; Reading; Mathematics; Policy Development; Formal Education; Schooling.


This case study shows how joint organizational efforts and individual initiative counteracted social structures inhibiting Latino students’ pursuit of higher education. A high school principal, university president, institutional units responsible for student preparation and access to college, students, and their parents created social relationships, activities, and structures to raise Latino students’ eligibility for University of California admission.

**KEY WORDS:** Access to Education; Administrator Role; Case Studies; College Bound Students; College Preparation; College School Cooperation; Counselor Role; Educational Cooperation; Equal Education; Higher Education; Hispanic American Students; Institutional Role; Parent Role; Parent School Relationship; Secondary Education; Social Theories; Teacher Role; Institutional Racism; Latinos; University of California; Formal Education; Schooling.

The PISA results form the background for tracking down individual stages of the educational reform project. The author examines an educational dilemma in modern German society. In his opinion, educational reform is rooted in the fact that the public perspective has been narrowed down to school as the only place of learning & to lessons as the only mode of learning. The author pleads for changing this perspective in the current debate, & to see educational processes as the result of the diachronic & synchronic interplay of different places & modes of learning throughout the life courses of children & adolescents. In this way, several places & modes of education & learning - family, school, peers, child care, youth services, media, etc - will be on an equal footing. The paper then gives examples of different places of learning & educational processes. The author argues for a broader concept of education that comprises more than just school. With a view to imparting key competencies & educational objectives, it should also include learning & educational resources outside school.

**KEY WORDS:** Federal Republic of Germany; Educational Reform; Learning; Socialization; Life Cycle; Education; Educational Systems; Formal Education; Schooling.


This volume makes the case that the changes brought about by the connectivity of the Internet have so transformed the nature of post secondary learning that we need to view it differently. Both the content and the processes of learning have been profoundly altered because of the accessibility of information and the multi-way interactivity provided by the Internet. The authors call this new phenomenon the Connecticon—which encompasses the new opportunities created by the infrastructure, the content, the multiple connection devices of the Web, as well as by the hyper-interactivity of the connected generation for whom attention is the new currency. It is the aim of this book to identify and document the connecticon—its nature, its impact and its implications. We will do this in the broad domain of learning, though a similar study could be carried out in commercial, social or political fields.

**KEY WORDS:** Internet; New Economy; Learning; Formal Education; Schooling.


Forward: Literacy is measured throughout Organisation for Economic Co-operation and Development (OECD) countries, and the world and we are still far from assessing a set of key competencies. Project Definition and Selection of Competencies: Theoretical and Conceptual Foundations (DeSeCo), under the auspices of the OECD, is led by the Swiss Federal Statistical Office in collaboration with the US Department of Education, National Center for Education Statistics. The goal is to conduct research that will foster the needed framework for defining and selecting key competencies. Published contributions here represent the result of the scholarly work conducted during the 1st phase of the DeSeCo project. This book sounds out perspectives from different academic principles and areas of policy and practice.

**KEY WORDS:** Cognitive Ability; Competence; Self Management; Theoretical Interpretation; Literacy; Formal Education; Schooling.


New, more comprehensive forms of cooperation are needed between schools and
sources of nonformal education in the community. Institutions should work together to promote a new culture of learning and enhanced learning environments.

KEY WORDS: Community Organizations; Educational Cooperation; Educational Environment; Lifelong Learning; Nonformal Education; School Community Relationship; Student Organizations; Formal Education; Schooling.


Discusses vocational education by analyzing "Framework for Enhancing Business Involvement," a 1996 policy report from Alberta, Canada. Provide in-depth analysis of report by examining policy context in which framework developed, the policy process, and the implementation process. Briefly discusses broader implications of report for other nations.

KEY WORDS: Education Work Relationship; Elementary/Secondary Education; Foreign Countries; Human Capital; Policy Analysis; Vocational Education; Work and Learning; Formal Education; Schooling.


The author examines some key questions about the future of public education. Specifically, the writer looks at the role of state and federal power and the hegemonic effect of ideological state apparatuses in an era of neoliberal globalization. He examines neoliberal ideology and explores how it manufactures particular needs to serve specific interests at the local and federal level. The writer examines two New Jersey curriculum standards.

KEY WORDS: Globalization; Work and Learning; Business and Education; United States of America; Curriculum.


Issues in developing the institutional structures to deliver cross-sectoral education and training were examined in a study of five Australian single-sector higher education institutions with various institutional arrangements with the vocational education and training (VET) sector and five dual-sector universities. Data were collected from the following sources: (1) a broad literature review; (2) reviews of commissioned reports on Australia's VET and technical and further education (TAFE) sectors; and (3) 31 interviews conducted during visits to the 10 case study sites. The study focused on the following items: the structures and mechanisms of service that are most effective; the advantages and disadvantages of different mechanisms; criteria for identifying cross-sectoral practice; and policy changes that would improve the efficiency and effectiveness of dual-sector provision. The following were among the recommendations emerging from the study: (1) develop a nationally coherent policy on lifelong learning; (2) fund tertiary education by one level of government; (3) institute comparable reporting requirements among the two sectors; and (4) establish a single award for higher education and TAFE teaching staff.
KEY WORDS: Accountability; Accreditation (Institutions); Adult Learning; Articulation (Education); Case Studies; Competency Based Education; Cooperative Planning; Coordination; Cost Effectiveness; Credits; Curriculum Development; Delivery Systems; Educational Finance; Educational Needs; Educational Planning; Educational Trends; Financial Support; Foreign Countries; Government School Relationship; Institutional Administration; Institutional Cooperation; Integrated Curriculum; Intercollege Cooperation; Job Training; Lifelong Learning; Models; Needs Assessment; Organizational Development; Outcomes of Education; Policy Formation; Postsecondary Education; Program Administration; Program Content; Student Certification; Systems Approach; Teacher Certification; Technical Institutes; Theory Practice Relationship; Transfer Policy; Transfer Programs; Transfer Rates (College); Trend Analysis; Universities; Vocational Education; Formal Education; Schooling.


The Improving the Quality for All project in England and the Manitoba School Improvement Program in Canada have demonstrated considerable success in working with schools. This article traces both programs’ development, analyzes their different approaches, and reveals commonalities. Both programs encourage teacher collaboration and foster professional learning communities.

KEY WORDS: Change Strategies; Educational Improvement; Elementary/Secondary Education; Foreign Countries; Professional Development; Program Descriptions; Program Development; Teacher Collaboration; Formal Education; Schooling.
Section 3.3 Adult, Further, Continuing, Non-formal Education and Formal Training

The new South Africa has formally embraced the concept of 'lifelong learning' in its education and training policies. But what is the concept of 'lifelong learning' that has informed these policies and what progress has there been in implementing them? Have these new policies brought significant changes to education and training for adults?

**KEY WORDS:** Foreign Countries; Lifelong Learning; Adult Education; Educational Policy; Policy Analysis.


Reviews the history of adult education in Australia's Northern Territory, 1974-1989, and compares it to the current state. Finds that adult education resources were greater 15 years ago. Current training, funding and delivery lacks context, community control, and local, especially indigenous, input.

**KEY WORDS:** Aboriginal Australians; Adult Education; Educational Opportunities; Educational Resources; Foreign Countries; Job Training; Rural Areas; Vocational Education; Australia (Northern Territory).


This paper identifies important knowledge gaps in adult education and training (AET) in Canada and starts to explore strategies to fill these gaps. Following an introduction in English and French, each of the next three sections is comprised of a review of the current state of knowledge on three topics (outcomes of adult learning, motivations and barriers to adult learning, and informal learning) and a discussion of major knowledge gaps relevant to each. Section 2, on outcomes, argues that more must be known about outcomes in terms of overall benefits and costs if the adequacy of AET in Canada is to be judged. Section 3, on motivations and barriers, reports that key knowledge gaps include understanding reasons for participation and non-participation, and assessing whether individual decisions to participate or not are somehow unwarranted because they do not fully reflect associated costs and benefits. The section also argues that increasing knowledge of barriers to AET is a complementary strategy to estimating rates of return in the process of judging the adequacy of training levels in Canada and is essential in design of specific policy actions towards the pursuit of equity goals. Distribution considerations are addressed. Section 4 discusses issues related to informal learning and questions whether informal training is the optimal way for some groups to acquire new skills. Section 5 situates the issue of AET in the context of a strategy of human capital investment and provides a sense of what research priorities should be. Appendixes contain a statistical portrait of AET in Canada; summaries of major Canadian surveys of AET; and 48-item bibliography.

**KEY WORDS:** Access to Education; Adult Education; Adult Learning; Cost Effectiveness; Developed Nations; Educational Benefits; Educational Needs; Enrollment Influences; Equal Education; Foreign Countries; Human Capital; Informal Education; Job Training; Learning Motivation; Outcomes of Education; Participation; Policy Formation; Research Needs; Skill Development; Student Motivation; Canada; Return on Investment.

This paper explores the changing roles and purposes of vocational education for young people in what has been called a 'knowledge' society, using the General National Vocational Qualification (GNVQ) as an example. This qualification dominated the broad, vocationally-related route within the English qualifications system throughout the 1990s. The paper considers how lecturers in a college of further education understood the role and purpose of GNVQs, and explores the ways in which they engaged in mediating national qualifications policy in practice, through their engagement with students and constructions of students' learning identities. The paper draws on data from a case study of one college of further education in the English Midlands, which involved interviews with lecturers and students across three vocational areas of the GNVQ. The focus in this paper is on the ways in which lecturers constructed GNVQs around what they perceived to be students' needs. They encouraged students to use GNVQs to shape a future, which involved progression to further and higher education. The paper argues that, whilst such attempts to create a constructive and meaningful role for vocational education are important, they do not overcome the hierarchical structure of participation in formal learning which remains inherent in the education system. The paper concludes by considering the implications of this study for the future role of vocational education for young people within a wider system of education and training.

**KEY WORDS:** Qualifications; Young Adults; Adult Education; Vocational Education; Futures of Society; Foreign Countries; Student Needs; Higher Education; Case Studies; Role of Education; England.


Detailed "definitions" of more than 150 key terms covering the lexicon currently being used in the field of adult learning in 20 European countries. Beginning with an introduction that discusses the glossary's theoretical and historical references and includes 14 references and a 16-item bibliography. After the introduction, the glossary entries were developed by 40 experts of different nationalities including: the term in English and/or the language in which it originated; the country/countries where the term developed; detailed information about the term's origin, evolution, and current usage; and one or more references. Key terms belong to one of the following categories: (1) theories & general concepts; (2) strategies & policies (general concepts, legislation and measures); (3) system & sectors (the general system, services, school, culture, work, organizations and providers); (4) organizations & providers; (5) programs, activities, and methods; (6) the public; and (7) adult learning operators. Various entries concern a wide variety of forms of adult education, including community, continuing, nonformal, popular, reflexive, vocational, work-based, literacy, open, civic, professional, and corporate education, as well as lifelong learning, self-directed learning, study associations, workers' universities, apprenticeships, along with adult education programs for specific ethnic groups and special populations.

**KEY WORDS:** Access to Education; Adult Education; Adult Educators; Adult Learning; Adult Programs; Certification; Colleges; Continuing Education; Correctional Education; Definitions; Delivery Systems; Distance Education; Education Work Relationship; Educational Finance; Educational Legislation; Educational Objectives; Educational Policy; Educational Practices; Educational Quality; Educational Research; Educational
Adult continuing education (ACE) can be a major force in human capital development and an integral part of lifelong learning. Although recognition of the importance of ACE in developed countries is increasing, the impact of ACE is not well understood in some middle-income countries (MICs), there is a lack of leadership, and the sector is somewhat underdeveloped. ACE must be viewed as a number of interrelated policies and delivery systems reflecting the needs of different clients and components of ACE. Successful governance of ACE depends on involving key stakeholders. Major issues that need to be addressed include equity, access, and support for career progression for adults. Although individuals and/or employers often bear the financial costs of ACE, there is recognition of the need for investment of some public funds to support ACE programs in literacy and foundation education and for some categories of clients to ensure access and promote equity objectives. MICs that are developing ACE as an integral part of lifelong learning must adopt policy and delivery models addressing learning objectives through a combination of short- and long-term programs to a broad range of clients in what are often nonconventional settings.

**KEY WORDS:** Access to Education; Adult Education; Adult Learning; Articulation (Education); Certification; Comparative Analysis; Continuing Education; Delivery Systems; Developed Nations; Developing Nations; Disadvantaged; Distance Education; Education Work Relationship; Educational Administration; Educational Finance; Educational Policy; Educational Practices; Educational Technology; Educational Theories; Employment Patterns; Employment Qualifications; Enrollment Trends; Equal Education; Financial Support; Foreign Countries; Government School Relationship; Human Capital; Job Skills; Lifelong Learning; National Standards; Needs Assessment; Nongovernmental Organizations; Outcomes of Education; Postsecondary Education; Role of Education; Salary Wage Differentials; Theory Practice Relationship; Training; Trend Analysis; Workplace Literacy.


In the expansion and increasingly vocational orientation of English education, Further Education (FE) colleges have played special roles (as have community colleges in the US). FE colleges are conventionally described as the Cinderella of British education - the overlooked beauty who comes to widespread attention because of her courtship by the prince. Certainly FE colleges are overlooked, in the sense that they receive much less attention than do universities, and also in the sense that there has been relatively little research and writing about them. But it is unclear who the prince might be, and policies over the past decade have not done much to raise these institutions from relative
obscurity. FE colleges developed from adult education and training, part-time and voluntary, provided in fragmented and ad hoc ways. These providers, including many mechanics’ institutes, aggregated into technical colleges providing day-release training for apprentices and employed individuals. In the late 1960s these were transformed into FE colleges with a broader array of academic, vocational, and pre-vocational offerings - like the broad array of offerings in community colleges.

KEY WORDS: Foreign Countries; Adult Education; Technical Institutes; Continuing Education; Educational History; Vocational Education; Career Education; Educational Policy; Government Role; England.


This paper examines age differences in adults' participation in, perceived barriers to, and institutional support for educational activities provided by schools, businesses, and community organizations in the 1990s. Researchers conducted descriptive and logistic regression analyses on a sample of respondents aged 30-74 yrs from the National Household Education Surveys. Adult education participation rates increased for all ages over the 1990s, but gains were proportionately largest among people in later phases of the life course. Although age was a weaker predictor of engaging in educational activities at the end of the 1990s than it was at the beginning of the decade, older adults continue to be less likely than younger ones to participate in education and training provided by businesses and schools. Some age discrepancy occurs because employers are more likely to provide financial support for training to younger employees. Older adults, however, are less likely than younger adults to perceive obstacles to their participation in education and training. It is concluded that, although age-graded roles of student, worker, and retiree are becoming increasingly blurred, Americans' pursuit of education at the end of the 20th century was still guided by age-related role expectations.

KEY WORDS: Adult Education; Age Differences; Participation; Trends.


This Open University Reader looks at the practices of learning and teaching which have been developed to support lifelong learning, and the understanding and assumptions that underpin them. The selection of texts trace the widening scope of academic understanding of learning and teaching, and considers the implications for those who develop programmes of learning. The authors examine in great depth those theories that have had the greatest impact in the field, theories of reflection and learning from experience and theories of situated learning. The implications of these theories are examined in relation to themes which run across the reader, primarily, workplace learning, literacies, and the possibilities offered by information and communication technologies. The particular focus of this Reader is on the psychological or cognitive phenomena that happen in the minds of individual learners. The readings have been selected to represent a range of experience in different sectors of education from around the globe.

KEY WORDS: Adult Learning; Continuing Education; Lifelong Learning; Work and Learning.

This book explains both the principles of adult education and their application in the daily work of teaching adult college students. The authors draw upon more than two decades of experience integrating research and practice to contribute to the prominent national and international discussions.

**KEY WORDS:** Adult Education; College; Work.


Of the many purposes education serves in society, one of the most important is to prepare people for work. In today's economy, education is important not just to help adults enter the labor market, but also to ensure that adults remain marketable throughout their working lives. This report examines how adults in the labor force use formal education and training to acquire and maintain their workforce skills. This report examines how adults in the labor force use formal education and training to acquire and maintain their workforce skills. The report is based on data from the Adult Education and Lifelong Learning Survey of the 2001 National Household Education Surveys Program (AELL-NHES:2001) conducted by the National Center for Education Statistics (NCES). The report describes participation in work-related education among 25- to 64-year-old civilian, non-institutionalized labor force members (employed and unemployed adults) over a 12-month period in 2000-01. (The age restriction and the restriction to labor force members make this population different from that used in past NCES reports of NHES data.) The comparisons made in the text were tested using the Student's "t" statistic; all differences cited are statistically significant at the .05 level. Appended are: (1) Standard Error Tables; and (2) Technical Notes and Methodology.

**KEY WORDS:** Lifelong Learning; Labor Market; Labor Force; Education Work Relationship; Job Skills; Adults; Adult Education; Postsecondary Education; Apprenticeships; Vocational Education.


This report provides a summary of findings from research into work-related education and training undertaken over the last five years by organizations then called the Further Education Development Agency (FEDA) and Quality and Performance Improvement Dissemination (QPID) Unit of the Department for Education and Employment. Cross-references to relevant material are included in the individual topic-related sections. After an introduction, Section 2 lists overarching messages and provides a summary of key findings and their implications for post-16 learning. Sections 3-13 report findings for specific aspects of post-16 learning. Each section includes keywords; summary of key messages from FEDA/QPID research; and further details of the key FEDA/QPID research findings. The 11 aspects of post-16 learning considered are the learner and learning experience; learning facilitators (teacher/trainer/assessor/mentor); teaching and learning methods; the content of learning programs; assessment and qualifications; quality and inspection; barriers to participation; equal opportunities; learners, learning, and the labor market; policy/program development; and operational management. Appendixes include annotated bibliographies of 78 topic-related FEDA and 60 topic-
related QPID materials; a 230-item bibliography of further QPID information; and a
glossary. The annotated bibliography entries include audience, purpose, and which
topic(s) are addressed.

KEY WORDS: Access to Education; Adult Education; Annotated Bibliographies; Basic
Skills; Career Education; Developed Nations; Educational Certificates; Educational
Quality; Educational Research; Equal Education; Experiential Learning; Foreign
Countries; Industrial Training; Job Skills; Job Training; Labor Market; Out of School
Youth; Prior Learning; Staff Development; Student Certification; Vocational Education.


This book contains 19 papers on 20th century thinkers in adult and continuing education. The book is arranged in four parts as follows: early 20th century English thinkers; early 20th century American thinkers; theorists of adult and continuing education; and theorists of adult education and social change. The following papers are included: "Introduction: Adult Education - An Ideal for Modernity?" (Peter Jarvis); "Albert Mansbridge" (David Alfred); "Basil Yeaxlee and the Origins of Lifelong Education" (Angela Cross-Durrant); "R. H. Tawney - Patron Saint of Adult Education" (BARRY Elsey); "John Dewey and Lifelong Education" (Angela Cross-Durrant); "E. L. Thorndike" (W. A. Smith); "Eduard Lindeman" (Stephen Brookfield); "Robert Peers" (Stella Parker); "Cyril O. Houle" (William S. Griffith [updated by Peter Jarvis]); "Malcolm S. Knowles" (Peter Jarvis); "Roby Kidd - Intellectual Voyager" (Alan M. Thomas); "K. Patricia Cross" (Carol E. Kasworm); "Chris Argyris - The Reluctant Adult Educator" (Karen E. Watkins and Jacqueline A. Wilson); "Donald Schon" (Ron Cervero); "Moses Coady and Antigonish" (John M. Crane); "Horton of Highlander" (John M. Peters and Brenda Bell); "Paulo Freire" (Peter Jarvis); "Ettore Gelpi" (Colin Griffin); "Women in Adult Education - Second Rate or Second Class?" (Mal Leicester); and "Conclusion: Adult Education at the End of the Twentieth-Century" (Peter Jarvis).

KEY WORDS: Adult Education; Adult Educators; Adult Learning; Adult Literacy; Adult
Programs; Adult Students; Antigonish Movement; Colleges; Continuing Education; Corporate Education; Disadvantaged; Distance Education; Education Work Relationship; Educational Change; Educational History; Educational Objectives; Educational Psychology; Educational Theories; Foreign Countries; General Education; Global Approach; Independent Study; Intelligence; Labor Force Development; Learning Processes; Lifelong Learning; Literacy Education; Motivation Techniques; Nonformal Education; Nontraditional Students; Open Education; Postsecondary Education; Reflective Teaching; Social Change; Student Characteristics; Teacher Role; Teacher Student Relationship; Trend Analysis; Universities; Vocational Education; Women’s Education; United Kingdom; United States.


In this book, the author has made extensive revisions and included substantial additional material to take account of the many changes, which have occurred, in the field of adult education. The book starts with a rationale for the provision of education for adults and analyses contemporary theory before going on to give practical advice on the curriculum development and the teaching of adults. Adult education students will find it an invaluable course companion, whilst practitioners in the field of adult and continuing education and lifelong learning will find much in this book that is relevant to their day-to-day work.

KEY WORDS: Adult Education; Continuing Education; Curriculum Development; Work.

Adults participate in various types of educational activities in order to acquire the knowledge and skills necessary to succeed in the workforce, to earn a college or advanced degree, to learn basic skills or English language skills, or to enrich their lives. Taken as a whole, these activities constitute adult education. Traditionally, full-time enrollment in postsecondary degree or diploma programs is not considered to be adult education participation. This report holds to that convention. A recent study indicates that participation in adult education has grown steadily over the past three decades (Kim and Creighton 2000; Creighton and Hudson 2002). Many societal factors influence participation in adult education activities. Changing demographics, including the aging of the population, reentry of women into the workplace, and an influx of immigrants, alter the base of potential participants. The effect of the global economy and technological advances on the nature of adult education has been significant.

KEY WORDS: Lifelong Learning; Housework; Adult Education; United States of America.


Traces the history of nonformal education in Latin America since the 1920s, highlighting community-based programs, literacy education, vocational training, extension education, popular education, community schooling, and female-dominated social movements. Suggests citizenship education, the needs of indigenous populations, and urban youth unemployment as potential areas for nonformal education programming.

KEY WORDS: Adult Education; Community Education; Educational History; Educational Needs; Educational Trends; Foreign Countries; Job Training; Nonformal Education; Popular Education; Poverty; Latin America; Social Movements.


Presents a rationale for shifting the focus of social work /gerontology education from training to a learner-centered approach that incorporates principles of adult learning. Suggests the use of adult experiences, storytelling, simulation, role playing, and a supportive learning environment.

KEY WORDS: Adult Learning; Aging (Individuals); Educational Environment; Gerontology; Higher Education; Social Work; Learner Centered Instruction.


Science plays an extremely important role in predicting the future of social phenomena, including pedagogy and andragogy. Research in these areas must be based on an interdisciplinary, multidisciplinary, systemic, and structural approach that is based on the assumption that upbringing and education are specific phenomena in which human praxis - conscious and creative human activity - plays a prominent role. Value-normative statements must be differentiated from cognitive statements of upbringing and education so as to differentiate between the methodological approach of "exploration of the future"
and that of “creating and modeling the future.” Future research in pedagogy and andragogy should be based on the fact that education can give to the Marxist-Socialist system and all its subsystems all that ensues from its authentic nature and functionality. Researchers could then use the methodological set of instruments and orientation that can foresee such development in the future. When dealing with the adult education concept of lifelong education, researchers should shift their focus from “education for the future” to “education and the future.” Croatia’s system and model of formal education must be broadened; nonformal and informal education must be promoted and better organized; and adult education must be enriched with modern methods, forms, and technology.

KEY WORDS: Adult Education; Andragogy; Change Strategies; Educational Change; Educational Finance; Educational Needs; Educational Philosophy; Educational Research; Educational Trends; Foreign Countries; Futures of Society; Instruction; Interdisciplinary Approach; Lifelong Learning; Marxism; Needs Assessment; Position Papers; Prediction; Predictive Measurement; Predictive Validity; Predictor Variables; Research Design; Research Methodology; Socialism; Trend Analysis; Croatia; Praxis.


In this study, strategies for overcoming exclusion through adult learning were identified through case studies of 19 initiatives in the following countries: Belgium; Mexico; the Netherlands; Norway; Portugal; and the United Kingdom. The study programs involved a diverse array of formal, nonformal, and informal public sector, community, and enterprise-based learning initiatives. Special attention was paid to the following topics: concepts and dimensions of social exclusion and adult learning; national policy approaches and local initiatives designed to combat exclusion through adult learning; and costs and effectiveness. The following were among the main conclusions: (1) given sufficient energy, innovation, and support, innovative programs can help combat even severe disadvantage and exclusion; (2) small-scale but sustained investment can be more effective than less-targeted, "scatter-gun" funding of large-scale programs; (3) policies must be devised in a manner that does not constrain grassroots energy or cross conventional departmental and policy demarcations; (4) programs should be demand driven rather than supply driven; (5) leadership is the crucial determinant of programs’ futures; and (6) programs should focus not only on developing vocational knowledge and skills but also on equipping adults for shifting working and labor market arrangements.

KEY WORDS: Access to Education; Adult Education; Adult Learning; Adult Programs; Case Studies; Community Education; Comparative Analysis; Context Effect; Conventional Instruction; Cost Effectiveness; Developed Nations; Developing Nations; Disadvantaged; Educational Environment; Educational Needs; Educational Policy; Educational Practices; Educational Research; Educational Trends; Equal Education; Foreign Countries; Human Capital; Informal Education; Innovation; Job Skills; Learning Theories; Lifelong Learning; Needs Assessment; Nonformal Education; Participation; Partnerships in Education; Private Sector; Program Costs; Program Effectiveness; Public Education; Public Policy; Research Needs; School Business Relationship; Skill Development; Social Integration; Social Isolation; Theory Practice Relationship; Trend Analysis; Vocational Education.


Current models of university continuing education resemble traditional higher education and do not meet the needs of people in or near retirement. Constraints on change include
a mindset focused on formal education as career development, the need for programs to be self-sufficient, and a reward structure that does not support programs for older adults.

**KEY WORDS:** Adult Learning; Adult Students; Continuing Education; Educational Change; Higher Education; Older Adults.


A British university sought to increase participation of Muslim women in higher education by working with community organizations, conducting focus groups, developing curricula desired by learners, and delivering them at community sites. Flexible entry points and supports for nontraditional students were recommended.

**KEY WORDS:** Access to Education; Adult Learning; Community Organizations; Females; Foreign Countries; Higher Education; Muslims; Outreach Programs; Research Universities; Women's Education; United Kingdom.


This document contains 20 papers on the fundamentals of adult education and foundations, practices, and issues for lifelong learning. The following papers are included: "The Metamorphoses of Andragogy" (James A. Draper); "Stages in the Development of Canadian Adult Education" (Gordon Selman); "Philosophical Considerations" (Mark Selman); "Theory Building in Adult Education: Questioning Our Grasp of the Obvious" (Donovan Plumb, Michael R. Welton); "Perspectives and Theories of Adult Learning" (Karen M. Magro); "Needs Assessment" (Thomas J. Sork); "Program Planning in Adult Education" (Atlanta Sloane-Seale); "University Continuing Education: Traditions and Transitions" (Anne Percival); "Facilitating Adult Education: A Practitioner's Perspective" (Anne Poonwassie); "Prior Learning Assessment: Looking Back, Looking Forward" (Angelina T. Wong); "Adult Education in the Community Colleges" (Anthony Bos); "A UNESCO [United Nations Educational, Scientific, and Cultural Organization] View of Adult Education and Civil Society" (Marshall Wm. Conley, Elisabeth Barot); "The Issue of Access in Adult Education: Privilege and Possibility") (Dianne L. Conrad); "Labour Education in Canada" (Bruce Spencer); "Technical-Vocational Education and Training" (David N. Wilson); "The Issue of Professionalization for Adult Educators in Quebec" (Paul Bouchard); "Women's Empowerment and Adult Education" (Margot Morrish, Nancy Buchanan); "Adult Education in First Nations Communities: Starting with the People" (Deo H. Poonwassie); "Distance Education for Adults" (Walter Archer); and "Lifelong Learning, Voluntary Action and Civil Society" (Alan M. Thomas). Most papers include substantial bibliographies.

**KEY WORDS:** Access to Education; Adult Education; Adult Educators; Adult Learning; Adult Programs; Andragogy; Citizenship Education; Community Colleges; Continuing Education; Distance Education; Educational History; Educational Needs; Educational Opportunities; Educational Planning; Educational Practices; Educational Theories; Educational Trends; Empowerment; Equal Education; Foreign Countries; Indigenous Populations; International Organizations; Job Training; Labor Education; Lifelong Learning; Needs Assessment; Nongovernmental Organizations; Postsecondary Education; Prior Learning; Professional Development; Program Development; School Community Relationship; Student Evaluation; Teacher Improvement; Technical Education; Theory Practice Relationship; Trend Analysis; Two Year Colleges; Universities; Vocational Education; Volunteers; Women's Education.

The purpose of this research is to understand the relationship between human development in older adults and personal learning. Personal or self-directed learning (SDL) refers to a style of learning where the individual directs, controls, and evaluates what is learned. It may occur with formal classes, but most often takes place in non-formal situations. This study employed a descriptive qualitative design incorporating in-depth, semi-structured interviews for data collection. The sample of 10 purposefully selected older adults from a rural area reflected diversity in gender, race, education, and employment. Data analysis was guided by the constant comparative method. The primary late life adjustments of these older adults were in response to having extra time, changes in family, and social and physical loss. This research also indicated that late life adjustments are a primary incentive for self-directed learning. The results of this study indicated that older adults become masters of adaptation through the use of self-directed learning activities.

**KEY WORDS:** Comparative Analysis; Rural Areas; Older Adults; Individual Development; Independent Study; Learning Activities; Adjustment (to Environment); Independent Study; Coping.


The relationship between learning and continuity and change in adult life was explored in a study involving 140 in-depth biographical interviews of adult learners in 3 different areas of England and case studies of 6 adult learners. The study methodology was based on a triangular conceptualization according to which personal identity, human capital, and social capital constitute the apices of a triangle encompassing 12 categories of benefits derived from learning. The study established that initial education has a variety of effects beyond the crucial effects on subsequent life changes and earnings that have been well documented elsewhere. Education was shown to provide structure to people’s lives and the confidence, skills, and opportunity to access knowledge relevant to new situations. Family members’ participation in learning benefitted the rest of their families in numerous ways. Little evidence of education directly improving physical health was found; however, participation in education promoted civic activity and development of social capital and social cohesion. Policymakers were advised to give greater recognition to the sustaining effect of education on personal lives and the social fabric and to the benefits of family learning programs and nonaccredited and local courses. Information about respondents’ background characteristics and the interview topic guides are appended.

**KEY WORDS:** Adjustment (to Environment); Adult Education; Adult Learning; Adult Students; Career Change; Case Studies; Educational Attitudes; Educational Benefits; Educational Environment; Educational Research; Elementary/Secondary Education; Family School Relationship; Foreign Countries; Individual Development; Learning Experience; Lifelong Learning; Models; Nonformal Education; Participant Characteristics; Personal Narratives; Policy Formation; Public Policy; Research Methodology; Role of Education; Social Change; Social Integration.

Many older adults have an interest in learning to use computers. The study reported in this article examined whether older adults' attitudes toward computers can be influenced by direct, customized computer training. Thirty older participants who registered for introductory computer courses offered at a SeniorNet computer lab completed the Attitudes Toward Computers Questionnaire (ATCQ) before and after class participation. Attitudes were assessed on seven dimensions. There was borderline statistical significance for the "comfort" attitude dimension, which assesses the respondent's feeling of comfort with the computer and its use. No significant differences were found for the remaining six attitude dimensions. The results underscore the importance of the intervention design in eliciting attitude change. Based upon the findings of this research, several actions have taken place to increase comfort and efficacy and to control attitudinal dimensions, thereby providing more meaningful experiences for the participants.

**KEY WORDS:** Older Adults; Attitude Change; Computer Attitudes; Computer Literacy; Computers; Program Effectiveness; Training; Adult Education.


Critical reflection blends learning through experience with theoretical and technical learning to form new knowledge constructions and new behaviors or insights. Through the process of critical reflection, adults come to interpret and create new knowledge and actions from their experiences. It is generally agreed that critical reflection consists of a process that can be taught to adults. Brookfield identified the following processes as being central to learning how to be critically reflective: assumption analysis, contextual awareness, imaginative speculation, and reflective skepticism. Some educators consider critical reflection a learning strategy that can be taught with tools such as diaries, action learning groups, autobiographical stories, and sketching. However, other educators question the usefulness of classroom teaching in helping adults learn to engage in critical reflection. Wellington identified the following five orientations for differentiating levels of reflection: immediate, technical, deliberative, dialectic, and transpersonal. Although reflection should help learners make meaning out of content applied in a specific practice situation, critical reflection skills learned in the classroom may be different from the skills needed in the everyday world. However, critical reflection holds the promise of emancipatory learning that frees adults from the implicit assumptions constraining thought and action in the everyday world.

**KEY WORDS:** Adult Education; Adult Learning; Classroom Techniques; Critical Thinking; Definitions; Educational Practices; Educational Theories; Experiential Learning; Learning Processes; Prior Learning; Reflective Teaching; Relevance (Education); Teacher Attitudes; Teaching Methods; Theory Practice Relationship.


Adult learning in Norway was examined in a thematic review that focused on the following areas: the contexts of adult learning; the participants in, providers of, and returns from adult learning; issues and problems facing adult learning; and good practices. The following are among the main findings of the review: (1) adult learning has a long tradition
in Norway and was originally in the hands of nongovernmental organizations; (2) today, adult education in Norway takes place in numerous arenas, including the public education system, resource centers, study associations, folk high schools, distance education institutions, private institutions, and enterprises; (3) of Norway's 4.48 million adults, approximately 1 million participate in adult education annually; (4) comprehensive reforms implemented in Norway's initial education and training system in the 1990s have allowed for the fact that education will increasingly be viewed in a lifelong learning perspective; and (5) the goals of the many public- and private-sector actors involved in developing learning arenas for adults and systems of lifelong learning include developing broad understanding of good teaching arenas and efficient systems for lifelong learning and building competence among special target groups.

**KEY WORDS:** Adult Education; Adult Learning; Adult Students; At Risk Persons; Change Strategies; Competency Based Education; Curriculum; Delivery Systems; Distance Education; Educational Administration; Educational Change; Educational Counseling; Educational Finance; Educational History; Educational Needs; Educational Policy; Educational Research; Enrollment Trends; Financial Support; Foreign Countries; Glossaries; Government School Relationship; Job Training; Labor Market; Learning Processes; Learning Theories; Lifelong Learning; Literature Reviews; Multimedia Instruction; Needs Assessment; Nonformal Education; Nongovernmental Organizations; Outcomes of Education; Policy Formation; Popular Education; Postsecondary Education; Private Schools; Program Administration; Program Costs; Public Schools; Special Needs Students; Student Certification; Student Characteristics; Student Educational Objectives; Student Evaluation; Tables (Data); Teacher Education; Teaching Methods; Theory Practice Relationship; Trend Analysis; Vocational Education.


These 12 papers support the view that the current, general interest in widening participation in higher education in the United Kingdom may provide opportunities to radicalize policies and intervene strategically in institutional practices in ways that help to influence them. Papers include "Joining, Invading, Reconstructing" (Janice Malcolm), which uses the author's personal experience to clarify her concerns about the contemporary practice of widening participation. "Beyond Rhetoric" (Mary Stuart) highlights one methodology for participation in higher education that grew out of approaches used in third world development and philosophically linked to the ideal of a popular education. "Concepts of Self-Directed Learning in Higher Education" (Richard Taylor) insists the role of the radical educator is to encourage and support the democratic and progressive articulation of self-directed learning. "Social Capital" (Loraine Blaxter, Christina Hughes) considers this concept within a frame that extends critical thinking about issues of social inclusion. "Missionary and Other Positions" (Pat Whaley) describes a joint initiative between the University of Durham and the Cleveland Community Enterprise Network to develop an accredited undergraduate program in community development and enterprise. "Working with Contradictions in the Struggle for Access" (John Bamber et al.) suggests actions and strategies that can make a positive difference in institutional contradictions.

**KEY WORDS:** Access to Education; Adult Education; Adults; Community Development; Community Education; Democracy; Educational Change; Educational Policy; Equal Education; Experiential Learning; Feminism; Foreign Countries; Higher Education; Independent Study; Participation; School Community Relationship; Social Isolation; Women's Education; Ireland; Radical Education; Self Direction; Social Capital; United Kingdom.

WORKTOW was a multidisciplinary action research project carried out in 27 small and medium-sized enterprises in the United Kingdom, Finland, and Norway. The main focus was on the learning of workers aged 45 and older. In-depth case studies were conducted in all three countries involving a range of learning interventions. Results showed age was not related to how stimulating workplaces were experienced as learning environments nor to subjective assessment of learning attitudes, skills, or motivation. The job competence of older workers was generally highly valued but not systematically monitored or recorded. Changes in working life and workplaces stimulated learning and reduced opportunities for it for all age groups. Introduction of information technology was the greatest learning challenge to older employees. In terms of human resources development, older employees participated in informal and nonformal training in the same way as younger workers, but to a lesser extent in formal training. Case studies showed successful work-based learning and training interventions involving older workers had the potential to improve learning motivation, strengthen self confidence and organizational commitment, and improve the social climate in groups with mixed ages. Conclusions indicated the need to acknowledge workplaces as learning environments; develop more systematic measures for broad-based job competence assessment; and implement an integrative, intergenerational approach to learning.

KEY WORDS: Action Research; Adult Education; Adult Learning; Age Differences; Case Studies; Competence; Educational Research; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Foreign Countries; Informal Education; Information Technology; Inplant Programs; Intergenerational Programs; Job Skills; Labor Force Development; Learning Motivation; Lifelong Learning; Off the Job Training; Older Adults; Older Workers; On-the-Job Training Organizational Change; Outcomes of Education; Small Businesses; Vocational Evaluation; Work Environment.


One of the Millennium Development Goals declared by the United Nations in 2000 was to reduce by half the population of people living in extreme poverty, by 2015. Adult education can and should contribute significantly to this development goal. Nevertheless it has hardly been explored so far in the national Poverty Reduction Strategies Papers. In as far as attention has been given to the contribution of adult education to the reduction of poverty, the trend has been to focus on literacy or basic education. Nevertheless, adult education is potentially much more than literacy or basic education. Successful contribution of adult education to poverty reduction programmes includes also agricultural extension, vocational education, community development and training for active citizenship. In this introduction of the special issue of the International Journal of Lifelong Education, we will sketch the state of the art for each of these branches of adult education. Moreover, our central argument will be that developing countries do not only need a more extended system for adult education, but also a more flexible and more targeted system than the rather traditional practices in most developing countries.

KEY WORDS: Rural Extension; Vocational Education; Poverty; Lifelong Learning; Community Development; Adult Education; Adult Basic Education; Poverty Programs.

European structures of qualification levels were examined through a review of reports on recent developments in Germany, Spain, France, the Netherlands, and the United Kingdom. The examination focused on the following topics: the scope of the national frameworks; the definition of standards and qualifications; the definition of levels in qualification frameworks; development and maintenance of standards and qualifications; classification of qualifications at the tertiary level; and the European 1985 five-level framework and the national structures. None of the countries studied had a classification system consisting of one unique (monopolistic) set of qualifications serving as a reference frame to certify a wide variety of learning and work experience at an exhaustive range of levels. England and France came the closest. The analysis of the countries studied and their approach to level frameworks was said to underline a general need for establishing such frameworks at least on the national level to ensure transparency and coherence.

**KEY WORDS:** Adult Education; Adult Learning; Certification; Classification; Comparative Analysis; Comparative Education; Credentials; Definitions; Educational Planning; Educational Policy; Educational Practices; Educational Trends; Evaluation Methods; Experiential Learning; Foreign Countries; Lifelong Learning; Literature Reviews; Models; National Standards; Nonformal Education; Policy Formation; Postsecondary Education; Prior Learning; Qualifications; Standard Setting; State of the Art Reviews; Synthesis; Systems Approach; Trend Analysis; Vocational Education; Work Experience.


This handbook presents the perspectives of more than 60 leading authorities on the study and practice of adult and continuing education. The following are among the papers included: "A Selective History of Adult Education Handbooks" (A.L. Wilson, E.R. Hayes); "The Concept of Critically Reflective Practice" (Stephen D. Brookfield); "Linking the Individual Learner to the Context of Adult Learning" (Rosemary Caffarella, Sharan B. Merriam); "Learning from Experience in Adult Education" (Nod Miller); "Adult Learning for Self-Development and Change" (Mark Tennant); "Discourses and Cultures of Teaching" (Daniel D. Pratt, Tom Nesi); "The Invisible Politics of Race in Adult Education" (Juanita Johnson-Bailey, Ronald M. Cervero); "Cultures of Transformation" (Ann K. Brooks); "From Functionalism to Postmodernism in Adult Education Leadership" (Joe F. Donaldson, Paul Jay Edelson); "Adult Learning and Technology" (Carol E. Kasworm, Carroll A. Londoner); "Adult Literacy" (Eunice N. Askov); "Moving beyond Performance Paradigms in Human Resource Development" (Laura L. Bierema); "Putting Meaning into Workplace Learning" (Tara J. Fenwick); "Adult Education in Rural Community Development" (Lillian H. Hill, Allen B. Moore); "Exploring 'Community' in Community College Practice" (Iris M. Weisman, Margie S. Longacre); "Control and Democracy in Adult Correctional Education" (Howard S. Davidson); "Cooperative Extension" (Glenn J. Applebee); "Distance Education for Lifelong Learning" (Chere Campbell Gibson); "English as a Second Language in Adult Education" (Richard A. Orem); "Contributions of the Military to Adult and Continuing Education" (Steve F. Klime, Clinton L. Anderson); "Older Adult Learning" (James C. Fisher, Mary Alice Wolf); "Formal Mentoring Programs" (Catherine A. Hansman); "Prior Learning Assessment: The Quiet Revolution" (Alan M. Thomas); "A Postmodern Approach to Adult Religious Education" (Leona M. English, Marie A. Gillen); "Urban Contexts for Adult Education Practice" (Barbara J. Daley, James C. Fisher, Larry G. Martin); "Adult Education and Society" (Thomas W. Heaney); "A
Sociology of Adult Education” (Phyllis M. Cunningham); "The Politics of Knowledge Construction” (David Deshler, Nancy Grudens-Schuck); "Evolving Directions in Professionalization and Philosophy" (Ronald Podeschi); "Defining the Profession: A Critical Appraisal" (Susan Imel, Ralph G. Brockett, Waynne Blue James); and "The Learning Society" (John Holford, Peter Jarvis).

**KEY WORDS:** Accountability; Adult Education; Adult Educators; Adult Learning; Adult Literacy; Adult Students; Classroom Techniques; College Programs; Community Colleges; Continuing Education; Correctional Education; Critical Thinking; Definitions; Distance Education; Education Work Relationship; Educational Administration; Educational History; Educational Policy; Educational Research; Educational Technology; English (Second Language); Evaluation Methods; Experiential Learning; Global Approach; Guidelines; Knowledge Base for Teaching; Labor Force Development; Lifelong Learning; Literacy Education; Mentors; Military Training; Models; Older Adults; Outcomes of Education; Performance Based Assessment; Politics of Education; Postmodernism; Postsecondary Education; Professional Development; Program Administration; Racial Differences; Reflective Teaching; Religious Education; Role of Education; Rural Areas; Rural Education; School Community Relationship; Second Language Learning; Special Needs Students; Student Evaluation; Teacher Effectiveness; Teacher Student Relationship; Teaching Skills; Theory Practice Relationship; Transformative Learning; Universities; Urban Areas; Urban Education; Work Experience Programs; Workplace Literacy.
Section 3.4
Informal Education-Training

Reports the findings of an interpretive case study of the knowledge transformations of three Year 7 students who had participated in a class visit to a science museum and associated post-visit activities. Discusses theoretical and practical implications of these findings for teachers and staff of museums and similar institutions.

**KEY WORDS:** Case Studies; Concept Mapping; Informal Education; Middle Schools; Museums; Science Education; Transformative Learning.


Euro-Western schooling imposed on Canada Natives was meant to destroy their culture and caused great alienation. This qualitative study of Onyota’a:ka (Oneida) Indians indicates that bilingual, bicultural education is needed to restore a strong Native identity. Education must validate traditional knowledge, values, and skills for Onyota’a:ka people to survive as a unique nation.

**KEY WORDS:** Acculturation; American Indian Education; Canada Natives; Colonialism; Cultural Maintenance; Culturally Relevant Education; Educational Needs; Foreign Countries; Language Maintenance; Lifelong Learning; Nonformal Education; Personal Narratives; Role of Education; Self Concept; Canada; Oneida (Tribe).


Interviews with 154 elementary school students in Northern Ireland and the United States found that students in both countries were very interested in history and learned about history from family and the media, as well as school. However, the two groups of students had different views on the importance of history and reasons for studying it.

**KEY WORDS:** Children; Educational Attitudes; Elementary Education; Elementary School Students; Foreign Countries; History Instruction; Informal Education; Relevance (Education); Role of Education; Social Attitudes; Student Attitudes; Student Interests; National Identity; Northern Ireland; United States.


Interviews with 24 people depicted the formation of meaningful learning relationships in their lives and an interpretation of mentoring as a learning alliance. Most mentoring took place outside formal settings and was characterized by equality and emotional ties. Mentoring should be considered as valuable as formal teaching for the promotion of reflection and sustainable learning.

**KEY WORDS:** Foreign Countries; Individual Development; Informal Education; Interpersonal Relationship; Learning Processes; Lifelong Learning; Mentors; England.

Research suggests that after-school programs reduce juvenile crime and risky behavior; increase confidence, academic performance, and social skills; and build positive adult-child and home-school relationships. The need for supervised after-school activities, especially in poor neighborhoods; the characteristics of successful programs; and the need to balance academic activities and kids' time are discussed.

**KEY WORDS:** Adult Child Relationship; After School Programs; Delinquency Prevention; Disadvantaged Youth; Elementary/ Secondary Education; Emotional Development; Enrichment Activities; Extended School Day; Informal Education; Program Descriptions; School Recreational Programs; Social Development.


Reports on studies of students with severe learning difficulties and shows that they could, under appropriate conditions, display impressive concentration and curiosity, and often appeared to achieve valuable learning. Describes some of the dilemmas that may arise in developing these kinds of activities for special education.

**KEY WORDS:** Elementary Education; Informal Education; Learning Disabilities; Learning Problems; Science Activities; Science Instruction; Special Education.


Current research into youth transitions in Australia documents an increasingly individualized process in which significant numbers of youths are deemed at risk of not making a successful transition from school to work. Many theorists are questioning the applicability of the linear model of transition to current conditions. Other theorists are questioning whether the model was ever applicable to all students (especially “nonmainstream” students). The literature also documents the perceived failure of policy in ensuring successful transitions through recognized “pathways” of vocational learning and experience. It may be argued that, by broadening their focus to include the informal vocational experiences young people initiate and the type of learning that occurs in such instances, educational researchers may provide useful insights into how young people experience the transition process and how they seek to position themselves in the youth labor market. Research on this area is being conducted as part of the Research Centre for Vocational Education and Training's national key center program supported by the Australian National Training Authority. It is hoped that this research will shed new light on the increasingly complex transition process experienced by noncollege-bound young people and help policymakers devise more effective policies to assist this transition.

**KEY WORDS:** Education Work Relationship; Educational Opportunities; Educational Policy; Educational Research; Foreign Countries; High Risk Students; Informal Education; Labor Market; Learning Processes; Learning Theories; Literature Reviews; Models; National Programs; Noncollege Bound Students; Outcomes of Education; Postsecondary Education; Research Methodology; Research Needs; Research
Utilization; Secondary Education; Theory Practice Relationship; Vocational Education; Youth Employment; Australia; Career Paths.


The ethnic identity of members of ethnic groups who live in a number of different countries is influenced by the surrounding cultures. This paper develops a tool which can help researchers understand the ways in which individuals perceive their own ethnic identity. The components and symbols that determine ethnic identification are analysed. By applying multidimensional analysis techniques to a set of empirical data, we were able to uncover a structure of identity along two axes: the cognitive/affective and the specific/universal. This structure enables us to make comparisons between national sub-populations in terms of their various emphases and perceptions of ethnic identity. We examine here the case of staff members in Jewish informal educational settings: 2,119 staff members from seven countries were surveyed on the self-definitions and symbols that express their relationship with their ethnic and religious heritage. This basic typology could be used in studies of other ethnic groups whose members have emigrated to a number of host countries.

**KEY WORDS:** Perception of Ethnic Identity; Components; Symbols; Cognitive-Affective; Specific-Universal; Typology; Diaspora; Staff Members; Argentina; Brazil; Canada; France; South Africa; UK; Uruguay.


Investigates how natural history content is conveyed to students and what students gain from this model of touring a museum. Discusses how the content and pedagogy within the guided tour complemented recommendations from formal science standards documents and informal learning literature.

**KEY WORDS:** Educational Change; Elementary/Secondary Education; Historic Sites; Informal Education; Museums; Outdoor Activities; Science Instruction; Standards.


The author carried out a research program in the domain of physical education to test the role played by the teacher during his interventions in a varied number of physical recreational situations (traditional games, sports, & obstacle courses), & he questioned whether pupils can obtain any significant learning without the teacher actively intervening with his teaching skills. In other words, can pupils manage to achieve progress in a physical activity in an informal learning setting based on an experimental approach? This study tested & analyzed two different kinds of teaching: recreational (informal learning) & comprehensive (formal learning). The results revealed that when there was no particular educational approach by the teacher, the children, nevertheless, progressed. Of course, formal learning favors learning too, & does so to a greater effect. However, the facts support an interpretation that indicates that the precise & structured intervention of a teacher putting his educational skills to work is very useful for his pupils, but not indispensable to their progress in recreational physical activities.
KEY WORDS: Physical Education; Teaching Methods; Learning; Students.


Relationships among different person and environment characteristics of everyday natural learning opportunities and changes in child learning, behavior and performance were examined in a study with 63 parents and their infants, toddlers, and preschoolers with disabilities or delays. Findings showed that learning opportunities that were interesting, engaging, competence producing, and mastery-oriented were associated with optimal child behavioral change.

KEY WORDS: Disabilities; Educational Environment; Experiential Learning; Family Environment; Infants; Informal Education; Learning Activities; Parent-Child Relationship; Parents as Teachers; Preschool Children; Toddlers; Natural Learning.


In the context of growing awareness of young children's capabilities, and debates about the nature of their reasoning in science, this study set out to explore the ways in which reception children make sense of classroom experiences in science. A particular challenge of the study was to develop appropriate and productive approaches to investigating young children's developing thinking. The first phase of research, reported in this paper, concentrated on the topic of electricity. A series of case studies was undertaken to examine children's learning in a classroom context. Classroom sessions were video recorded and transcribed to examine the development of children's practical competence in circuit making, and interviews were carried out to elicit children's views about electric circuits. Analysis of the classroom sessions revealed children's growing competence in circuit making through their self-directed efforts. The interviews prompted predictions and explanations that were not offered spontaneously. Responses indicated a range of models of the circuit and forms of explanation for what was happening in the circuit. The relationship between children's practical competence, predictions and explanations was not straightforward. Analysis revealed marked differences in models of the circuit and forms of explanation in children with the same levels of practical competence. This has important implications for the ways in which children's views are assessed.

KEY WORDS: Preschool Children; Science Education; Case Studies; Interviews; Data Collection; Nursery Schools.


The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this volume is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday practices of language and action as constructing knowledge, the funds of
knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. This volume accomplishes three objectives: It gives readers the basic methodology and techniques followed in the contributors’ funds of knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work. In a time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-perspective stating that instruction must be linked to students’ lives, and that details of effective pedagogy should be linked to local histories and community contexts. This approach should not be confused with parent participation programs, although that is often a fortuitous consequence of the work described. It is also not an attempt to teach parents "how to do school" although that could certainly be an outcome if the parents so desired. Instead, the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of their strengths and resources, their defining pedagogical characteristics.

KEY WORDS: Housework; Classroom Environment; Teaching; Knowledge.


Describes a college course enhanced by hands-on science applications and a service-learning project. Requires registered students to participate in volunteer training at a nature center and offers certification in several environmental education curricula. Reports successful outcomes with regard to conceptual development and teaching experiences.

KEY WORDS: Biological Sciences; Biology; Course Descriptions; Elementary Education; Environmental Education; Hands on Science; Higher Education; Informal Education; Service Learning; Teacher Education Programs; Teaching Methods.


Informal adult educators in an Australian rural community (n=31) viewed their characteristics and commitment to teaching as varying according to purpose and context. The study suggested that differences in informal teaching are influenced by the lack of externally imposed criteria and other institutional constraints.

KEY WORDS: Adult Education; Community Education; Foreign Countries; Informal Education; Lifelong Learning; Teacher Characteristics; Teaching Methods; Australia (Tasmania).


Residents of a rural Australian community identified people considered informal teachers. Informal learning was characterized as arising through natural social interactions and involving interpersonal relationships and information exchange. Informal teachers were discovered through heterophilous contacts and had experience and expertise.
KEY WORDS: Adult Learning; Foreign Countries; Informal Education; Interpersonal Relationship; Lifelong Learning; Rural Areas; Teacher Student Relationship; Australia (Tasmania); Expertise.


This article examines the lessons learned by youths confined to a maximum-security juvenile correctional facility. Using data from an ethnographic study of a cottage of violent offenders in one state's end-of-the-line training school, the author describes the lessons the institution and its staff members hoped to teach the young people in their care and the informal but vital lessons the inmates indicated they had learned during their incarceration. The continued viability of training schools as a response to serious and violent juvenile offenders is analyzed and discussed.

KEY WORDS: Ethnography; Delinquency; Correctional Institutions; Correctional Education; Youth.


A survey of 16 Australian clinical nurse consultants showed they spent substantial time in informal teaching, but only 3% of it is recorded as limited educational activity for accountability purposes. However, a survey of 58 nurses taught by the consultants demonstrates the gains derived from informal education.

KEY WORDS: Consultants; Foreign Countries; Informal Education; Nurses; Professional Continuing Education; Public Health; Teaching Methods; Australia.


Highlights educational opportunities for homeschooling. Suggests visiting learning facilities such as museums, aquaria, zoos, and parks which provide access to natural areas, live animals, and self-directed, hands-on exhibits. Describes learning opportunities at the Tennessee Aquarium.

KEY WORDS: Aquariums; Elementary/Secondary Education; Home Schooling; Nature Centers; Science Activities; Science Instruction; Tennessee.


Discusses learning environments for informal science learning and points out the importance of an environment on student learning. Suggests several tips for field trip organization and accessing learning materials.

KEY WORDS: Aquariums; Elementary/Secondary Education; Experiential Learning; Field Trips; Museums; Nonformal Education; Science Education; Teacher Improvement; Zoos.

The roles of cultural practice and informal learning in young people’s transitions to work and adulthood were explored in case studies of performing arts programs in Mannheim, Germany; Liverpool, England; and Lisbon, Portugal. Expert interviews, participant observation, and documentary analysis were conducted to explore how the pedagogical model adopted by each program actually worked and what made each program attractive to participants and effective in easing young people’s transition from school to work. All three programs offered an educational setting where learning is likely to be closely related to several aspects of identity work. First, the courses provided young people with a secure biographical space where they could develop self-confidence and self-consciousness. Second, the projects managed to bridge the gap between social and symbolic aspects of youth lifestyles and the perception of youth prevailing in education and training institutions. Third, the projects featured a set of properties that are essential to successfully stipulate informal learning. Those properties included reciprocal relationships between trainers and participants, openness to experiential activities, and a combination of activities performed for their own sake with activities aiming at future goals. The case studies documented the enormous potential of informal learning in helping youth develop the generic skills needed for their adult lives and work.

KEY WORDS: Art Education; Case Studies; Community Support; Cross Cultural Studies; Developed Nations; Education Work Relationship; Educational Environment; Educational Practices; Employment Potential; Empowerment; Experiential Learning; Foreign Countries; Individual Development; Informal Education; Outcomes of Education; Relevance (Education); Skill Development; Transitional Programs; Youth Problems; Youth Programs Contextualized Instruction; England (Liverpool); Europe; Identity Formation; Portugal (Lisbon); Youth Culture.


This article examines the role that informal educational institutions play in Pakistan's policy on literacy. An overview of various definitions of literacy is presented, illustrating how contemporary research has confused the distinction between literate & illiterate & how the definition of literacy in Pakistani society has changed. An additional overview of the Pakistani government's implementation of various literacy policies during the late 20th century is provided, emphasizing those that have established informal means of increasing literacy levels. It is argued that informal education would increase people's literacy in areas of Pakistan that have low education density levels. Data from the 1981 Population Census are used to support the hypothesis.

KEY WORDS: Pakistan; Literacy; Educational Policy.


A survey of 24 farm families in eastern Washington with at least one child aged 4-18 examined parents' attitudes toward children's farm work, children's experiential learning about farm work from an early age, safety instruction and practices with children, and supervision of children performing farm work.

KEY WORDS: Agricultural Safety; Child Development; Child Labor; Child Rearing; Child Safety; Experiential Learning; Life Style; Nonformal Education; Parent Attitudes; Rural Family; Rural Farm Residents; Work Attitudes; Family Farms; Washington.

Unlike many recent immigrants who entered Canada as highly trained professionals in their countries of origin, most of Canada's immigrant garment workers are working-class women with little education. The Apparel Textile Action Committee (ATAC) and Homeworker's Association (HWA) are among the bodies that were established to assist immigrant garment workers in Canada who lost their jobs to industrial restructuring and became home workers. The experiences of both bodies has made it clear that the training available to these women does not meet their needs as immigrants with a limited command of English. A study of the informal learning outcomes of HWA's members yielded the following findings: (1) most immigrant garment workers have little expectation that taking classes will lead to better jobs and higher pay; (2) although most immigrant garment workers do not expect that English-as-a-second language (ESL) classes will make them fluent in English, their ESL classes serve important social and educational purposes by giving participants a place to develop a sense of sociability with other workers and learn strategies for negotiating their lives as non-English speaking immigrants and their rights as workers; and (3) although classes are obvious places to look for informal learning, the HWA's executive meetings provide environments for explicit "political learning."

**KEY WORDS:** Dislocated Workers; Education Work Relationship; Educational Attitudes; Educational Needs; English (Second Language); Foreign Countries; Immigrants; Industrial Training; Informal Education; Labor Education; Labor Market; Needle Trades; Needs Assessment; Non English Speaking; Outcomes of Education; Political Socialization; Semiskilled Occupations; Student Attitudes; Teleworking; Women's Education.


Shares experiences as a teacher in the School-Museum Informal Learning Experiences in Science Project (SMILES). Highlights factors that contribute to excursions that successfully support students' learning of science.

**KEY WORDS:** Informal Education; Museums; Primary Education; Science Education; Teacher Education.


Reviews the characteristics of non-formal education as expressed in various academic-theoretical definitions, presents the links in this field to distance learning, and recommends future directions for exploring distance learning in non-formal education. Discusses the use of information and communication technology and considers problems with non-formal education and distance learning.

**KEY WORDS:** Distance Education; Educational Technology; Futures of Society; Information Technology; Nonformal Education; Problems; Technology Utilization; Theoretical Analysis.

This essay reports on a sociology graduate seminar (“Workplace Studies”) which allows the instructor and students to combine learning with professional development by making the work of the class writing a collectively written “review of the literature” paper. Workplace studies are a genre of sociology that uses eclectic methods to examine the process of doing work, particularly the relationship of technology and the doing of the work. Rather than teaching a traditional graduate seminar in Workplace Studies, in which students would read and discuss journal articles and book chapters, and then write a library research paper at the end of the course, the authors decided to make the goal of the course collectively writing a review of the literature paper. The authors assembled, read and summarized a wide range of articles in workplace studies, debated the strengths, weaknesses, gaps, needs and applications of the field, and came up with a focus for a review of the literature article.

**KEY WORDS:** Sociology; Higher Education; Universities.


This study examined characteristic attributes of non-formal education and the non-formal pedagogy directing its teaching and learning processes. Data were collected on organizational and pedagogical characteristics in several out-of-school organizations (youth movements, youth organizations, community centers, bypass educational systems, local government agencies offering cultural and other activities geared to youth, and museums of art, science, and history with educational departments or branches). Interviews with key players focused on what was being taught, who the teachers were, how teaching was accomplished, and how the organizations understood their role in facilitating teaching and learning. Texts pertaining to the educational organizations were also reviewed. Results highlighted consistently recurring activities, values, and behaviors. Four major genres were revealed: the generative element genre, the administrative-organizational genre, the genre of informal learning, and the genre of the social function of non-formal education. Characteristic practices in non-formal pedagogy included practices that: initiated and fostered images of time and place; engendered phenomenological processes of teaching and learning through which knowledge was singularly negotiated; applied dialogue and conversation in teaching and learning processes; and used play to shape the bond between reality and probability by expanding the notion of what was considered within the bounds of plausible reality.

**KEY WORDS:** Community Centers; Elementary Education; Experiential Learning; Informal Education; Local Government; Museums; Play; Socialization; Teaching Methods; Youth Agencies.


Responses from 46 of 262 administrative office support workers showed that a majority was involved in providing office technology training to subordinates, peers, and superiors, although it was in only one-third of the job descriptions. More than 95% was informal training/question answering.
KEY WORDS: Clerical Workers; Computer Literacy; Employee Responsibility; Informal Education; Office Automation; Training; Administrative Assistants; User Training.


The purpose of this study is to explore how family visits to a participatory exhibition affected the knowledge and interest of children with and without learning disabilities. Additionally, this study examines the learning behaviors of parents and children. Further, this investigation identifies the parent-child interaction styles demonstrated by families and considers how these patterns are related to children's knowledge and interest. More specifically, the questions that are addressed in this study include the following: (a) Does a hands-on learning experience in a museum's discovery room affect the topic knowledge and interest of children with and without learning disabilities? (b) How do the behaviors of children with and without learning disabilities differ in a museum discovery room? (c) Do parents of children with learning disabilities interact differently with their children in a discovery room context than parents of children who are normally achieving? and (d) Are the family interaction styles differentially related to demonstrated changes in knowledge and interest for children with and without learning disabilities?

KEY WORDS: Museums; Informal Learning; Learning Disabilities; Family Interaction; Children's Knowledge; Children's Interest; Parent-Child Interaction.


Reviews research related to gender and learning in science museums. Examines 10 studies including studies of stereotypic behavior patterns, parent talk and family interactions, and gender-biased exhibits. Describes the need for a better understanding of gender differences in informal learning environments and more exhibits specifically designed to interest girls.

KEY WORDS: Exhibits; Instructional Effectiveness; Museums; Science Education; Science Teaching Centers; Sex Bias; Sex Differences.


Focuses on the way learning about genetics and evolution raises ideas that pupils and adults should relate to themselves whether what is learned helps reveal what science can and cannot say about human nature. Reviews the impact of informal learning after exploring the role and influence of informal learning channels.

KEY WORDS: Elementary/ Secondary Education; Evolution; Genetics; Higher Education; Informal Education; Science Education.

Discusses the importance of matching informal learning projects to the cultural contexts of participants. One way to analyze and understand a culture is to examine how it distinguishes itself from others in terms of relationships with people, time, and nature. Presents relevant factors to consider within each of these dimensions. Introduces "Prime Directive of Location-Based Attractions".

**KEY WORDS:** Cultural Context; Elementary/Secondary Education; Informal Education; Nontraditional Education.
Section 3.5
Informal Learning, Self-directed Learning

Examines some of the factors affecting the participation of librarians in professional development activities. Reference librarians working in large urban public libraries in Ontario were surveyed. Data on participation in formal and informal learning activities, together with information about their perceptions of their libraries' environment with respect to updating were obtained from 553 respondents.

**KEY WORDS:** Employee Attitudes; Foreign Countries; Learning Activities; Librarian Attitudes; Library Personnel; Library Surveys; Organizational Climate; Participation; Professional Development; Professional Personnel; Public Libraries; Staff Development; Ontario.


Studied the conceptions of formal learning held by 22 Aboriginal and Torres Strait Islander students from 3 Australian universities, a group with a high attrition rate in tertiary education. Results show that these students view and approach university learning in much the same way as other students, but the strategies these students used did not match the conceptions of learning they held.

**KEY WORDS:** Conceptions & Strategies of Learning in Formal VS Informal Contexts; Enhanced Instruction; Attrition Rate; Youth; Aboriginal; Torres Strait Islander; Undergraduates.


This qualitative study aims to interpret the results of a randomized controlled trial comparing two educational programs (directed learning and self-directed learning) in evidence-based medicine (EBM) for medical students at the University of Oslo from 2002 to 2003. There is currently very little comparative educational research in this field. In the trial, no statistically significant differences between the study groups were shown for any outcomes considered (EBM knowledge, skills, and attitudes). Further analysis suggests that main reason for the negative trial results was that the majority of students learned equally effectively, whichever program they received, although implementation of the educational programs was not complete because of varying attendance. This study illustrates a stepwise evaluation model that might be useful in evaluating other socially complex interventions.

**KEY WORDS:** Medicine; Medical Students; Educational Research; Medical Education; Tutors; Educational Methods; Program Effectiveness; Foreign Countries; College Faculty; Student Attitudes.

This paper introduces & outlines the issues in question that this issue of Education et Societes examines, namely informal learning in leisure & entertainment activities. The multiple difficulties inherent in the relation between games & education have led the author to consider the problem differently by removing games from the limits of their "ghetto" to place them within the rest of social activities as a whole producing fortuitous educational results. However, identifying them cannot be done without having an influence in turn on these same practices that are then considered as being potentially educational through a process of formalization that consists in developing the educational potential of activities that are then less & less part of informal education. It remains, nevertheless, that games & other leisure activities, by their capacity to be taken at a second degree, present potentially educational means that can take on many different forms depending on the nature of the expertise undergone by the players involved.

**KEY WORDS:** Learning; Leisure; Games; Education.


This paper argues for a fundamental reassessment of the significance of informal learning. Formal education and training represent only a small part of all the learning done in schools, colleges, at work, at home and in the community. Yet it is formal learning which is at the heart of the government's unshakeable determination to drive up standards by means of qualifications, national targets and league tables. A hierarchy of different types of learning has emerged with "learning for earning" at the top and informal learning at the bottom. This paper concludes, however, that an unjustifiable reliance on certification may serve to alienate informal learners. These 'learning entrepreneurs' argue that the formal training they receive is often dispensable, whereas their own informal learning is necessary and is very much part of who they are and how they interact with the world. A love of informal learning which is not linked to certification or to work appears to be a key characteristic of lifelong learners.

**KEY WORDS:** Informal Learning; Training; Standards; Certification.


Self-directed learning enables students to guide themselves and monitor their own progress towards specific goals. The positive approach towards self-management in developing alternative strategies to achieve the goals is discussed.

**KEY WORDS:** Independent Study; Active Learning; Learning Strategies; Self Evaluation (Individuals).


The PISA studies & the recommendations of the German Forum Bildung refer to the criterion of life skills as the ability to apply relevant information & knowledge to carrying out everyday tasks & meeting the challenges of modern life. This means more self-directed learning related to real life situations & a new convergence toward informal
learning. There is a new trend toward more direct learning to enable people to cope with modern-day living. The article also interprets it as a new movement toward more "natural" & more humane learning, which is also more appropriate for children & pupils.

**KEY WORDS:** Federal Republic of Germany; Children; Learning; Skills.


This article describes the experiences of a second grade teacher who teaches in a heterogeneous bilingual classroom in a large district, and his assignment in a graduate class to conduct action research. This teacher was concerned about the academic performance and motivation of two gifted, but underachieving Hispanic boys in his class. Both of the students had been identified as gifted, based upon high scores on standardized and non-verbal tests. Each demonstrated high cognitive ability both mathematically and verbally. After nearly a full year in the second grade class, both students had shown varying degrees of interest in learning and self-discipline. There was an apparent discrepancy between their scores on standardized tests and their actual performance on daily work in the classroom. They quite often seemed to coast and attempt to get by with the barest minimum of effort. Having looked at research that says "untreated" underachievement becomes an entrenched behavior, one that is increasingly difficult to correct, this teacher, determined not to let that happen to these two students, developed a two part strategy for teaching these gifted students involving giving these two boys two different types of assignments. The first would be traditional, teacher-directed, theme-based assignments as a normal course of study for the class. The second would be a self-selected, self-directed independent research project. The conclusion of this project was that not much changed during the 5-week project on the standard classroom assignment; however, the self-directed project, seemed to be a huge success. The students exhibited greater persistence, drive, interest, creativity, and more dynamic creation of product. This action research demonstrated the difference a teacher can make - one who views students as individuals, who gives them personal interest, and is involved.

**KEY WORDS:** Hispanic American Students; Males; Academically Gifted; Bilingual Education; Action Research; Graduate Study; Grade; Academic Achievement; Student Motivation; Independent Study; Student Projects.


The paper traces the change in informal learning by describing significant changes in child culture outside school, in order to alert the reader to important implications of the fact that formal, institutionalized learning has been deposed from its ruling position as the principal way of acquiring knowledge & skills. It illustrates the thesis that a media-based, global consumer culture constitutes the setting for children's & adolescents' learning, not only outside school but increasingly in school as well.

**KEY WORDS:** Adolescents; Children; Learning.


This article describes the application of Problem-Based Learning (PBL) methodology in
the context of a student congress, arguing that such new approaches to learning are best suited to the goals of the Bologna Process. The Congress in question enabled Spanish graduate students in Psychology, many of them mid-career professionals, to increase their learning motivation, delve deeper into the learning experience, and further apply their learning and research. By taking an interdisciplinary approach, all the teachers concerned were able to coordinate their involvement. Feedback received from students and professors confirms that the Congress promoted new strategies and skills including self-directed learning.

**KEY WORDS:** Teaching Methods; Learning Experience; Learning Motivation; Educational Change; Interdisciplinary Approach; Graduate Students; Problem Based Learning; Lifelong Learning; Foreign Countries; Evaluation.


Self-directed work teams are seen as an important mechanism for dealing with today's complex and rapidly changing business environment. Team learning is an attempt to prepare students to real-world experiences. But, not all teamwork is effective. This paper aims to examine the influence of learning style preferences on team learning performance. The Grasha-Riechmann Student Learning Style Scales (GRSLSS) is used to assess the learning style preferences of business students enrolled in an operations management class. Students were found to be collaborative learners. Students' collaborative orientation complements participation and helps students to compete, which in turn increases team performance. In addition, influence of learning style varies with educational experience, gender and major. Graduate students showed to be collaborative and independent learners. As such, while personal model and formal authority teaching styles fit best undergraduates learning preferences, at the graduate level, instructor role changes to facilitator and delegator. Provides evidence that learning style preferences are valuable for engaging learners in various collaborative activities and for designing successful diverse teams.

**KEY WORDS:** Teaching Methods; Learning Activities; Teaching Styles; Graduate Students; Educational Experience; Cognitive Style; Measures (Individuals); Teamwork; Teacher Role.


Analyzes the results of the first countrywide survey of the informal learning practices of adults in Canada, conducted in 1998. The survey found respondents to be devoting unprecedented amounts of time to learning activities, including an average of 15 hours per week in informal learning projects. Implications for policy and program initiatives are included.

**KEY WORDS:** Adult Education; Conference Papers; Continuing Education; Foreign Countries; Informal Education; Lifelong Learning; National Surveys; Nontraditional Education; Underemployment; Unemployment; Canada.

This paper on adult informal learning is divided into four sections. Section 1 examines different conceptions of informal learning and the issues and limitations associated with alternative definitions of informal learning. Section 2 is a review of empirical research on the estimated extent, role, and outcomes of informal learning and posited linkages between informal and formal methods of learning. It reports that, according to the New Approaches to Lifelong Learning (NALL) 2000 national survey, over 95 percent of Canadian adults are involved in some form of informal learning activities that they identify as significant. Section 3 critically assesses current research approaches to studying informal learning and identifies policy-relevant knowledge gaps concerning the general level and nature of informal learning, distribution of informal learning across the adult population, impact of informal learning on individual and firm performance, and relationship of informal learning to formal skills development. Section 4 recommends optimal approaches to future research on informal learning practices with a particular focus on survey research in Canada and finds it imperative to establish benchmarks of the general incidence, basic contents and modes, and any differential patterns of intentional informal learning and training, and to continue to track trends in relation to other dimensions of adult learning.

**KEY WORDS:** Adult Education; Adult Learning; Education Work Relationship; Educational Research; Experiential Learning; Informal Education; Intentional Learning; Lifelong Learning; National Surveys; Outcomes of Education; Research Methodology; Research Needs.


This report offers an analysis of factors related to adult learning in Canada based on the results of the 1991, 1993 and 1997 Adult Education and Training Surveys (AETS), covering program and course participation, as well as the first national survey of informal learning, conducted in 1998 by the research network for New Approaches to Lifelong Learning (NALL). The paper distinguished three basic dimensions of adult learning: the initial cycle of formal schooling, further participation in organized courses and programs, and informal learning that people do on their own outside educational institutions. The data show that, while Canada achieved increasingly high levels of post-secondary schooling, the country's moderate levels of adult course participation declined during the 1990s. The incidence of self-reported informal learning is estimated to have reached an average of about 15 hours a week in 1998. Informal learning is more extensive than formal schooling and is not closely related to either level of formal schooling or participation in adult education courses.

On the basis of an extensive literature review, major factors related to course participation are identified, including general social background, behavioural and attitudinal factors. A preliminary list of factors related to informal learning is also included. An analysis of the AETS surveys confirms the significance of age and economic status effects on course participation and suggests that perceived material barriers to course participation increased during the 1990s. Among those who were interested in taking courses, lower income groups found lack of money to be the greatest barrier, while higher income groups found lack of time to be the greatest barrier. Further multivariate analyses of background factors and perceived barriers find that income level had a stronger effect on participation rates among interested adults than either age or schooling, and that perceived barriers appear to have much weaker effects than either income or schooling levels. The NALL survey results support these conclusions.
Based on these analyses, recommendations are made for steps to overcome some of the detected barriers to adult education participation. The report ends with suggestions for informal learning measures and more inclusive measures of situational and attitudinal factors in future administrations of the AETS.

**KEY WORDS:** Adult Education; Interest; Participation; Barriers; Informal Learning; Formal Schooling; Further Education; Surveys.


This paper examines different conceptions of informal learning, summarizes empirical research on the extent of informal learning in advanced industrial societies including the most inclusive recent national survey of informal learning, and critically assesses the limitations of most of the empirical research to date. The paper concludes with suggestions for future research on informal learning practices with a particular focus on survey research.

**KEY WORDS:** Informal Learning; Informal Education; Self-directed Learning; Studies of Informal Learning; Learning and Work.


This bibliography with 1,273 entries is an updated supplement to the preliminary 1997 bibliography on informal adult learning. It is a useful resource guide for those interested in publications (e.g. academic papers, government reports, grassroots publications) aimed at furthering understanding of how learning and teaching takes place in different settings (specifically, informal and non-formal environments). The guide also lists resources that address how different ways that learning and teaching exist in various learning environments can be valued and supported. Introductory materials include bibliography sources and search terms. Entries are grouped into these seven categories: (1) general (overviews, definitions and conceptual distinctions, theories of learning, conceptual factors/histories, research methods and standpoint of researchers); (2) surveys/ethnographies; (3) learning power and action in resisting communities; transitions between learning and work (youth, higher education, seniors, learning and work mismatches); (4) learning in the workplace (general; corporations, management, professionals; workers; other work sites); (5) union-based learning; (6) informal learning and technology; and (7) prior learning assessment and recognition.

**KEY WORDS:** Active Learning; Adult Education; Adult Learning; Associative Learning; Aural Learning; Bibliographies; Computer Uses in Education; Cooperative Learning; Discovery Learning; Discrimination Learning; Education Work Relationship; Educational Research; Ethnography; Experiential Learning; Incidental Learning; Independent Study; Indigenous Populations; Industrial Education; Informal Education; Intentional Learning; Labor Education; Learning Theories; Lifelong Learning; Mastery Learning; Multisensory Learning; Nonformal Education; Nonverbal Learning; Observational Learning; Prior Learning; Resistance (Psychology); Rote Learning; Second Language Learning; Sequential Learning; Serial Learning; Symbolic Learning; Verbal Learning; Visual Learning.

This article summarises some of the analysis and findings of a project commissioned to investigate the meanings and uses of the terms formal, informal and non-formal learning. Many texts use these terms without any clear definition, or use conflicting definitions and boundaries. The article therefore proposes an alternative way of analysing learning situations in terms of attributes of formality and informality. Applying this analysis to a range of learning contexts, one of which is described, suggests that there are significant elements of formal learning in informal situations, and elements of informality in formal situations; the two are inter-related. The nature of this inter-relationship, the ways it is written about and its impact on learners and others, are tightly related to the organisational, social, cultural, economic, historical and political contexts in which the learning takes place. The article briefly indicates some of the implications of our analysis for theorising learning, and for policy and practice.

**KEY WORDS:** Formal Learning; Informal Learning; Non-Formal Learning; Learning Situations.


The concept of the free agent learner, which has roots in self-directed and informal learning theory, has recently emerged as a factor important to attracting, developing, and keeping knowledge workers. The literature on free agent learning holds important lessons for today's free agent learners, human resource developers, and work organizations. Self-directed learning occurs on a just-in-time basis in response to strongly felt challenges situated within highly relevant contexts. At least theoretically, free agent learners are highly self-directed in their learning. Organizations employing knowledge workers have generally changed the nature of the psychological contract between free agent learners and the organization; however, they have not always adjusted systems, rewards, and cultures to support proactive, free agent learners. Organizations that want to keep free agent learners motivated and engaged must take the following steps: make time and space for learning; provide mechanisms for continual scanning of the environment; stimulate heightened awareness around learning; build programs around goals and turning points; provide opportunities for reflection in action; and work around problems engendered by climates that are often riddled with a lack of trust and high rewards for individual achievement at the expense of others with whom employees should be collaborating.

**KEY WORDS:** Adjustment (to Environment); Adult Learning; Career Development; Education Work Relationship; Educational Educational Research; Employer Employee Relationship; Employment Practices; Foreign Countries; Independent Study; Informal Education; Labor Force Development; Learning Processes; Learning Theories; Lifelong Learning; Literature Reviews; Organizational Change; Organizational Climate; Organizational Development; Partnerships in Education; Small Businesses; Systems Approach; Teamwork; Theory Practice Relationship; Work Environment; Critical Reflection; Europe; Knowledge Management; Learning Organizations; United States.

Routes of progression from formal to informal learning in community settings in Great Britain were examined in a study that included three research strands: literature review; consultation with relevant agencies and individuals; and visits to nine informal learning environments and organizations providing informal learning in the community. The study documented that informal learning takes place in dedicated learning environments and noneducational settings. The location of learning often proved more important than its actual focus. Informal learning generated by local people themselves often led to wider community involvement and activism, whereas learning arranged by education providers most often led to high rates of educational progression. Informal learning often started people on a continuing learning path by helping them become confident and successful learners. Factors facilitating and impeding educational progression were identified. It was concluded that, although educational progression is an important outcome of informal learning, first-step learning should also be valued for itself. It was further concluded that the system of funding education must consider the fact that adult learning pathways are not always in a single direction. Appended is a table providing examples of progression routes from Open College Network-accredited programs within England's Open College Network Centre.

**KEY WORDS:** Adult Education; Adult Learning; Case Studies; Community Education; Educational Attainment; Educational Benefits; Educational Needs; Educational Policy; Educational Trends; Enrollment Influences; Foreign Countries; Informal Education; Lifelong Learning; Literature Reviews; National Surveys; Needs Assessment; Open Education; Participation; Policy Formation; Trend Analysis.


This paper reports a critique of the literature of problem-based learning (PBL) in medical education. The objective of the review was to examine the various meanings that medical teachers attribute to concepts of adult learning and self-directed learning within the context of PBL. The critique found that there are assumptions about the meanings of adult learning and self-directed learning that are accepted uncritically as appropriate to PBL. The nature and the origins of teachers' conceptions of these ideas are explored in an attempt to clarify the meanings of the concepts and the relationships amongst them. An alternative meaning for self-directed learning in PBL curricula is proposed.

**KEY WORDS:** Teaching Methods; Medical Education; Problem Based Learning; Independent Study; Adult Learning; Teacher Attitudes; Foreign Countries; Cognitive Style.


A qualitative study of four homeless women depicted their self-perceptions, instability of relationships, decision-making processes, and resourcefulness. Their informal learning included situational and intentional learning applied to survival.

**KEY WORDS:** Females; Homeless People; Informal Education; Women's Education.

Data from focus groups of 12 nursing students and 8 tutors and survey responses from 97 students and 18 tutors were analyzed. Results revealed a wide range of factors motivated students to be self-directed. All students believed good lectures were highly motivating. Students desired clear guidance and feedback.

**KEY WORDS:** Educational Strategies; Higher Education; Nursing Education; Student Attitudes; Student Motivation; Teacher Attitudes.


Critical incident interviews and questionnaire were used to measure behavior change in 25 business students who engaged in repeated reflections on self-directed change and 20 controls. Both groups improved managerial skills. Those in the reflection group were more aware of their own change but overestimated the extent of it.

**KEY WORDS:** Behavior Change; Business Administration Education; Estimation (Mathematics); Higher Education; Self Evaluation (Individuals).


Lance and Loertscher warn that it is possible to use high-quality information resources and still create ineffective learning experience for K-12 students. To illustrate, they discuss the "bird unit," the type of research activity where students search for information in order to fill in worksheets that they transform into essays and presentations. By itself, this type of exercise does not go far in promoting information literacy. National standards for information literacy appear in information power: building partnerships for learning. These standards purport to promote the skills of the lifelong learner as related to information use, self-directed learning, and social responsibility. This paper contains a brief overview of constructivist teaching strategies followed by a description of this collaborative inquiry where teachers and teacher-librarians pooled their experience and knowledge. This paper also concludes by suggesting a process for using constructivist methods to enrich any lesson plan.

**KEY WORDS:** Constructivism (Learning); Teaching Methods; Problem Based Learning; Librarian Teacher Cooperation; Information Literacy; Elementary/Secondary Education.


This study assesses a new measure of early childhood classroom practice in 127 kindergarten- and first-grade classrooms. The measure was designed to be appropriate for classrooms serving children from the age of 4-7 years. It assesses the nature and quality of instruction as well as the social climate and management of the classroom. Two separate scales assess the degree to which constructivist, child-centered and the degree to which didactic, teacher-centered instructional practices are implemented. Findings indicate that the measure produced reliable scores and meaningful, predictable associations were found between scores on the observation measure, on the one hand, and teachers’ self-reported practices, teaching goals, relationships with children, and perceptions of children’s ability to be self-directed learners, on the other.
KEY WORDS: Teaching Methods; Social Environment; Observation; Constructivism (Learning); Children; Gender Differences; Teacher Attitudes.


Due to mounting pressure on higher education resources, interested staff in Australasian dental schools formed a collaborative network to support the effective implementation of problem-based learning (PBL). Cross-institutional teams sourced patient cases and developed and evaluated PBL packages intended to be adaptable for use across curricula and year levels. Packages were designed to support PBL aims, i.e. to provide a motivating learning environment, to foster integrated learning, to encourage a systematic approach to patient management and to develop self-directed learning skills. This paper describes the collaborative process and reports on a cross-institutional study (using surveys and focus groups) to investigate students' experiences of the PBL packages. The findings show that students in different year levels and institutions perceived that the packages provided a context compatible with PBL aims, i.e. one that was motivating and supported integrated, independent learning. This collaborative approach to developing and evaluating PBL packages was valuable in effectively utilizing resources and expertise across Australasian dental schools.

KEY WORDS: Patients; Resources; Learning; Focus Groups; Dentistry; Dental Schools; Problem Based Learning.


Discusses problem-based learning and describes a study at Hong Kong Polytechnic University that compared learning issues generated by students with the objectives set by teaching staff, and explored students' self-directed learning practice and the ability to search for information in meeting the learning objectives.

KEY WORDS: Comparative Analysis; Educational Objectives; Evaluation Methods; Foreign Countries; Higher Education; Independent Study; Information Seeking; Instructional Design; Problem Based Learning; Student Educational Objectives.
Section 3.6
Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) is a sound academic practice that contributes to adult learning by linking formal and informal learning. However, it has not been widely accepted by Canadian educational institutions. In 1996, a consortium of seven colleges and an independent PLAR consultant began a study to create a comprehensive database of PLAR learners and their characteristics, identify PLAR activities in participating institutions, analyze the effects of PLAR on students and the institutions, and compare the costs of credits achieved through PLAR with those produced through traditional course delivery. Study results found that: the average course grades of PLAR learners are as high or higher than those of traditional students in the same programs; PLAR strengthened adult learners’ confidence and represented important efficiencies for part-time adult learners by shortening their programs; the low number of PLAR learners and programs signal that delivery of PLAR has not been economical for some institutions; early benefits from PLAR training within institutions diminished over time; and there is a need for greater public awareness of PLAR. The report concludes with a series of recommendations addressing institutions, public policy makers, adult learners, and workplaces.

**KEY WORDS:** Educational Assessment; Educational Planning; Foreign Countries; Government School Relationship; Higher Education; Nontraditional Students; Program Implementation; Student Characteristics.


This article focuses on the recognition of prior learning and the figure of thought it represents in Swedish policy on adult education. It can be seen as a technique for governing the adult learner and a way of fabricating the subject. We are tracing this thought back in time to see how it has changed and what it consists of. The material analysed consists of Swedish official documents published between 1948 and 2004. We draw on two concepts from the Foucauldian toolbox: genealogy and governmentality. The result shows that this technique for governing and fabricating the adult subject is not new. It has been present during all periods analysed. However, there is a difference in how the ideas of competence and knowledge are stressed. Today the focus is on the subject's specific experience, which means competence. You are constructed as an adult with experiences that are to be evaluated. During the 1960s and 1970s the focus was rather on general experience. There was also discussion concerning the subject's ability to study. During the 1950s this figure of thought focused on ability was dominant. Those with the talent/ability to study were to be accepted for adult education.

**KEY WORDS:** Prior Learning; Adult Education; Genealogy; Adult Students; Lifelong Learning; Educational Policy; Foreign Countries; Sweden.


Demand for well-qualified health care professionals (including pharmacists) is projected
to increase over the next 10 to 20 years. In many jurisdictions, immigration will become an increasingly important human resource to replace aging, retiring workers and drive ongoing economic prosperity and growth. Higher education has been an underutilized resource for foreign-trained professionals seeking re-qualification. Bridging education provides a structured system for continuing professional development of professionals, linked to existing curriculum, assessments and standards in higher education. The International Pharmacy Graduate Program in Ontario (Canada) has developed a model that has been recognized by the provincial government as a "best-practice" for bridging education. This model consists of four elements: prior learning assessment and recognition; university-benchmarked skills enhancement education; mentorship; and asynchronous learning opportunities. Success rates on licensing examinations for those completing all components of the program currently exceed 95%, indicating the value of bridging education.

**KEY WORDS:** Foreign Countries; Prior Learning; Higher Education; Pharmacy; Licensing Examinations (Professions); Professional Development; Graduate Study; Mentors; Benchmarking; Canada; Prior Learning Assessment.


Recognition of prior learning (RPL) and credit transfer policy in Australia from 1995 to 2001 was examined through a review of Australian research discourse and an analysis of national data for the period. Selected findings were as follows: (1) RPL and credit transfer are most relevant to vocational education and training (VET) clients seeking full qualifications but are of negligible importance to students enrolled in non-award and subject-only programs; (2) among the factors that affect RPL and credit transfer rates, age appears to be the second in importance after the Australian Qualifications Framework category of the program undertaken; and (3) providers are offering RPL and credit transfer in different amounts. The following recommendations were offered to policymakers: (1) promote the term "assessment" to ensure that all purposes of assessment, including RPL, are clearly placed within the framework; (2) view RPL as a purpose of assessment with an important role in the training cycle, especially as a precursor to training; (3) investigate further analysis of the proposed benefits and barriers to RPL; and (4) conduct qualitative research to determine whether the current services offered by VET providers recognize the full extent of RPL and credit transfer entitlements among VET students.

**KEY WORDS:** Credits; Definitions; Educational Certificates; Educational Policy; Educational Trends; Evaluation Criteria; Foreign Countries; Influences; Literature Reviews; Postsecondary Education; Prerequisites; Prior Learning; Recognition (Achievement); Secondary Education; Student Certification; Student Evaluation; Transfer Policy; Trend Analysis; Vocational Education.


Discusses results of a survey that was conducted to understand and study the barriers to distance training and education. Considered work place; job function; type of delivery system used; individual expertise regarding distance education; the stage of the respondent's organization; and the subject area in which the respondent primarily worked.
KEY WORDS: Distance Education; Prior Learning; Surveys; Training Methods; Work Environment.


Addresses issues in assessing and recognizing nonformal learning (validity, reliability, and standards). Reviews institutional and policy approaches in Europe at the country level and in initiatives by the European Union.

KEY WORDS: Certification; Evaluation Criteria; Evaluation Methods; Foreign Countries; Lifelong Learning; Nonformal Education; Recognition (Achievement); Europe.


Policies and practices in the areas of identification, assessment, and recognition of nonformal learning in the European Union (EU) were reviewed. The review focused on national and EU-level experiences regarding the following areas and issues: recognition of the contextual nature of learning; identification of methodological requirements for assessing and recognizing nonformal learning; and institutional and political requirements. Special attention was paid to the following experiences: (1) the German and Austrian dual system approach; (2) the Mediterranean approach of viewing methodologies for assessment and recognition of nonformal learning as tools for quality improvement; (3) the diverse approaches of the Nordic countries; (4) the National Vocational Qualifications approach in the United Kingdom, Ireland, and the Netherlands; (5) the "opening up" of diplomas and certificates in France and Belgium; and (6) EU-level initiatives. The review established that, during the past few years, most EU member states have begun emphasizing the crucial role of learning that occurs outside of and in addition to formal education and training. This emphasis has led to an increasing number of political and practical initiatives that have in turn gradually shifted the issue from the stage of pure experimentation to that of early implementation.

KEY WORDS: Admission Criteria; Adult Education; Adult Learning; Advanced Placement; Certification; Change Strategies; Comparative Analysis; Competence; Credits; Definitions; Education Work Relationship; Educational Change; Educational Environment; Educational Policy; Educational Quality; Educational Theories; Educational Trends; Employment Experience; Employment Qualifications; Evaluation Criteria; Evaluation Methods; Experiential Learning; Foreign Countries; Glossaries; Informal Education; International Cooperation; International Educational Exchange; Job Placement; Job Training; Learning Experience; Learning Processes; Lifelong Learning; National Programs; Nonformal Education; Nontraditional Education; Open Education; Policy Formation; Postsecondary Education; Prior Learning; Recognition (Achievement); School Business Relationship; Student Evaluation; Student Experience; Student Placement; Systems Approach; Transfer Policy; Trend Analysis; Vocational Education; Work Experience.


Prior Learning Assessment (PLA) allows students to obtain credits toward their formal
education for nonsponsored learning (i.e., material they have learned through non-traditional settings such as work experience or the home). Within the PLA framework, community colleges have implemented the portfolio development process as a way to assess prior learning - students organize and present nonsponsored learning in a document that satisfies the requirements of a college course. This exploratory case study examines how learners at Ontario Community Colleges (Canada) make meaning of their prior learning. In this study, data from interviews, a sample of portfolios, and classroom observations were initially analyzed according to five conceptual interpretations: (1) perception of learning; (2) learning style; (3) metacognitive abilities; (4) cognitive development; and (5) learners’ needs. The study sample consisted of four students who were taking a community college portfolio development course, two students who had taken the portfolio development course and had successfully challenged a number of college credits, and three students who were eligible for the PLA process but did not take this option. The findings indicated that all of the students made meaning from their prior learning and applied it to their college studies.

KEY WORDS: Alternative Assessment; Community Colleges; Employment Experience; Evaluation Methods; Nontraditional Education; Portfolios (Background Materials); Prior Learning; Student Experience; Two Year Colleges.


Drawing on the experience of a 21-year mentoring relationship between two rural school administrators, this paper describes 11 components of an effective working mentorship. These elements are: establishing the relationship, the communications process, setting goals, determining skills, time commitment, broadening the protégé’s horizons, additional benefits to the protégé, types and extent of interventions, leadership versus teamwork, linkages and connections, and benefits to the organization. This experience reflects current trends in the business community in which job-embedded learning, which includes mentoring, is considered to be a new paradigm for staff development. There is a need to develop more formal recognition of mentoring as a tool or avenue within a rural administrator's professional development program. Mentoring presents educators with an alternative to workshop-based professional development and other more traditional inservice learning programs and is more relevant to the situation of rural administrators and educators. The real challenge, however, is to find the way by which this entire activity can be incorporated into the academic accreditation process in a manner similar to that utilized by proponents of prior learning assessment.

KEY WORDS: Administrator Education; Administrators; Experiential Learning; Higher Education; Informal Education; Leadership Training; Lifelong Learning; Management Development; Mentors; Professional Development; Rural Schools.


Researchers examined the factors driving and impeding effective implementation of recognition of prior learning (RPL) in Australia’s vocational education and training sector. The study relied on the following data collection activities: a literature review; an
environmental scan of current policies and procedures; statistical analysis of national data; 128 structured interviews with individuals from 28 registered training organizations; focus groups; and a national forum. The existence of the Australian Quality Training Framework and ongoing interest in meeting access and equity obligations and client demands emerged as key drivers of RPL. RPL appeared less useful to young people than to older individuals. Uptake of RPL among equity groups was relatively low. No single barrier was identified as significantly affecting implementation of RPL. Some students chose not to apply for it, even when eligible, because they preferred the training itself and the experience of interacting with other students. The processes for RPL were identified as one factor that might affect RPL implementation in some contexts. Other factors included awareness and understanding of RPL and perceptions of its relevance. Nine specific strategies to facilitate more effective implementation of RPL were recommended for consideration by the National Training Qualifications Council.

**KEY WORDS:** Access to Education; Educational Policy; Educational Research; Experiential Learning; Foreign Countries; Informal Education; Nonformal Education; Nontraditional Education; Participation; Postsecondary Education; Prior Learning; Recognition (Achievement); Secondary Education; Student Attitudes; Student Certification; Student Characteristics; Student Experience; Transfer Policy; Vocational Education; Work Experience.


Interviews with eight adult students who completed portfolios illustrate how the process increased their awareness of professional accomplishments, enabled self-discovery and empowerment, helped them recognize the influence of mentors, and fostered deeper reflection. Results show how portfolios can promote holistic learning by connecting learning, the workplace, and the academy.

**KEY WORDS:** Adult Learning; Education Work Relationship; Higher Education; Portfolios (Background Materials); Prior Learning; Reflective Practice.


A study researched the impact of the portfolio development process as an instructional strategy that promotes increased critical thinking, organization, communication, and self-reflection abilities. The inquiry began with a case study of eight adult learners representative of the student population of a nontraditional undergraduate program with a portfolio component. Of 1,227 students, 348 responded to a 24-question survey using a 4-part Likert-type scale to assess students' portfolio experiences. Findings indicated, after developing a portfolio, adult students expressed a change in their understanding of their abilities and of themselves; gained learning competencies in enhancement of communication and organizational skills, a deeper reflective process, and greater understanding of how they accomplished what they did in their personal and professional lives; and better understood the role of work in their lives. Students valued the constructs of leadership/personal learning and of work-related learning, their respective survey items, and the learning obtained from engaging in the portfolio process. Findings indicated the portfolio's potential as an instructional tool to identify prior learning and
engender increased competencies in many areas, including skills in organization, writing, critical thinking, and self-reflection.

**KEY WORDS:** Adult Learning; Adult Students; Communication Skills; Critical Thinking; Education Work Relationship; Educational Research; Employer Attitudes; Leadership; Learning Strategies; Nontraditional Education; Nontraditional Students; Portfolios (Background Materials); Prior Learning; Self Evaluation (Individuals); Skill Development; Teaching Methods; Undergraduate Study.


In this study, the academic experiences of 33 male students from an industrial background were investigated as they completed a two-year education degree. The purpose of the study was to investigate the quality of student adjustment to an academic environment following extensive industrial training and experience. Students completed a series of questionnaires relating to learning as well as a series of open-ended questions relating to academic and social adjustment. Data indicated that while students had developed a positive learning profile, a continued belief in the structural simplicity of knowledge appeared to have a significant diminishing effect on the quality of adjustment and on the quality of learning outcomes. Open-ended responses revealed patterns of academic adjustment consistent with the restricted understanding of the nature of university learning. Implications of these data for both recognition of prior learning (RPL) entry and ongoing support are broached.

**KEY WORDS:** Prior Learning; Educational Environment; Adjustment (to Environment); Industrial Training; Student Adjustment; Questionnaires; Student Attitudes; Metacognition; Males; Associate Degrees.


The debate over whether recognition of prior learning (RPL) should focus on access or credit involves four issues: (1) challenges posed by the higher education environment; (2) the narrow instrumental view of curricula associated with RPL for credit; (3) the limitations of portfolios; and (4) relationship and status of different forms of knowledge.

**KEY WORDS:** Access to Education; Adult Education; Credits; Foreign Countries; Higher Education; Portfolios (Background Materials); Prior Learning.


Recognition of prior learning (RPL) information on 38 Australian universities' websites was analyzed, with the following results: (1) research on universities' use of technology for student-institution interaction was lacking; (2) terms and definitions used for RPL were inconsistent, hard to find, or required a high level of knowledge; and (3) usefulness varied widely.
KEY WORDS: Communication Problems; Credits; Foreign Countries; Higher Education; Information Seeking; Prior Learning; Universities.


The New Approaches to Lifelong Learning (NALL) project is a Canada-wide 5-year research initiative during which more than 70 academic and community members are working collaboratively within a framework of informal learning to address the following issues: informal computer-based learning, recognition of prior learning, informal learning in a variety of social locations, learning within marginalized or disadvantaged cultures, and learning about school-to-work transitions. The NALL project's primary objective is to identify major social barriers to integrating informal learning with formal/nonformal learning and certification and to support new program initiatives to overcome such barriers. The NALL project's focus is on the informal and nonformal learning practices of people involved with the Growing Jobs for Living Project (GJOBS) in the Quinte bioregion, located on the north shore of Lake Ontario in Canada. These learning practices are related to the principles and practices of environmental adult education, feminist adult education, and transformative learning. The global and ideational contexts of some of the major socio-environmental changes and problems that have affected the Quinte bioregion and been a catalyst for GJOBS were examined. The methods used to study the informal learning practices of GJOBS participants were reviewed. The major outcomes of the study were discussed from the standpoint of their relationship to the broader field of adult education.

KEY WORDS: Access to Education; Adult Learning; Certification; Computer Uses in Education; Definitions; Education Work Relationship; Educational Environment; Educational Trends; Environmental Education; Informal Education; Integrated Curriculum; Interpersonal Attraction; Learning Theories; Lifelong Learning; Minority Groups; National Surveys; Nonformal Education; Outcomes of Education; Postsecondary Education; Prior Learning; Research Methodology; Social Change; Transformative Learning; Transitional Programs; Women’s Education; Marginalized Groups


In the United Kingdom, these two perspectives on lifelong learning sit uneasily together: emphasis on adults in employment and a focus on diversity and widening participation in adult education. A recent emphasis on accreditation with implications for funding has affected diversity and participation objectives because involving assessment, certification, or accreditation tends to discourage participation. The major question for adult educators is how accreditation can be used appropriately to recognize achievement while still promoting learning for the most disadvantaged and disenfranchised portion of the population. Higher and further education institutions, local authority adult education departments, voluntary organizations, and training programs for women were surveyed to determine how accreditation affects provision designed specifically for women. Findings indicated a need to reconsider threshold or entry provision for women in groups that have previously been under- or un-represented in adult education and training. A longitudinal...
case study of how required accreditation was implemented by a women's training scheme in a rural mining area found that some valued outcomes such as personal development and growth were difficult to quantify and assess. Despite being recognized as an example of good practice in developing the potential of women and providing quality training, the local authority decided the program was not cost effective and training opportunities for other disadvantaged groups had to be given priority, an outcome indicative of the tensions of implementing lifelong learning.

**KEY WORDS:** Access to Education; Accreditation (Institutions); Adult Education; Developed Nations; Disadvantaged; Displaced Homemakers; Educational Certificates; Educational Finance; Employment Qualifications; Empowerment; Evaluation Problems; Females; Foreign Countries; Individual Development; Job Skills; Lifelong Learning; National Standards; Needs Assessment; Outcomes of Education; Public Policy; Reentry Students; Reentry Workers; Rural Areas; Special Needs Students; Student Certification; Student Financial Aid; Training; Transformative Learning; Women's Education.


Assessment of informal and nonformal learning requires resolution of three questions: how to define competencies, how to measure them, and how to ensure the legitimacy of the measure. Assessment and certification procedures must be well defined and robust, with quality assurance methods accepted by all stakeholders.

**KEY WORDS:** Educational Assessment; Evaluation Criteria; Evaluation Methods; Informal Education; Nonformal Education; Prior Learning.


Discusses how instructors working with at-risk students have effectively used a learning portfolio to increase metacognitive awareness. Describes the learning portfolio as a method that facilitates student participation via a self-assessment of what they have learned about learning. Appended are directions for implementing, monitoring, and evaluating a learning portfolio.

**KEY WORDS:** College Outcomes Assessment; Educationally Disadvantaged; Evaluation Methods; Experiential Learning; High Risk Students; Higher Education; Journal Writing; Outcomes of Education; Portfolios (Background Materials); Student Journals.


This book is designed to help social work students prepare a social work portfolio to be used as a learning guide, and following graduation, as a tool to maintain their social work licenses or other pertinent professional credentials. There are independent and collaborative group learning exercises as well as portfolio preparation exercises throughout the book. Chapter 1 introduces the social work portfolio and explores its relationship to learning. Contemporary social work practice is presented in the context of lifelong learning. Chapter 2 explores learning styles and psychological types, including multiple intelligences and emotional intelligence. Chapter 3 presents self-assessment tools to determine social work learning needs by exploring level of knowledge and
expertise in content areas most relevant for contemporary social workers. Chapter 4 includes assessment tools for prior learning, general career planning guidelines, and methods to identify an ideal social work position. Resume and supplementary document preparation are discussed. Chapter 5 discusses specific learning goals and objectives and preparation of an individual learning plan. Chapter 6 presents guidelines for compilation and assessment of a portfolio with an emphasis on learning activities during an academic program of study. Suggestions are made for adaptation and use of the portfolio throughout a professional career. Appendices include: a lifelong learning questionnaire; common phases of a professional social work career; index of learning styles; self-assessment of social work knowledge survey; social work interests instrument; sample cover letter; list of action verbs for use in developing learning plans; and a social work portfolio documents checklist.

**KEY WORDS:** Adult Development; Career Development; Career Information Systems; Career Ladders; Career Planning; Check Lists; Cognitive Style; Competency Based Education; Cooperative Learning; Credentials; Education Work Relationship; Experiential Learning; Higher Education; Informal Assessment; Interest Inventories; Job Skills; Knowledge Level; Learning Activities; Learning Strategies; Lifelong Learning; Multiple Intelligences; Portfolios (Background Materials); Prior Learning; Professional Development; Professional Education; Psychological Characteristics; Questionnaires; Rating Scales; Resumes (Personal); Self Evaluation (Individuals); Social Work; Social Workers; Student Educational Objectives; Surveys; Theory Practice Relationship; Transfer of Training.


Considers the role of learning accreditation in relation to demand for quality assurance in organizational learning. Develops a four-dimensional management perspective that outlines four pathways of learning: learning needs in relation to aspirations, academic learning, learning to qualify for professional practice, and learning to sustain career and organizational objectives.

**KEY WORDS:** Career Development; Corporate Education; Credits; Educational Objectives; Higher Education; Personnel Management; Prior Learning; Student Certification; Quality Assurance.


Studied the use of prior knowledge state assessment for enhancing learning through a series of experiments involving college students (n=112, n=1,159, n=1,081). Results show that beginning students are especially willing to use prior knowledge state assessment and appear to benefit more from its use.

**KEY WORDS:** College Students; Evaluation Methods; Higher Education; Knowledge Level; Prior Learning; Self Evaluation (Individuals).


Suggested principles for designing accelerated degree programs for adults are provided...
the following components of a model of adult learning: prior experience/personal biographies psychosocial and value orientation, the connecting classroom (relating life experiences and academic learning), adult cognition, the life-world environment, and college outcomes.

**KEY WORDS:** Acceleration (Education); Adult Students; Cognitive Processes; Degrees (Academic); Higher Education; Outcomes of Education; Prior Learning; Program Design.


Reports a comparison of academic achievements in graduate nursing programs between those with undergraduate qualifications and those admitted using a recognition of prior learning (RPL) initiative. Results indicate that the academic achievement of the hospital-trained nurses was similar to those admitted with a formal qualification.

**KEY WORDS:** Academic Achievement; Comparative Analysis; Education; Graduate Study; Higher Education; Nurses; Nursing; Nursing Education; Professional Education; Qualifications.


This comprehensive study explores the chronological and geographical expansion of the assessment of adult and experiential learning - known as AP(E)L - around the world. The authors describe and compare initiatives in their own countries and their effectiveness at the levels of government, educational institutions, and employment. They highlight AP(E)L's essential role in the adaptation of higher education to the competitive global market. The 11 chapters are "AP(E)L: Why? Where? How? Setting the International Scene" (Norman Evans); "Recognizing Learning Outside of Schools in the United States of America" (Morris T. Keeton); "The Evolution of AP(E)L in England" (Norman Evans); "Canada: The Story of Prior Learning Assessment and Recognition" (Deborah Blower); "France: The Story of La Validation des Acquis (Recognition of Experiential Learning" (Michel Feutrie); "Scotland: The Story of the Assessment of Prior Experiential Learning" (Norman Sharp, Fiona Reeve, Ruth Whittaker); "The Republic of Ireland: The Story of the Assessment of Prior Experiential Learning" (Denis McGrath); "The Recognition of Prior Learning in Australia: An Ambivalent Relationship with the Academy, Competency-Based Education, and the Market" (Rick Flowers, Geof Hawke); "Recognition of Prior Learning: The Promise and the Reality for New Zealanders" (Phil Ker, Mary Melrose, Maureen Reid); "Learning Assessment in South Africa" (Yunus Ballim, Rahmat Omar, Alan Ralphs); and "2000 Plus?" (Norman Evans).

**KEY WORDS:** Adult Learning; Developed Nations; Developing Nations; Employment Potential; Experiential Learning; Foreign Countries; Global Approach; Informal Assessment; International Educational Exchange; Postsecondary Education; Program Effectiveness; Student Evaluation.

Reports on the assessment of student background knowledge along a continuum of language dependency using a set of three probes. Examines improved student performance in each of the respective assessments on the extent to which a sound natural history background facilitated meaningful learning relative to English as Second Language (ESL) proficiency. Indicates that students did not perceive language to be a problem in biology.

**KEY WORDS:** Academic Achievement; Biology; Foreign Countries; Higher Education; Marine Education; Prior Learning; Science Education; Second Language Learning.


Surveyed nontraditional Pharm.D (NTPD) program directors to determine use of prior learning assessment (PLA).Eighty-four percent of respondents reported using PLA for one or more purposes, including the admissions process and awarding of advanced standing for didactic and experiential courses. Transcript review, faculty-developed exams, and portfolios are the most commonly used methods of PLA in NTPD programs.

**KEY WORDS:** Admission Criteria; College Credits; Nontraditional Education; Pharmaceutical Education; Prior Learning; School Surveys.


Analyzes Canadian labor education courses and materials in terms of types of training, participants, instructors' objectives, and criteria for success. Concludes that labor education is preparing union members to participate in union and community affairs through the acquisition of transferable skills.

**KEY WORDS:** Adult Education; Educational Research; Foreign Countries; Labor Education; Prior Learning; Unions.


This report provides information on the content and nature of labor education in Canada. Section A outlines the study's purposes to explain why labor education should be considered for prior learning assessment and recognition purposes. Section B describes the theoretical framework and methodology and explains the attempt to canvass a reasonably representative sample of labor education provided by and for trade unions. Section C highlights the aims and objectives of labor education, with particular reference to differing objectives of the host trade unions. Section D describes steward training and relates details of this education to functions and expectations unions typically assign to these worksite representatives. Section E completes the descriptions with an overview of content of labor education programs provided by and for Canada's unions. Section F identifies other events and learning activities provided by and for Canada's unions. Section G provides a sample of approaches taken by unions in selecting labor education participants. Section H describes procedures for choosing trainers who deliver labor education and their roles. Section I discusses delivery methods trade unions use for their
labor education courses and activities and the rationale for these practices. Section J examines aspects of the labor education program of the Communications, Energy, and Paperworkers' Union of Canada. Section K provides conclusions and observations.

**KEY WORDS:** Admission Criteria; Adult Education; Educational Objectives; Educational Research; Industrial Training; Labor Education; Prior Learning; Program Content; Trainers; Unions; Member Union Relationship; Shop Stewards.


Employing organizations are the main beneficiaries of accreditation of work-based learning. Universities involved in providing it need to safeguard the interests of learners and society from exploitation. Work-based learning needs to be viewed beyond the narrow skills and competencies approach, recognizing and valuing practical judgment in job performance.

**KEY WORDS:** Accreditation (Institutions); Employer Employee Relationship; Higher Education; Prior Learning; Work Experience.


This article considers the nature of experiential learning and its relationship with other forms of learning that gain their authority through assessment. It argues that experiential learning is grounded in, and stands upon, the notion of phronesis and is the goal of an educated populace. This argument, should it prevail, would see wisdom as the goal of education which is revealed in becoming wise through being-in-the-world. To consider a person a phronomis is not to credentialise her by separating her self-knowledge from her in some externality but to recognise her as being knowledgeable and wise rather than having knowledge. This distinction is evident in skills for work where success is not just in knowing how but is in doing. We suggest in this article that higher education ought not enframe students through assessment practices but liberate them in a mode of learning that reflects Heidegger's notion of 'letting learn'. Given the validity of this argument the central role of the recognition of prior learning for higher education is developed as the most appropriate mode of revelation of this wisdom. Heidegger is used throughout as a guide.

**KEY WORDS:** Higher Education; Experiential Learning; Prior Learning; Knowledge Level; Student Evaluation; Evaluation Methods; Education Work Relationship.


This book contains nine papers on the development of education for older adults in the United Kingdom and Canada against the background of an aging population and the challenge of lengthening life expectancy. "Foreword" (David James) presents an overview of the book's contents and underscores the importance of motivation to learning in later life. "The Education for Older Adults 'Movement': An Overview" traces developments in self-help education for older adults, including university-of-the-third-age and continuing education programs. The following are among the topics discussed in "Some Critical Implications": lifelong learning; critical theory; the functionalist paradigm; the context of old age; liberation and empowerment; hegemony; andragogy; and critical educational gerontology. "Critical and Educational Gerontology: Relationships and Future Developments" (Chris Phillipson) considers critical gerontology in relation to the crisis of
old age, the issue of identity, the self in old age, and emancipation. "Changing Attitudes to Ageing" examines age-related stereotypes and strategies for changing attitudes toward aging. "Education for Older People: The Moral Dimension" (Robert Elmore) argues that access to educational gerontology should become a public policy priority. "Critical Educational Gerontology and the Imperative to Empower" (Sandra Cusack) operationalizes the concept of empowerment in the areas of leadership training and mental fitness and identifies techniques to empower older learners. "Educational and Social Gerontology: Necessary Relationships" explores the relationship between education gerontology and social gerontology. "The Debate Continues: Integrating Educational Gerontology with Lifelong Learning" (Alexandra Withnall) considers issues in the debate surrounding the philosophical and emerging theoretical approaches to educating people who are beyond working age. "Teaching and Learning in Later Life: Considerations for the Future" makes a case for further development of the theoretical basis of educational provision for older adults.

**KEY WORDS:** Adult Education; Adult Learning; Adult Students; Aging (Individuals); Andragogy; Attitude Change; Continuing Education; Educational Gerontology; Educational Needs; Educational Objectives; Educational Theories; Educational Trends; Empowerment; Foreign Countries; Learning Theories; Lifelong Learning; Needs Assessment; Older Adults; Personal Autonomy; Population Trends; Postsecondary Education; Public Policy; Role of Education; Rural Education; Self Determination; Social Change; Stereotypes; Student Needs; Theory Practice Relationship; Trend Analysis; Urban Education.


The extent to which Canadian employers recognize the informally acquired first languages of immigrants and aboriginal persons as prior learning qualifications for formal employment in the business, government, and education sectors was examined through a survey of organizations across Ontario. Personalized questionnaires were mailed to a sample of 140 Ontario organizations, as follows: 32 businesses (half randomly selected and half purposively selected); 71 colleges, universities, and school boards; and 37 municipal, provincial, and federal government agencies and psychiatric hospitals. Of the 140 questionnaires mailed out, 79 (56.4%) were returned. Although 88.6% of the organizations indicated that they would benefit from employing staff fluent in languages in addition to English or French, only 30.4% were actually actively recruiting such multilingual employees. Private organizations were more likely to recruit multilingual individuals and educational institutions were least likely to do so (52.9% and 25.7%, respectively). The methods used to evaluate potential bilingual employees' language proficiency were as follows: interviews (25.8%); employer references (18.6%); and formal qualifications and personal references (13.4%). Educational institutions used formal qualifications to assess language fluency much more often than other types of organizations did (20%, 10%, and 7.6% for academic institutions, private organizations, and public organizations, respectively).

**KEY WORDS:** Bilingualism; Boards of Education; Canada Natives; Colleges; Employer Attitudes; Employment Practices; Employment Qualifications; Evaluation Methods; Federal Government; Foreign Countries; Immigrants; Indigenous Populations; Language Attitudes; Language Minorities; Language Proficiency; Literature Reviews; Native Speakers; Postsecondary Education; Prior Learning; Private Sector; Psychiatric Hospitals; Public Sector; Recruitment; Secondary Education; State Agencies;

D.W. Livingstone, M. Raykov, K. Pollock, F. Antonelli
Universities.


A group of adult educators in England conducted seven case studies to identify strategies for recognizing adult students’ learning progress in nonaccredited programs. The case studies identified the following elements of good practice in the process of recording and validating achievement: (1) initial identification of learning objectives; (2) initial assessment of learners; (3) negotiation of learning objectives with learners; (4) learning self-assessment; (5) ongoing formative assessment; (6) progression advice and guidance; (7) a record of achievement; (8) moderation of assessment; and (9) celebration of achievement. A framework for good practice was identified, along with key issues and areas for further research and development.

KEY WORDS: Academic Achievement; Adult Education; Adult Educators; Case Studies; Definitions; Educational Objectives; Evaluation Criteria; Evaluation Methods; Foreign Countries; Formative Evaluation; Guidelines; Models; Nonformal Education; Postsecondary Education; Program Evaluation; Program Validation; Questionnaires; Recognition (Achievement); Recordkeeping; Records (Forms); Self Evaluation (Individuals); Student Attitudes; Student Certification; Student Evaluation; Teacher Researchers; Best Practices; England; Nonaccredited Colleges.


This document contains papers from a meeting on identification, evaluation, and recognition of nonformal learning in the European Union. The following papers are included: "Identification, Assessment, and Recognition of Non-Formal Learning: European Tendencies" (Jens Bjornavold); "Why Measure Human Capital?" (Riel Miller); "Mobility and Social Cohesion" (Eric Fries Guggenheim); "Social Partners' Round Table - Is There Any Consensus on the Validation of Non-Formal Learning and If So, What?" (Eugenio Rosa, Mike Coles, Donald Kerr); "Work-Related Projects on New Methods of Skill Definition and Accreditation: Moves Towards a Personal Skills Medium in the USA and in Europe" (Barbara Jones, Kari Hadjivassiliou); "The Recognition and Validation of Informal Learning in France" (Anne-Marie Charraud); "Finnish Competence-Based Qualifications - Organization, Assessment, and Legitimacy" (Petri Haltia); "Accreditation of Non Formal Learning in the Netherlands" (Marian Nieskens, Ruud Klarus); "Examination of the Requirements for Successful Validation of Vocational Learning - The Issue of Legitimacy" (Jens Bjornavold); "A Few Features of the Situation in France - The Views of CFDT (Confederation Francaise Democratique du Travail) on the Measurement of Informally Acquired Competences" (Jose Danilo); and "Social Partners' Round-Table Discussion: the Validation of Prior Learning: What Can We Build Together?" (Juan Maria Memendez-Valdes, Hjordis Dalsgaard, Nikolaus Bley).

KEY WORDS: Academic Standards; Adult Learning; Comparative Analysis; Competence; Definitions; Educational Objectives; Educational Trends; Employment Qualifications; Evaluation Criteria; Evaluation Methods; Experiential Learning; Foreign Countries; Human Capital; Identification; Job Skills; Lifelong Learning; Measurement Techniques; Meetings; Needs Assessment; Nonformal Education; Postsecondary
Education; Prior Learning; Recognition (Achievement); Reliability; Secondary Education; Social Integration; Social Mobility; Standard Setting; Student Certification; Student Evaluation; Trend Analysis; Validity; Vocational Education.


Describes four models of recognition of prior learning (PL): (1) procrustean - PL is made to match predetermined standards; (2) learning and development - PL approximates implicit academic standards; (3) radical - subjective knowledge is recognized as an alternative to dominant forms; and (4) Trojan-horse - PL is seen as socially constructed and valued in and of itself.

**KEY WORDS:** Academic Standards; Credits; Experiential Learning; Foreign Countries; Prior Learning.


Recent trends and developments related to the structures of qualification levels in Germany, Spain, France, the Netherlands, and the United Kingdom were examined in a quasi-experimental study that was part of a more comprehensive study on the same topic. The study focused on standards, qualifications, and classifications at the tertiary level of the German educational system and the categorization of qualifications at the tertiary level in England, France, the Netherlands, and Spain. The study documented that the discussion of how to ensure the transparency of qualifications and their adequate categorization in all-embracing classification systems at the national and transnational levels is increasing throughout the European Union. Different countries are taking different routes to improving the transparency and comparability of qualifications in higher education. At the tertiary level, German considerations and concepts show an increasing trend toward outcome-based standards. The same also applies to England, France, and the Netherlands. In Spain, the national classification system is currently in the introductory phase, with efforts currently concentrated on vocational qualifications at the secondary level.

**KEY WORDS:** Adult Education; Adult Learning; Articulation (Education); Certification; Classification; Comparative Analysis; Comparative Education; Credentials; Definitions; Educational Planning; Educational Policy; Educational Practices; Educational Trends; Evaluation Methods; Experiential Learning; Foreign Countries; Lifelong Learning; Literature Reviews; Models; National Standards; National Surveys; Nonformal Education; Occupational Mobility; Policy Formation; Postsecondary Education; Prior Learning; Qualifications; Standard Setting; State of the Art Reviews; Synthesis; Systems Approach; Transfer Policy; Trend Analysis; Vocational Education; Work Experience.


Action-learning techniques and acknowledgment of prior experience are components of integrated workshops for Australian agriculture producers in a program known as Futureprofit. Evaluations show the program effectively improves producers' planning,
communication, and decision making through adherence to adult learning principles.

**KEY WORDS:** Adult Education; Adult Learning; Agricultural Production; Experiential Learning; Foreign Countries; Prior Learning; Workshops.


This report provides a summary of findings from research into work-related education and training undertaken over the last five years by organizations then called the Further Education Development Agency (FEDA) and Quality and Performance Improvement Dissemination (QPID) Unit of the Department for Education and Employment. Cross-references to relevant material are included in the individual topic-related sections. After an introduction, Section 2 lists overarching messages and provides a summary of key findings and their implications for post-16 learning. Sections 3-13 report findings for specific aspects of post-16 learning. Each section includes keywords; summary of key messages from FEDA/QPID research; and further details of the key FEDA/QPID research findings. The 11 aspects of post-16 learning considered are the learner and learning experience; learning facilitators (teacher/trainer/assessor/mentor); teaching and learning methods; the content of learning programs; assessment and qualifications; quality and inspection; barriers to participation; equal opportunities; learners, learning, and the labor market; policy/program development; and operational management. Appendixes include annotated bibliographies of 78 topic-related FEDA and 60 topic-related QPID materials; a 230-item bibliography of further QPID information; and a glossary. The annotated bibliography entries include audience, purpose, and which topic(s) are addressed.

**KEY WORDS:** Access to Education; Adult Education; Annotated Bibliographies; Basic Skills; Career Education; Developed Nations; Educational Certificates; Educational Quality; Educational Research; Equal Education; Experiential Learning; Foreign Countries; Industrial Training; Job Skills; Job Training; Labor Market; Out of School Youth; Prior Learning; Staff Development; Student Certification; Vocational Education; Barriers to Participation; United Kingdom.


The French worker certification system is focusing on efforts to design a scheme for the accreditation of work-based learning. If implemented, the scheme would be directed by a business-government-worker partnership, recognized and accepted by different occupations, and accessible to all employees regardless of the way their qualifications were acquired. Applicable to a labor market characterized by discontinuous work experiences and precarious employment conditions, such a mechanism would permit worker mobility between jobs and complement the traditional certification regime. Important issues in this effort include: (1) developing standards according to common rules to allow comparison between occupations; (2) establishing student evaluation using multiple forms, such as combining one or more of interview, test, observation and simulation; and (3) structuring qualifications to demonstrate mastery of an occupation or elements of multiple occupations to help create individual career paths.

**KEY WORDS:** Accrediting Agencies; Adult Education; Competence; Competency Based Education; Coordination; Developed Nations; Economic Impact; Educational Planning; Employment Level; Employment Opportunities; Employment Patterns; Employment Potential; Employment Qualifications; Foreign Countries; Informal Education; Job...
Analysis; Job Skills; Job Training; Labor Market; Labor Needs; Labor Relations; Labor Supply; Minimum Competencies; National Standards; Nontraditional Education; Occupational Information; Occupational Mobility; On-the-Job Training Partnerships in Education; Postsecondary Education; Prior Learning; Promotion (Occupational); Protocol Analysis; Public Policy; School Business Relationship; Skill Analysis; Social Planning; Standard Setting; Student Certification; Student Evaluation; Transfer of Training; Vocational Education; Vocational Evaluation; Work Experience.


Community sites provide a range of pictures of “adult learning” in this research report. By interviews and by work with a Skills and Knowledge Profile, we note patterns of gender, culture, employment status, and strength of social organization when identifying learning needs and recording learning experiences.

**KEY WORDS:** Adult Education; Adult Learning; Adult Literacy; Adult Programs; Community Education; Community Organizations; Females; Informal Education; Learning Strategies; Lifelong Learning; Literacy Education; Prior Learning; Reflective Teaching; Unions; Work Based Learning.


Developed seven Internet-delivered tests of prior knowledge for distance education students in the Netherlands interested in gaining information about future studies. Analysis of 151 responses received through the Web site showed student appreciation of the instruments and the assessment process.

**KEY WORDS:** College Students; Computer Assisted Testing; Distance Education; Evaluation Methods; Foreign Countries; Higher Education; Internet; Prior Learning; Student Attitudes; Test Construction; Netherlands.


The implementation of training packages (TPs) in Australian workplaces was examined through case studies of the use of TPs in nontraditional trade areas by six innovative registered training organizations (RTOs) across Australia. The study focused on the extent to which new and flexible approaches to learning, training delivery, and assessment have been used in implementation of TPs. The study RTOs delivered training and assessment in a broad range of TPs, including TPs from the following occupational areas: entertainment; community services; outdoor recreation; and horticulture. The six RTOs included an enterprise-based RTO, a community-based RTO, and four public RTOs (including one technical and further education institute and two institutes of technology). All six RTOs used innovative and flexible approaches to delivery and assessment of TPs. Learners' needs were the central focus for framing processes. Previous experience with competency-based training and assessment was said to facilitate uptake of TPs. Most providers used multiple pathways to qualifications, including a mix of on-the-job and off-the-job training and assessment strategies. Recognition of current competency and recognition of prior learning were being used extensively. Collaboration and close liaison with industry was allowing providers to access valuable
enterprise resources for training. Many nontraditional-type trainers and learners were involved with TPs.

**KEY WORDS:** Agricultural Occupations; Case Studies; Community Services; Competence; Competency Based Education; Definitions; Delivery Systems; Education Work Relationship; Evaluation Methods; Flexible Progression; Foreign Countries; Horticulture; Hospitality Occupations; Innovation; Job Training; Learning Modules; Nontraditional Occupations; On-the-Job Training Performance Factors; Postsecondary Education; Prior Learning; Recognition (Achievement); School Business Relationship; Student Evaluation; Success; Technical Institutes; Trade and Industrial Education; Trainers; Training Methods.


The Skills and Knowledge Profile (SKP) is a tool developed in Canada to document learning styles and strategies of adult learners. The instrument was developed as a systematic approach to capturing the learning styles of unemployed and employed adults across sectors. It is made up of these six sections: (1) Learning Access and Personal Information; (2) Personal Informal Learning; (3) Job-Related Informal Learning; (4) Non-Formal Courses and Workshops; (5) Future Learning Plans; and (6) Your Comments on the Profile. The SKP was created through action-based research using learners in a unionized factory, community-based women's employment program, and community-based literacy program. Volunteers at all three sites committed their time and efforts to filling out the SKP and then provided feedback on the clarity, usefulness, and ease of using the tool. Feedback has been incorporated into the SKP in a continuous process. The evaluation can be used by individuals to sort out their skills and to focus their efforts on a career path. The SKP is not only a tool, but also a reflection of a positive trend in adult education by which adult learners build on and share their own wealth of knowledge and skills.

**KEY WORDS:** Adult Basic Education; Adult Learning; Educational Assessment; Educational Attitudes; Educational Experience; Educational Needs; Evaluation Methods; Experiential Learning; Informal Education; Measurement; Needs Assessment; Prior Learning; Student Experience; Work Experience.


This article outlines three theoretical perspectives that have emerged in the literature on RPL and that are useful in understanding the complexities around prior learning, the human capital perspective, the liberal humanist perspective and the social constructivist perspective. Although each approach has its own blind spots and its own critics, it is argued that conversations between and within these perspectives are valuable for educators who in the final analysis are the ones who have to design and implement RPL practices that are educationally defensible and socially just.

**KEY WORDS:** Prior Learning; Human Capital; Constructivism (Learning); Higher Education; Equal Education; Justice; Access to Education.


Argues that prior learning assessment is an integral part of the field of career development. Highlights some common features in the work of practitioners of prior learning assessment and career development. Emphasizes that the commonalities of purpose should not be sacrificed to battles of professional identity. Discusses a program that has successfully integrated prior learning assessment and career development.

**KEY WORDS:** Career Development; Foreign Countries; Literature Reviews.


When mature students enter higher education they bring with them a wealth of knowledge and experience gained in their lives outside of education. A majority of higher education institutions in the UK and elsewhere around the world have now set up systems for recognizing and accrediting such learning. However the processes of assessing learning from experience tend to conform to other higher education assessment processes, originally devised for the assessment of learning gained through study in an educational context. This poses a dilemma for the students presenting their learning for assessment, those advising or guiding them and those assessing the learning. How can learning gained in a life/work setting be quantified and evaluated in academic terms? What happens in this process? This paper takes a discourse analysis approach to examine the process from both student and assessor perspectives, and proposes some strategies for bridging the gap in discourse between the outside world and academia.

**KEY WORDS:** Discourse Analysis; Higher Education; Learning Experience; Student Evaluation; Foreign Countries; Adult Students; Evaluation Methods; Prior Learning; College Credits; United Kingdom.


Discusses how the use of prior learning assessment, especially with portfolios, can enable workers to take greater responsibility for their career development and shift emphasis from employment to employability.

**KEY WORDS:** Career Development; Employment Potential; Job Skills; Portfolio Assessment; Prior Learning; Staff Development.


The Ontario Industrial Workers’ research site offered a basic analysis of issues relevant to the Prior Learning Assessment and Recognition (PLAR) research and the labor education community. Project goals revolved around the need to examine development and applications of a new PLAR instrument, the Skills and Knowledge Profile (SKP),
which is uniquely suited to examine the types of strategies, practices, and capacities that working class participants typically use. Primarily qualitative data from interviews were analyzed. SKP exhibited "situated" dimensions which, from a worker's standpoint, largely determined the perceived effectiveness of the instrument. Social organization of skills, knowledge, and learning processes were seen as a significant issue in the context of working class learning strategies, workers' practices, and progressive application of PLAR instruments such as SKP. In discussions of PLAR, SKP, and labor unions, notions of class consciousness were intertwined with informal learning relations. Intersection of class consciousness and development of critical views on the power relations among forms and conceptions of skill and knowledge led to the notion of a Workers' Knowledge Bank. In in-depth discussions, workers indicated the practical use/value was embedded within the process of administration itself and SKP provoked new understandings of one's own skills.

**KEY WORDS:** Adult Education; Developed Nations; Foreign Countries; Industrial Training; Informal Education; Labor Education; Learning Strategies; Participatory Research; Prior Learning; Self Evaluation (Individuals); Social Cognition; Test Construction; Unions; Working Class; Ontario (Toronto).


Tested the effects of prior knowledge and two instructional models - structured problem solving and guided generation (GG) - on mathematical problem solving and transfer to an analogous task. Data on students with high and low prior knowledge highlighted significant main effects for prior knowledge, significant differences on transfer to analogous tasks, significant between-group differences on favoring the GG model, and significant interaction between low priors and GG treatment on transfer.

**KEY WORDS:** Constructivism (Learning); Disadvantaged Youth; Elementary/Secondary Education; Epistemology; Mathematics Education; Prior Learning; Problem Based Learning; Problem Solving; Urban Schools.


Explores the interface between skills used outside college and those perceived as relevant to studies in college, based on a survey of mature part-time undergraduate students. Respondents also rated personal abilities and characteristics of mature students and offered suggestions for integrating their skills and experience into the study programs.

**KEY WORDS:** Ability; Adult Students; Experience; Higher Education; Individual Characteristics; Part Time Students; Prior Learning; Skill Analysis; Student Characteristics; Student Surveys; Undergraduate Students.


Regarding the accreditation of prior learning of Judaic studies, reviews the difficulties of criterion selection, current accreditation techniques, and those elements of the ultra-
Orthodox structure of learning that are salient and problematic in accreditations. Drawing metaphorically on the works of Arnold van Gennep and Victor Turner, encourages a more theoretical, humble, and sensitive exploration of the liminal space that lies beyond structures.

**KEY WORDS:** Evaluation Criteria; Higher Education; Judaism; Prior Learning; Religion Studies.


In January 2003, a national working group was established to review past and current credit developments in England and recommend ways of taking learning credit developments forward in the future. The Learning Skill and Development Agency's case for credit was said to rest on the objectives of recognizing achievement and motivating learners and making the National Qualifications Framework more transparent and flexible. Possible uses of credit by further education, employers, policymakers, national programs, higher education, online learning providers, and the community and voluntary sector were identified. The credit framework developed within further education over the past decade was explained in detail. The following common features of credit systems across the United Kingdom were identified: (1) a multilevel framework with level descriptors from entry level to higher education/professional qualifications; (2) credit based on achievement of units of assessment and learning outcomes; (3) rejection of a "one size fits all" approach; (4) use of notational learning time to establish the credit value of units and qualifications; and (5) recognition that the framework enables but does not by itself establish credit accumulation, credit transfer, and other credit-based systems. The working group called for a common approach to credit operating across the United Kingdom and encompassing post-16 and higher education, including work-based learning.

**KEY WORDS:** Articulation (Education); College Credits; Colleges; Cooperative Planning; Education Work Relationship; Educational Certificates; Educational Policy; Educational Practices; Educational Trends; Employment Qualifications; Glossaries; National Surveys; Policy Formation; Postsecondary Education; Recognition (Achievement); Student Certification; Systems Approach; Transfer Policy; Units of Study; Universities.

54. Taylor, J. A. (2000). *Adult degree completion programs: A report to the board of trustees from the task force on adult degree completion programs and the award of credit for prior learning at the baccalaureate level.* Chicago, IL: North Central Association of Colleges and Schools.

In 1998, the North Central Association of Colleges and Schools established a fifteen-member Task Force to study the practices and procedures employed in adult degree completion programs. An adult degree completion program is identified as one that is designed especially to meet the needs of the working adult who, having acquired sixty or more college credit hours during previous enrollments, is returning to school after an extended period of absence to obtain a baccalaureate degree. The survey designed by the Task Force was completed by 78 institutions in the country. The survey report identified: (1) lessons learned regarding strengths and weaknesses of the programs; (2) exemplary principles of good practice; (3) the impact of the programs on the broader educational activities of institutional providers and the higher education community in general; and (4) strategies appropriate for an accrediting commission to use in ensuring quality in adult degree completion programs and practices without restricting access.
Some of the exemplary practices reported in the study include the following: (1) faculty members are committed to serving adult learners, have appropriate credentials and participate in policy-making and professional development activities; (2) the institution offers adequate administrative support, financial and institutional resources to ensure the effectiveness of the programs; and (3) the institution provides access to a range of student services including admissions, financial aid, academic advising, delivery of course materials, and counseling and placement services.

**KEY WORDS:** Adult Education; Adult Programs; Bachelors Degrees; College Credits; Continuing Education; Degrees (Academic); External Degree Programs; Higher Education; Nontraditional Students; Prior Learning; Retraining; Special Degree Programs.


A study extended studies on use of prior learning assessment and recognition (PLAR) by concentrating on learners/students outside of the college system and exploring student experience with all dimensions of the use of PLAR. Fourteen university students were interviewed. Findings indicated respondents had re-entered formal education by novel means based on an individual assessment of what they knew, and had learned, outside the system of formal education, rather than solely on what they had learned within it; most encountered PLAR by accident; PLAR became the primary basis on which they continued in their educational quest, a welcome add-on that eased and enriched their educational experience, or a minor addition; they used all available PLAR devices, though a larger proportion used portfolios than in earlier research, and all respondents were self-directed students in addition to self-directed learners.

**KEY WORDS:** Adult Students; Advanced Placement; College Credits; Developed Nations; Educational Experience; Experiential Learning; Foreign Countries; Independent Study; Informal Education; Nontraditional Education; Nontraditional Students; Portfolios (Background Materials); Prior Learning; Recognition (Achievement); Student Educational Objectives; Student Motivation; Universities.


The Educational Development and Assessment System in a Dutch university's vocational education program involves student-directed, self-regulated evaluation methods and integrates assessment with instruction. Evaluation focuses on competencies and portfolio assessments.

**KEY WORDS:** Educational Development; Foreign Countries; Learner Controlled Instruction; Portfolio Assessment; Prior Learning; Vocational Education.


Aims to contextualize recognition of prior learning (RPL) as a principle and to show the
implications of recent developments in education for implementing RPL in higher education in South Africa.

**KEY WORDS:** College Credits; Foreign Countries; Higher Education; Prior Learning; Program Implementation.


This bibliography provides a thorough and representative sample of the different types of available Prior Learning Assessment and Recognition (PLAR) publications and resources. These publications and resources are grouped under nine categories: (1) PLAR Policy (Canada, Europe, Africa, Australia, United States of America, New Zealand, Asia and the Pacific, Comparative Studies); (2) Implementation of PLAR in Formal Education (General; Postsecondary Education; Secondary Schools; Distance Learning; Second Language, Basic Education, and Literacy Programs; Methods of Assessment; Survey of PLAR Users; Assessor and Facilitator Training; Financing, Promotion, and Marketing); (3) PLAR and Work; (4) PLAR and the Military; (5) PLAR and Questions of Diversity; (6) Theories and Analysis of PLAR; (7) PLAR Literature for Learners; (8) PLAR Bibliographies; and (9) Publications en Francais. The total number of entries is 791; this number includes those instances when the same publication or resource appears under more than one category. Some entries are in French. Each entry consists of some or all of the following components: author(s) or organization; publication date; title; either place of publication and publisher or periodical title and pagination; and an annotation.

**KEY WORDS:** Access to Education; Adult Basic Education; Adult Education; Bibliographies; Distance Education; Educational Policy; Ethnic Groups; Experiential Learning; Females; Foreign Countries; French; Informal Education; Literacy Education; Marketing; Military Training; Portfolio Assessment; Postsecondary Education; Prior Learning; Program Implementation; Public Relations; Second Language Instruction; Secondary Education; Student Evaluation.


This framework for learning development in higher education stresses three types of skills - threshold, key, and transferable - and a variety of forms for assessing prior (experiential) learning [AP(E)L]. The function of assessment is both to credit prior learning and diagnose individual learning needs.

**KEY WORDS:** Education Work Relationship; Evaluation Methods; Experiential Learning; Foreign Countries; Higher Education; Prior Learning; Self Evaluation (Individuals); Student Evaluation.
Chapter 4. Work and Learning

Section 4.1 General Perspectives on Learning-Work Relationships

Over the last decades educational researchers and politicians have shown a growing interest in the concept of learning in practice, i.e. learning in the workplace. Learning in practice plays an important role in connection with lifelong learning, as the workplace is an obvious setting for realizing this aim. Theories about learning in practice often include a critique of school-based learning by seriously questioning the idea that learning in school can be transferred to action and by emphasizing the context dependence of learning and acting. This article contributes to the debate by pointing out some advantages of combining school-based and workplace-based learning. The results of a study of learning in a vocational education and training (VET) programme for sales assistants show that both the theoretical training in the VET school and the practical training in the workplace are necessary to develop competency. Furthermore, the results indicate that a careful matching of specific parts of the curriculum with the learning setting (the workplace or the school) may improve the trainees' achievements. The matching is not only useful in improving VET programmes but is also generally useful in planning lifelong learning as work-related education.

**KEY WORDS:** Lifelong Learning; Vocational Education; Inplant Programs; Education Work Relationship; Foreign Countries; Sales Occupations.


Labor process theory is an influential school of thought in the analysis of work. Starting with Braverman (1976), labor process theory traditionally has ignored the fundamental contradiction Marx saw between the progressive socialization of the labor process and the persistence of capitalist profitability constraints. Implicit in Marx's terms, socialization is the development away from local isolation towards "universal interdependence," and it is a key trend both in the objective structure of industry and in subjective self-construals. Activity theory offers a framework in which we can conceptualize the various loci of the contradiction between socialization and profitability. I employ this framework to analyze three cases of work reorganization - Taylorism, lean production, and the rationalization of software development. In all cases, the socialization of the labor process has been simultaneously stimulated, retarded, and distorted by profitability pressures.

**KEY WORDS:** Labour Process; Activity Theory.


The author uses Marx and his primary texts as the key to understanding contemporary capitalism. Although the focus is on Marx's theoretical explanation of capitalism, material is informed by Marx's revolutionary theory of consciousness. She begins with a brief overview of the drawbacks of globalization, then presents Marx's dialectical explanation of capitalism, and examines the weaknesses of contemporary challenges to capitalism.
She contends that critical education is necessary for revolutionary social transformation and suggests strategies for implementing critical education toward the goal of the abolition of capitalism.

**KEY WORDS:** Globalization; Marxism; Work and Learning.


The article explores work-based learning in the context of current changes taking place in vocational education and training in England. It seeks to locate these within an understanding of the economy and the way in which work-based knowledge is construed. The article analyses these issues, drawing upon a literature that examines the work-based experiences of young people. This allows an engagement with notions of social justice, providing an opportunity to address the rhetorical question, 'learning to labour', posed in the title. It concludes by suggesting that if work-based learning is to move beyond forms of occupational socialisation there is a need to critique its underlying assumptions and seek out spaces for a progressive practice underpinned by a commitment to social justice.

**KEY WORDS:** Vocational Education; England; Work Based Learning; Vocational Training; Work and Learning.


Examines a Calcutta street child's experiences with vocational education within a broader historical framework of colonial and post-colonial discourses on formal education and the poor. Provides an ethnographic narrative of the child's experiences, exploring how colonialism, by establishing a modern education system and transforming children's work into wage labor, constitutes a major disjunction in the lives of the poor.

**KEY WORDS:** Child Labor; Child Welfare; Colonialism; Disadvantaged Youth; Ethnography; Foreign Countries; Poverty; Social Environment; Social Influences; Vocational Education; India (Calcutta); Street Children.


The RoutledgeFalmer Reader in Sociology of Education brings together a carefully selected collection of articles and book chapters to reflect enduring trends in the field of Sociology of Education. Focusing on the major issues confronting education today, this lively and informative Reader provides broad coverage of the field and includes sections on crucial topics such as: social class; globalization; gender; curriculum; social inequality and social justice; students and classrooms. With an emphasis on contemporary pieces that deal with issues relevant to the immediate real world, this volume represents the research and views of some of the most respected authors in the field today. Stephen Ball offers a collection that is theoretically informed, internationally applicable, and universally accessible. In a specially written introduction, Ball provides a much-needed context to the current educational climate. Students of sociology and sociology of education will find this Reader an important route map to further reading and understanding.
KEY WORDS: Educational Sociology; Globalization; Work and Learning.


This book is the only one of its kind. It has over fifty chapters written by nearly ninety leading researchers from a number of countries and presents contemporary and emergent trends in educational policy research. It captures many of the current dominant educational policy foci, situating current understandings historically, in terms of both how they are conceptualized and in terms of past policy practice. The chapters are empirically grounded, providing illustrations of the conceptual implications contained within them as well as allowing for comparisons across them. The self-reflexivity within chapters with respect to jurisdictional particularities and contrasts allows readers to consider not only a range of approaches to policy analysis but also the ways in which policies and policy ideas play out in different times and places. Sections cover the contemporary strategic emphasis on large-scale reform; substantive emphases at several levels – on leadership and governance, improving teacher quality and conceptualizing learning in various domains around the notion of literacies and concluding, finally, with a contrasting topic, workplace learning, which has had less policy attention and thus allows readers to consider both the advantages and disadvantages of learning and teaching under the bright gaze of policy.

KEY WORDS: Education and State; Philosophy of Education; Educational Change; Work and Learning; School-to-work Transition; Work and Learning.


Epistemological beliefs are fundamental assumptions about knowledge and learning. Research in university contexts has shown that they affect the ways and results of student learning. This article transfers the concept of epistemological beliefs on workplace learning. The basic assumption is that employees' epistemological beliefs affect whether they perceive their workplace as learning environments. A study conducted in which the interrelation of employees' epistemological beliefs with their appraisal of the workplace as supportive for learning were investigated. The role of professional hierarchical levels concerning work-related epistemological beliefs was analyzed. No significant interrelation among epistemological beliefs and workplace appraisal was found. Groups from different professional hierarchical levels didn't differ in their workplace appraisal. Consequences about the role of epistemological beliefs for workplace learning are discussed for future research.

KEY WORDS: Workplace Learning; Epistemology; Beliefs; Learning.


Workplace learning has surfaced as a significant site of adults' informal experiential learning, with implications for the provision and shape of formal education. However, a prohibitive number of variables encumber research into such learning. The authors suggest bypassing the variables by focusing on phenomenal accounts of how
professionals (in this instance) make judgement at work, are underpinned by an organic logic derivable from Dewey. The article shows how to characterize a new epistemology of practice through both empirical and conceptual innovation, and thus advances the detail of this new informal workplace learning. Epistemology deals in 5 characteristics central to lifelong learning anyway, namely: the contingent (rather than exclusively formal, sustained, and systematic studies); the practical (rather than exclusively the theoretical); the process (rather than exclusively the assimilation of content); the particular (rather than the exclusively universal and a priori as the "context"); and the affective and the social domains (rather than exclusively the cognitive domain). Fieldwork to date shows, through interview findings, how these are prominent in professional workplace judgments, and what prospects there are for further research on judgment as a site of "organic" learning for adults.

KEY WORDS: Workplace Learning; Epistemology; Informal Workplace Learning.


This book argues that adult learning from experiences in paid and unpaid work contexts should be the basis for a new perception of what is truly educative about life. Part I sets out what practice is like in postmodern times. Chapter 1 introduces the argument that 'know how' is important in lifelong learning. Chapter 2 shows organic learning is a manifestation of what it is to be human at work and workplaces can develop structures that advance "whole person" capabilities for purposeful action. Chapter 3 rounds out the concept of know-how by building on organic learning - in particular showing that practical judgement is central to practice in postmodernity. Chapter 4 shows that broader, more socially and culturally sensitive approaches to practice are available in the realm of policy. Part II theorizes practice anew, from an educational perspective, in light of postmodernity. Chapter 5 is an introduction to theories of practice. Chapter 6 begins to conceptualize practice as the successful performance of work by showing the intimate connection of practice with informal learning. Chapter 7 proposes an alternative to the standard paradigm of learning - one inclusive of practice-based informal workplace learning. Chapter 8 explains the authors' claim that they are strategic postmodernists. Chapter 9 clarifies the emerging paradigm of learning based on dissolution of dualisms and a "contiguous" model of vocational preparation by showing how the notion of judgement is at its heart.

KEY WORDS: Adult Education; Adult Learning; Cognitive Processes; Developed Nations; Educational Philosophy; Educational Practices; Educational Theories; Evaluative Thinking; Experiential Learning; Foreign Countries; Holistic Approach; Incidental Learning; Informal Education; Lifelong Learning; Postmodernism; Theory Practice Relationship; Vocational Education; Work Experience; Tacit Knowing; Australia.


This paper examines how identity and learning are constituted and transformed at work. Its central concern is how individuals engage agentially in and learn through workplace practices, and in ways that transform work. Drawing upon recent research into work and participation in workplaces, the negotiated and contested relationship between workplace practices and individuals' identity and intentionality, and learning is illuminated and discussed. For instance, aged care workers and coal miners acquire work injuries that are almost emblematic of their work identity. Only particularly dramatic events (i.e. serious illness or workplace accidents) wholly transform their identity and views about work practice - their subjectivities. However, it is through the agentic actions of these
individuals that workplace practices can be transformed. Yet individuals' agentic action is not necessarily directed to the abstracted and de-contextualized economic and civic goals privileged in lifelong learning policies. Instead, there is relational interdependency between the individual and work that can act to sustain or transform both self and their work. Individuals' agentic action is exercised within these relations in ways directed by their subjectivities. So these relations and that agentic action have policy and practice implications for the conduct of work and learning through and for work.

**KEY WORDS:** Lifelong Learning; Self Concept; Work Environment.


This three-part book contains 16 chapters exploring work-based learning from a theoretical and case-study perspective in the United Kingdom. Part 1, Framing Work-based Learning, contains the following four chapters: "New Practices for New Times" (David Boud, Nicky Solomon, and Colin Symes); "Repositioning Universities and Work" (David Boud and Nicky Solomon); "Knowledge at Work: Issues of Learning" (David Boud); and "Creating a Work-Based Curriculum" (David Boud). Ten case studies in the second part of the book include: "From Once Upon a Time to Happily Ever After: The Story of Work-Based Learning in the UK Higher Education Sector" (Norman Evans); "Making It Work Institutionally" (Derek Portwood); "Ensuring a Holistic Approach to Work-Based Learning: The Capability Envelope" (John Stephenson); "Working with Partners To Promote Intellectual Capital" (Jonathan Garnett, Alison Comerford, and Neville Webb); "The Possibilities in a Traditional University" (Lynne Caley); "Implementing Work-Based Learning for the First Time" (Jenny Onyx); "Smart Work: What Industry Needs from Partnerships" (Nicholas Shipley); "A Challenge to Assessment and Quality Assurance in Higher Education" (Richard Winter); "Setting the Standards: Judging Levels of Achievement" (Frank Lyons and Mike Bement); and "Earning Academic Credit for Part-Time Work" (Iain S. Marshall and Lynn S. M. Cooper). The final part, Past, Present, and Future, includes "Capital Degrees: Another Episode in the History of Work and Learning" (Colin Symes); and "Future Directions for Work-based Learning: Reconfiguring Higher Education" (David Boud and Nicky Solomon).

**KEY WORDS:** Academic Achievement; Academic Education; Change Strategies; Corporate Education; Education Work Relationship; Educational Practices; Educational Quality; Foreign Countries; Industrial Education; Institutional Survival; Integrated Curriculum; Part Time Employment; Postsecondary Education; School Business Relationship; Secondary Education; Standard Setting; Student Evaluation; Vocational Education.


This volume draws on the findings of a major international comparative study of national routes to a 'high skills' economy in Britain, Germany, Japan, Singapore, South Korea, and the United States, and includes data from interviews with over 250 key stakeholders. It offers a comparative examination of 'high skill' policies - a topic of major public debate that is destined to become of even greater importance in all the developed economies in the early decades of the twenty-first century.

**KEY WORDS:** Employment Forecasting; Skilled Labour; Work and Learning.


The evolution of the workplace has required changes in the guidance and counseling practices of career education (CE). Basic elements of CE strategies for enhancing students' career awareness, exploration, and planning are still in place, but contemporary issues such as life-work balance, involuntary career transitions, and mentoring have led to new models that address trends in future careers. The traditional model of CE was designed for workplaces in which vertical movement within a single organization and career longevity were typical. It stressed a series of developmental stages, basic and academic learning, employability skill development, and lifelong learning. More current CE models are designed for workplaces characterized by interorganizational mobility, flexible work arrangements, teamwork, technology, and international relationships. Newer models include the following: (1) the "new careering," which advocates a theory of life as career; (2) the "integrated theory and practice" model, which stresses integration between school-, employer-, and residential-based models developed around lifelong learning needs; and (3) the "Intelligent Career" model, which stresses the importance of knowing how, why, and who when addressing ways to enhance career preparation. The new models are "boundaryless" in that career development can take place through lateral and horizontal, as well as vertical, movement.

KEY WORDS: Annotated Bibliographies; Career Development; Career Education; Career Guidance; Career Ladders; Career Planning; Developmental Stages; Education Work Relationship; Employment Potential; Employment Practices; Family-Work Relationship; Flexible Working Hours; Horizontal Organization; Lifelong Learning; Occupational Mobility; Skill Development; Teaching Models; Vertical Organization; Work Environment.


Radical shifts are taking place in management theory; equivalent shifts need to occur, we argue, in the theory of training and development. The move towards a knowledge economy makes such a shift particularly urgent. Notions of training tend to foreclose on outcomes; typically they are short-term and assume transferability of skills. Notions of personal development may be insufficiently focused on the workplace. We argue for a conception of workplace learning that foregrounds the dialectical relationship between persons and their organizations. Crucial in that relationship are notions of openness, uncertainty, complexity, relationships, reflection, reframing and restoration.

KEY WORDS: Training; Development; Workplace Learning; Knowledge Management.


In countries with well-established vocational training systems (i.e., Austria, Germany, and Switzerland), the changing structure of work is likely to modify the interplay between labor supply and demand. Changes in the relationship between school- and work-based learning, promotion of lifelong learning, and integration of new skill profiles into vocational education are needed.

KEY WORDS: Career Development; Change; Education Work Relationship; Entry Workers; Foreign Countries; Labor Market; Labor Needs; Labor Supply; Occupational Mobility; Vocational Education.

17. Cunningham, I., Dawes, G., & Bennett, B. (2004). *The handbook of work*

The Handbook of Work Based Learning answers the question of whether learning needs to be based in the realities of organizational life. This unique handbook provides a definitive guide to the set of strategies, tactics and methods for supporting work based learning. The three main parts of the book, which focus in turn on strategies, tactics and methods, are written for both the learner and the professional developer alike. Each part includes a description of the process (strategy, tactic or method), provides examples of what it looks like in action, explains the benefits and the likely limitations and provides a set of operating hints for applying the process.

KEY WORDS: Work and Learning; Work-based Learning; Organization; Skills.


Complexity theory informs this discussion of how collective learning practices can support personal learning. The learning system of a school is examined to understand the relationships, disequilibrium, and engagement of a learning community.

KEY WORDS: Complexity Theory; Learning Communities.


Responses to developments in the labor market, occupational structure, & occupational practice, many aspects of vocational education & training are subjects of discussion & in transition among Organization for Economic Cooperation & Development (OECD) countries. Some occupations are integrating while others are differentiating. New methods of production & organization mean new types of employee competencies are necessary: problem-solving & social-communicative skills are becoming more important. This article focuses on the importance & the possibilities of shaping these developments. The significance of changing qualification requirements is discussed for the technical, service, care, and economic-administrative sectors. Innovations in vocational education and training are reviewed: (1) recognizing prior learning, & (2) developing flexible, modular educational pathways. Examples from the Netherlands are provided.

KEY WORDS: Employment Changes; Labor Market; Occupational Structure; Job Training; Vocational Education; Education Work Relationship; Netherlands.


This article offers a critique of knowledge management. The critique is empirically based on the case study of a Danish software production company's (A-Soft) knowledge management strategy of implementing an information technology (IT) tool known as 'Knowledge Centre' (KC). The article argues: (1) the discourses on knowledge and learning informing KC and everyday practice are incompatible. KC conceptualizes knowledge as a resource that can be stored and retrieved from databases, and learning as an individual acquisition. The company's existing practice of knowledge sharing and learning seems better conceived from a situated and embodied perspective, seeing
knowledge as an enactment inseparable from action, and learning as social participation. (2) The management's preoccupation with implementing technological solutions for codifying, archiving, and creating global access to information is conflicting with the practitioners' focus on seeking context-rich information through collegial networks. Moreover, it is suggested that cultivation of a culture where viable communities of practice and collegial networks can flourish may be more important than technological advancement. (3) The strategy of exercising knowledge management through control and ownership invokes a discourse that threatens to subjectify the employees as replaceable resources in a lifelong learning imperative.

KEY WORDS: Technological Advancement; Educational Technology; Information Technology; Knowledge Level; Criticism; Computer Software Evaluation; Case Studies.


Focuses on the theories and study of organizational and workplace learning. Outlines the landscape of learning in co-configuration settings, a new type of work that includes interdependency between multiple producers forming a strategic alliance, supplier network, or other such pattern of partnership which collaboratively puts together and maintains a complex package, integrating material products and services. Notes that learning in co-configuration settings is typically distributed over long, discontinuous periods of time. It is accomplished in and between multiple loosely interconnected activity systems and organizations operating in divided local and global terrains and representing different traditions, domains of expertise, and social languages. Learning is crucially dependent on the contribution of the clients or users. Asserts that co-configuration presents a twofold learning challenge to work organizations and outlines interventionist and longitudinal approaches taken.

KEY WORDS: Workplace Learning; Organizational Theory; Configuration Management.


This book looks at the changing nature of work and the effect this has on the skill and knowledge requirements of individuals, its implications for the workplace and employment, and ways in which these changing requirements can be met. This book brings together the implications of workplace changes for educators, managers and society, especially in an age where jobs and work - and the success of organizations - are increasingly dependent on developing skills and knowledge.

KEY WORDS: Organizational Learning; Communication In Organizations; Employees; Training; Case Studies.


Innovation is argued here to be a significant and complex dimension of learning in work, involving a mix of rational, intuitive, emotional and social processes embedded in activities of a particular community of practice. Dimensions of innovative learning are suggested to include level (individual, group, organization), rhythm (episodic or continuous), and magnitude of creative change (adaptive or generative) involved in the learning process. Drawing from a study of women who leave organizational employment to develop an enterprise of self-employment, this article explores these dimensions of innovative learning. Two questions guide the analysis: what conditions foster innovative
learning; and what are the forms and processes of the innovative learning process? Findings suggest that innovative processes involve multiple strategies and demand conditions of freedom, patience, support, and recognition.

**KEY WORDS:** Innovation; Organizational Learning; Small Firms; Women; Entrepreneurship.


Lifelong learning is often viewed as "human resource development in drag," since debates are largely driven by economic preoccupations. Governments generally restrict their interventions to vocational, non-innovative training measures. England's faltering policy must be revamped to address needs for informal and information-age learning.

**KEY WORDS:** Adult Learning; Education Work Relationship; Educational Policy; Foreign Countries; Government Role; Human Capital; Lifelong Learning; Postsecondary Education; Private Sector; Program Effectiveness; Public Sector; Training.


This paper argues that political economy and labour process theory are essential to a proper understanding of workplace change and learning. In our time there is a struggle for comparative advantage as enterprises and nations compete to see which can most effectively exploit new technologies and human capital. This is the latest manifestation of the logic of capitalism, which creates an unwinnable competition among producers and in turn generates periodic crises, massive inequalities within and between nations and what appear to be radical changes in the organisation of production. But the way work is organised in capitalism does not fundamentally change - it still rests on the attempts of capital to control the work process and extract the labour surplus. Worker resistance is endemic in this intrinsically exploitative labour process, and this resistance has a learning dimension. If they are going to act effectively on them adult educators need to understand the capitalist political economy and labour process and the resistance and learning they generate.

**KEY WORDS:** Workplace Change; Worker Resistance; Labour Process.


Lifelong Learning is agreed to be a key concept in the new "knowledge society". This paper discusses the nature of the changed environment of higher education and the influence of adult education theory and practice upon lifelong learning. Currently, commitment to lifelong learning, as far as higher education is concerned, is largely rhetorical. The paper discusses the fundamental changes in higher education that will be needed if this rhetoric is to be turned into reality. Both government policy and the wider social and political context make the relationship between the university and the "world of work" increasingly important. Work-related learning, as an aspect of lifelong learning, is thus a significant development in higher education and the paper discusses its positive and negative aspects, viewed from the perspective of radical, social purpose education.
KEY WORDS: Lifelong Learning; University; Changes in Work; New Work World.


A set of National Learning Targets by the UK is to be achieved by 2002. Revised from a previous set of National Targets for Education and Training (NTETs), the latest ones embrace 11-21-year-olds, adults and employers and promote a credentialist approach to both economic & social development. According to the National Advisory Council for Education and Training (NACETT), a primary purpose is to make the country more competitive internationally and to promote social cohesion. Drawing on a study of how one occupational sector, the steel industry, measures up to the national targets for the adult workforce. Results of the study question the appropriateness of using qualifications-target as a proxy for adult capability in the workplace industrial viability. Argued is that the credential approach detracts from the real challenges faced in becoming a learning society in the UK.

KEY WORDS: Adolescents; Adult Education; Credentials; Economic Development; Education Work Relationship; Industry; Job Skills; Lifelong Learning; National Standards; Post Secondary Education; Secondary Education; Social Development; Young Adults.


This paper explores the (changing) role of older, experienced employees in the workplace in terms of their own needs and opportunities for learning and in the context of changing organizational expectations. It draws on Lave and Wenger’s (1991) theory of situated learning and the notion of 'learning as participation' as starting points for examining the types of learning opportunities experienced by older workers. The discussion relates the nature of such opportunities to the changing workplace contexts in which employees are located. The article presents illustrative data from a recent research project that focused on how older experienced workers learn at work in two contrasting organizations. A brief review of literature is provided, which discusses the changing nature of work and the implications for learning. The paper then describes and contrasts the sites from which the data presented in this paper were collected, and the data collection methods that have been utilised. An analysis of the research data is presented and the authors discuss what the evidence reveals about the types of learning opportunities older employees are experiencing and how they make sense of them. The analysis suggests that from the perspective of experienced employees, factors such as organizational culture and history, the way jobs are designed and work is organized, and the way people are managed and their performance is judged, help explain the lived realities of workplace learning and provide messages for enhancing workforce development. The paper argues that contrasting forms of work organization and approaches to managing employees are likely to generate different learning environments and opportunities for workplace learning. It concludes by calling for more empirical research to explore the relationship between work organization and learning and to increase understanding of the implications for what and how different groups of employees learn at work.

KEY WORDS: Employees; Organizational Culture; Education Work Relationship; Surveys; Interviews; Employee Attitudes; Adult Learning.

29. Garrick, J., & Rhodes, C. (Eds.). (2000). Research and knowledge at work:
Perspectives, case-studies and innovative strategies. New York: Routledge.

This book, which contains 15 chapters by various authors, aims to conceptualize new ways that knowledge is being "legitimized" through various formal and informal workplace-based research practices. It examines the new legitimations critically, and analyzes possible directions for future developments in work-based research and "knowledge" formation. Following the first chapter, "Legitimizing Knowledge at Work" by the editors, John Garrick and Carl Rhodes, the book includes the following essays: (Part 1, Knowledge, Learning, and the Practice of Work) "Working Knowledge" (Ronald Barnett); "Research on Work, Research at Work: Postmodern Perspectives" (Richard Edwards and Robin Usher); "The Crisis of Scientific Research" (Christine Ewan and Dennis Calvert); (Part 2, Whose Knowledge? Collaboration and Research in and around Work) "Globalizing the Intelligent Organization" (Stewart Clegg); "Knowledge and Control in the Japanese Workplace" (Keiko Morita); "Organizational Knowledge, Professional Practice, and the Professional Doctorate at Work" (Alison Lee, Bill Green, and Marie Brennan); "Research and Engagement with Trade Unions: Bridging the Solitudes" (Carla Lipsig-Mumme); "The Negotiated Management of Meanings: Research for Policy" (John McIntyre and Rosie Wickert); "Research Partnerships at Work: New Identities for New Times" (Hermine Scheeres and Nicky Solomon); (Part 3, Changing Practices of Research at Work) "The Construction of 'Working Knowledge' and (Mis)interpretive Research" (John Garrick); "'Doing' Knowledge at Work: Dialogue, Monologue, and Power in Organizational Learning" (Carl Rhodes); "An Adventure in 'Postmodern' Action Research: Performativity, Professionalism, and Power" (Jill Sanguinetti); "Virtual Research in Performatve Times" (Robin Usher and Richard Edwards); (Part 4, Conclusions) "Inside the Knowledge Works; Reviewing the Terrain" (Carl Rhodes and John Garrick). Each chapter contains reference lists.

KEY WORDS: Employees; Technological Innovations; Economic Aspects; Organizational Learning; Work and Learning.


This book makes an important contribution to our understanding of practice-based organizational learning and knowing. The book involves the author's detailed study of safety practices in different corporate settings and his description of how learning, knowing and organizing are practised. Centred on the concepts of "knowing in practice" and the "texture" of organizational knowledge, this book gives a rich account of how organizations learn and how corporate practices and policies evolve.

KEY WORDS: Workplace Learning; Private Sector.


This article argues that there is a paradox at the heart of United Kingdom and European Union policies for learning: the knowledge economy debate rests on a traditional interpretation of the concept of learning (i.e. the acquisition of existing knowledge and skill), yet the challenge of the knowledge economy is to produce new knowledge and skill. Over coming current credentialist approaches involves rethinking what is meant by 'learning'. Drawing on activity theory, the article introduces the concept of 'reflective learning' to illustrate how to reformulate public education policies to prepare learners for
working and living in a knowledge society/economy.

**KEY WORDS:** Knowledge Economy; Credentials; Reflexive Learning.


Judgment is a pivotal notion for understanding learning. But how we view judgment is crucially shaped by our favoured conception of learning. The favoured conception of learning is shown to distort judgement, while an emerging conception of learning does justice both to judgement and learning from work.

**KEY WORDS:** Workplace Learning; Learning Styles.


Recent research on learning in work situations has focused on concepts such as “productive learning” and “pedagogy of vocational learning”. In investigating what makes learning productive and what pedagogies enhance this, there is a tendency to take the notion of learning as unproblematic. This paper argues that much writing on workplace learning is strongly shaped by people’s understandings of learning in formal educational situations. Such assumptions distort attempts to understand learning at work. The main focus of this paper is to problematize the concept of 'learning' and to identify the implications of this for attempts to understand learning at work and the conditions that enhance it. An alternative conception of learning that promises to do more justice to the richness of learning at work is presented and discussed.

**KEY WORDS:** Vocational Education; Education Work Relationship; Productive Thinking; Learning Processes; Work Environment; Lifelong Learning; Transfer of Training.


In this paper, three German programs illustrate the enlarged purposes of vocational education, including the need to be trained for multiple occupations and unpaid work and to manage lifelong learning. The projects show that steps toward the future of vocational education require linkage between work and learning, teacher training, creation of supportive conditions, and new roles for teachers and learners.

**KEY WORDS:** Education Work Relationship; Educational Change; Foreign Countries; Futures of Society; Role of Education; Secondary Education; Training; Vocational Education Germany.


Instrumental aims in vocational education pose a genuine threat to democratic citizenship by undermining student critique of prevailing social circumstances. By employing a broadened Aristotelian framework, career education can combine work-related subject matter with critical learning objectives, but that would require significant reform in content, objectives, and presentation.

**KEY WORDS:** Critical Pedagogy; Democratic Values; Education Work Relationship;
Educational Objectives; Educational Philosophy; General Education; Globalization; Lifelong Learning; School Business Relationship; Secondary Education; Vocational Education; Aristotle.


Psychological & behavioral components of the work ethic and its relationship to adult adaptation to work are investigated using an approach that combines the ecodevelopmental perspective of J. Szapocznik & J. D. Coatsworth (1999) & the developmental-contextual view proposed by R. Vondracek, R. M. Lerner, & J. E. Schulenberg (1986). Questionnaire and interview data were obtained from a subsample of 76 males and 70 females, age 23, from a 25-year longitudinal study of at-risk children & their parents in MN. Results support three hypotheses regarding the importance of initiative, high school academic achievement, socioeconomic background, access to educational & training opportunities, & middle-childhood variables for work ethic & a successful school-to-work transition. Findings also demonstrate the importance of using an integrative model to examine socialization to work in adulthood.

**KEY WORDS:** Protestant Ethic; Work Values; Childhood Factors; Psychological Factors; Education Work Relationship; Young Adults; Socioeconomic Status; Academic Achievement; Socialization; Minnesota; Social Psychology; Personality & Social Roles; Complex Organization; Jobs; Work Organization; Workplaces; Unions; Work and Learning.


This article is a combined result of a three years research project on low-skilled learners' experiences as participants of various kinds of adult training and education in Denmark, and the findings of a three years research consortium on workplace learning, summing up and generalizing our various findings as to how low-skilled adults function in relation to participation in training and education activities, how they feel about it, what is important to them, and consequently what works in practice in relation to this very important but often neglected group of adult learners.

**KEY WORDS:** Foreign Countries; Lifelong Learning; Adult Students; Adult Learning; Vocational Education; Education Work Relationship; On-the-Job Training Denmark.


This book addresses contemporary contexts of flexible learning and its practices and provides insights about directions that education and training providers may be required to follow to implement flexible learning in a variety of settings. Key issues and debates include the following: social and economic dimensions of flexible learning and delivery; the implications of globalization and internationalization for higher education; flexible learning, knowledge, and power; institutional strategies for implementing flexible learning and delivery; and practicing flexible learning through media and new technologies.

**KEY WORDS:** Open Learning; Continuing Education; Occupational Training; Employee Training; Information Technology; Communication Technology; Work and Learning.

The aim of this paper is to examine the interplay between learning in school and learning in the workplace - and its problems. Historically, education and work have become separated and each developed its own rationale - a school rationale and a production rationale, both of which may form the foundation for interplay. Concurrently with this, the learners apply a subjective rationale based on their personal expectations and interests in education and work in the course of their lives. Using the three players, school, workplace and employee as a starting-point, three different rationales on which to base interplay can be deduced. Since viable interplay may not be established based on one rationale alone, one needs an institutional framework to mediate between them. This article proposes that a modernized version of the Dual System of vocational education may be best to provide such a framework.

**KEY WORDS:** Education; Learning; Comparative Tests; Organizations; Work and Learning.


Little research attention had addressed the notion of the organization as a facilitator or inhibitor of adult learning or personal growth and development. This paper attempts to identify individual-level and organizational-level factors that can influence the potential for learning and development in the workplace. Along with the presentation of a theoretical framework, a number of researcher propositions are generated with the aim of encouraging management scholars and practitioners to more fully consider the impact of the workplace on adult learning and development.

**KEY WORDS:** Adult Education; Workplace Learning; Employee Development.


Technological advances, the changing nature of work, workplaces, and working relationships, international economic competition, the changing demographics of workers, families, and communities, and longer life spans have made life more complex for adults in the 21st century. Learning to cope with all these changing responsibilities is something referred to as "the hidden curriculum of adult life." Adult education approaches can be used to help individuals negotiate the curriculum of life challenges. In the 1990s, programs that targeted the work-life balance aimed at helping people cope by developing skills in communication, interpersonal effectiveness, and life management or family-career management. These programs, however, assume that there is an ideal work-life balance and that our attempts to live up to it are deficient. But who gets to define what work-life balance is? More recent approaches to adult education suggest that instead of merely informing people, adult education should be transformational. One such framework is Equipped for the Future (EFF). It was developed to help adults integrate their learning in four categories: communication skills, decision- interpersonal skills, learning.
KEY WORDS: Adjustment (to Environment); Adult Basic Education; Adult Development; Adult Learning; Communication Skills; Competence; Daily Living Skills; Decision Making Skills; Educational Needs; Family-Work Relationship; Hidden Curriculum; Interpersonal Competence; Learning Processes; Learning Theories; Life Satisfaction; Lifelong Learning; Postsecondary Education; Transformative Learning.


Industry leaders and agricultural educators (‘experts’) believe that farmers should be participating in training about management and marketing, while few farmers plan to attend formal training in these areas. This paper examines the differing perceptions of experts and farmers in relation to farmers’ management and marketing learning needs and the attitudes of farmers toward farm business management training.

More progressive farmers were proactive in identifying and meeting learning needs in management and marketing and were also the group most likely to have used training in learning for change, and to plan to train to meet learning needs in the future.

Most farmers used multiple learning sources when learning about management, marketing and management-related issues. Most used informal sources, mainly experts, supplemented by observation and experience, other farmers, and print and electronic media. Training was very rarely the only source used.

KEY WORDS: Adult Education; Adult Learning; Agribusiness; Agricultural Education; Agricultural Occupations; Business Administration; Business Skills; Comparative Analysis; Conventional Instruction; Education Work Relationship; Educational Needs; Educational Opportunities; Educational Research; Experiential Learning; Farm Management; Foreign Countries; Informal Education; Information Sources; Learning Processes; Literature Reviews; Needs Assessment; Nonformal Education; On-the-Job Training Recordkeeping; Rural Areas; Rural Education; Sex Differences; Skill Development; Women’s Education.


In this study, owners or managers of 181 Australian businesses employing fewer than 20 people in the construction, manufacturing, property and business services, and retail industries in 3 metropolitan and 3 nonmetropolitan locations were interviewed by telephone to identify how they used training to enhance their small business’s success. Of those surveyed, one-third had had someone attend a relevant course in the past 12 months, 30% had learned from a consultant or mentor, and more than 60% had attended a business-related meeting or seminar. Small businesses with partners or employees with postschool qualifications were more likely to engaging in ongoing learning activities. The low rate of participation in training, especially by owners, and their preference for informal learning methods are consistent with a picture of small business owners who are supervisors of more formalized training and unaware that training policy could be relevant. The study demonstrated a relationship between success and learning on the job and resulted in 11 recommendations concerning developing a learning culture, learning and training design, and future policy directions relating to the provision of learning/training opportunities for small business.

KEY WORDS: Change Strategies; Education Work Relationship; Educational Attainment;
Educational Attitudes; Educational Change; Educational Needs; Educational Policy; Educational Quality; Foreign Countries; Job Training; National Surveys; Needs Assessment; Organizational Climate; Outcomes of Education; Participation; Policy Formation; Postsecondary Education; Public Policy; Questionnaires; Small Businesses; Success; Tables (Data); Training Methods; Training Objectives; Vocational Education.


Examines the educational system in Nordic countries as it regulates passage of age cohorts from home through school to the labor market. States that formal education is failing to close the skills gap. Advocates delinking vocational training from formal schooling and reorganizing working life in terms of production of practical know-how through workplace learning.

**KEY WORDS:** Education Work Relationship; Educational Status Comparison; Foreign Countries; Government Role; Human Capital; Job Skills; Labor Market; Outcomes of Education.


In many ways, education reflects society by mirroring changing and emergent goals and values as well as by contributing to both the reproduction and production of particular life forms. In the context of the formative project (Europe), education is asked to play an increasingly central role, one that is responsive to particular images of the European Union and to its aspirations and goals. The widespread conviction is that education and training will re-invigorate ailing economies, and that, in the context of globalization, national and regional competitiveness will only triumph if there is a qualitative continued improvement in human capital. This book critically examines such claims, considering the ways in which learning is being constructed across Europe and the implications this has for notions of democratic citizenship and education.

**KEY WORDS:** Europe; Globalization; Human Capital; Learning.


Many OECD organization economies have undergone a decade of downsizing, restructuring and transition. For example, workforce reductions were a dominant feature of firm behaviour in Australia throughout the 1990s. These wide-ranging organizational transitions are expected to continue. What do the new organizational forms and new job structures mean in relation to skill trends? Examined are the changing paradigms for understanding long-term skill change and assessing relevancy by empirically examining the relationship between downsizing, deskillingskilling and contingent labour use in larger firms. The analysis is based on a comprehensive, longitudinal data set of 4153 companies. One key finding is that downsizing was used as a vehicle for a different form of ‘deskilling’ across the 1990s. Alongside the “knowledge organization”, there are processes of deknowledging the firm.

**KEY WORDS:** Downsizing (Management); Knowledge Management; Labor Relations; Organization Theory.

Contrary to general assumptions about the need for lifelong learning, U.S. and Canadian adults' learning efforts exceed workplace requirements. Reasons for underemployment include the talent-use gap, structural unemployment, involuntary reduced employment, credential gap, performance gap, and subjective underemployment. What is needed to redress this underemployment are substantial economic reforms and not more emphasis on lifelong learning.

**KEY WORDS:** Adult Education; Continuing Education; Corporate Education; Education Work Relationship; Educational Attainment; Educational Demand; Employment Qualifications; Foreign Countries; Informal Education; Lifelong Learning; Postsecondary Education; Underemployment; Canada; United States.


This paper provides empirical estimates of the extent and distribution of self-reported learning activities in the current Canadian adult population, based on a recent country-wide survey, and briefly addresses some implications of these adult learning patterns. The basic finding from the survey is that most Canadian adults are spending a great deal and increasing amount of time in learning activities, most of this in informal learning on their own. The major implications are that Canada is already and increasingly a knowledge society in any reasonable sense of the term and that Canadian adults' mostly informal learning practices should more explicitly be taken into account in shaping educational, economic and other social policies; adult educators should take this detectable informal learning into greater account to develop more responsive further education opportunities.

There is a great deal of talk these days about living in the "information age", the "knowledge society" or the "learning society." The study described in this article indicates that adults in Canada now spend an average of 15 hours per week on informal learning. In light of this finding, if the crews of our big education and training ships do not increasingly look out for the massive, detectable icebergs of informal learning, many of their programs may sink into Titanic irrelevancy. However, before the survey findings are presented, informal learning should be distinguished from other basic sites of adult learning and the difficulties involved in studying informal learning should be identified.

**KEY WORDS:** Informal Learning; Self-directed Learning; Adults; Continuing Education; Educational Research; Independent Study; Informal Education; Job Skills; Learning Activities; Lifelong Learning; National Surveys; Participation; Postsecondary Education; Vocational Education; Volunteer Training; Volunteers; Barriers to Participation; Canada.


This paper argues that working class people are at least as active as adult learners beyond schooling as those in the affluent classes, and that the collective capacity for creative cultural production and critical learning is alive and well in the organized core of the working class in advanced capitalist societies. After identifying the limitations of
current theories of class cultures, especially as they relate to education and learning, the paper suggests an alternative theoretical perspective grounded in the activity theory of social learning. Its critique of cultural capital theory and proposed alternative perspective is based on participatory action research with several groups of organized Canadian workers and is illustrated here with evidence from ethnographic studies, as well as related social surveys.

KEY WORDS: Working Class; Adult Education; Cultural Production; Critical Learning; Capitalist Systems; Industrialized Economics; Learning; Underemployment; Ethnographic Studies.


This study provides extensive statistics and documentation of Canadian adults' work and learning activities. It includes statistics for household labor and community volunteer activities and paid employment. Learning activities comprised both formal course work and informal learning and on-the-job training. Data sources included the 1998 National Survey of Learning and Work by the Research Network on New Approaches to Lifelong Learning (NALL), estimates of unpaid household and community work; the Adult Education and Training Survey, the 1996 census. The National Survey of Giving, Volunteering, and Participating, and the General Social Survey. Findings revealed that: (1) most Canadians are already extensively engaged in learning and that the needs for higher-level job skills has been greatly exaggerated; (2) Canadian adults are now spending about as much time in unpaid household and community work as they are in paid employment; (3) only a gradual upgrading of job skill requirements, and knowledge workers still comprise a small minority of the labor force; (4) many Canadians find themselves underemployed; and (5) society and government should address major paid work reforms in order to prevent underemployment from becoming one of the major social problems of the 21st century.

KEY WORDS: Adults; Change; Developed Nations; Economic Development; Economic Factors; Education Work Relationship; Educational Needs; Educational Philosophy; Educational Policy; Employment; Employment Projections; Employment Qualifications; Foreign Countries; Futures of Society; Government Role; Housework; Informal Education; Job Skills; Knowledge Level; Labor Needs; Lifelong Learning; National Surveys; On-the-Job Training Participation; Postsecondary Education; Tables (Data); Underemployment; Volunteers.


A survey of 1,500 Canadian adults examined the range of adults' learning activities. These activities included informal learning related to employment, community volunteer work, household work, and other general interest. Findings revealed that those in the labor force, or those expecting to be in soon, engaged in informal learning related to current or prospective future employment. These included the following: informal learning projects to keep up with new job or career knowledge, informal employment-related computer learning, and learning new tasks, problem-solving and communication skills, occupational safety and health, and new technologies. Community volunteer workers
participated in related informal learning on interpersonal, communication, and organizational or managerial skills, and social issues. Household workers participated in informal learning related to home renovations and gardening, home cooking, and home maintenance. Most participated in informal learning associated with their general interests, such as health and well being, environmental issues, finances, hobby skills, social skills, public issues, computers, and sports and recreation. Participation in all forms of schooling increased dramatically over the past two generations, and the educational attainment of the active labor force increased accordingly. Major barriers to course participation included inconvenient times or places, no time, family responsibilities and cost.

**KEY WORDS:** Access to Education; Adults; Continuing Education; Educational Background; Educational Research; Foreign Countries; Home Economics; Independent Study; Informal Education; Job Skills; Learning Activities; Lifelong Learning; National Surveys; Participation; Postsecondary Education; Recreational Activities; Student Educational Objectives; Vocational Education; Volunteer Training; Volunteers.


In this study, Canadians’ employment and working patterns were examined by analyzing the 1998 survey called New Approaches to Lifelong Learning and other recent surveys by Statistics Canada. "Work" was defined as comprising household labor, community volunteer activities, and paid employment, and "learning" was defined as comprising informal learning activities, initial formal schooling, and adult education courses and programs. The data indicated that Canadian adults generally spent as much time in unpaid household and community work as in paid employment. Canadians were extensively involved in learning throughout their lives. According to their self-reports, Canadian adults devoted an average of 15 hours each week to informal learning activities related to their paid employment, household duties, volunteer community work, and other general interests. Those in the labor force averaged 6 hours each week in job-related informal learning pursuits. A generally positive association between the amount of time people spend in paid employment, household labor, and community work and the time spent in work-related informal learning was found. Employment-related informal learning was more extensive than course-based training across nearly all employment statuses and occupational groups. At least 20% of the employed labor force saw itself as having skill levels exceeding those required by their jobs.

**KEY WORDS:** Adult Education; Adult Learning; Data Analysis; Definitions; Economic Change; Education Work Relationship; Educational Change; Employment Level; Employment Patterns; Enrollment Trends; Foreign Countries; Housework; Informal Education; Job Skills; Learning Activities; Lifelong Learning; Literature Reviews; National Surveys; Participant Characteristics; Participation; Policy Formation; Postsecondary Education; Public Policy; Time Factors (Learning); Trend Analysis; Underemployment; Unemployment; Volunteers; Adult Education and Training Survey (Canada); Canada; Information Age; Information Economy; Work Based Learning.


The issue of workers' role in the increasingly "knowledge-based" economy and the need to create a "lifelong learning culture" in every workplace has been the focus of official studies in industrialized countries around the world over the past ten to fifteen years. These studies, as Livingstone and Sawchuk write, "impl[y] that most workers suffer from
a deficit of necessary skills and knowledge which must be rectified by greater education and training efforts. This book details a sophisticated study that explicitly challenges these assumptions. Working with Canadian unions, the authors conducted in-depth ethnographic interviews with workers in five different industries: auto, chemical, college, small-parts sector (automobile components), and garments. The sites vary not only by industrial sector, but also by wage level, training, managerial practices, employment situation, and union strength.

**KEY WORDS:** Learning; Unions; Underemployment; Knowledge; Working Class; Information Age; Information Society.


This document contains the papers from a conference on current research in vocational education and training (VET) and human resource development in Europe.

**KEY WORDS:** Adult Learning; Adult Students; Apprenticeships; Case Studies; Competence; Competency Based Education; Cultural Pluralism; Curriculum Development; Delivery Systems; Education Work Relationship; Educational Change; Educational Environment; Educational Planning; Educational Policy; Educational Practices; Educational Research; Educational Theories; Educational Trends; Employed Women; Employment Problems; Employment Qualifications; Entrepreneurship; Experiential Learning; Foreign Countries; Global Approach; Innovation; International Cooperation; International Programs; Job Training; Labor Force Development; Learning Motivation; Learning Processes; Learning Theories; Mentors; Models; Organizational Climate; Postsecondary Education; Professional Development; Public Policy; Research Methodology; Sex Differences; Student Certification; Theory Practice Relationship; Universities; Vocational Education; Vocational Education Teachers.


Workplace learning, both formal and informal, is taking on an increasingly important role in the education and training of the workforce. Based on an analysis of recent research on workplace learning in Australia, in an 'ideal' workplace learning situation enterprises would have in place the elements outlined in the following key findings: (1) workplace learning is aimed at increasing innovative capacity in enterprises; (2) organizational culture supports and values training and learning; (3) training and learning are a part of doing business and are included as an integral part of the strategic planning cycle; (4) training and learning in all forms are valued and used according to the appropriate circumstances; (5) training is customized to individuals and to increase work capability; and (6) networks, partnerships, and supply chains are used to facilitate training. Workplace learning arrangements are important for employers in developing innovative capacity in enterprises. The main issues are developing a culture of learning; linking training to business strategy; valuing all forms of training; customizing training to increase skill levels; and importance of networks and partnerships.

**KEY WORDS:** Adult Education; Developed Nations; Education Work Relationship; Educational Indicators; Experiential Learning; Foreign Countries; Informal Education; Inplant Programs; Labor Force Development; Lifelong Learning; Networks; Nonschool
Educational Programs; On-the-Job Training Organizational Climate; Organizational Culture; Partnerships in Education; Strategic Planning; Values; Vocational Education; Workplace Literacy; Work and Learning.


Thirty-nine participants aged over 40 and 16 participants aged under 40 from a medical organization and a transport organization, were interviewed to obtain data regarding their conceptions of work and learning at work amid changing workplace practices. A phenomenographic approach was adopted to analyse the data. Frequency distributions of conceptions and a comparative analysis between the two age groups were also carried out. In addition, an analysis of the implications of these conceptions was conducted to understand workers' behaviours in light of current changes in work practices and to assess the potential implications for knowledge creation and use. The results indicated that there were four and five hierarchical conceptions for work and learning at work respectively and that these were spread across Australian Qualifications Framework (AQF) levels and workplaces. There were also differences between the two age groups and their distribution across the conceptions.

**KEY WORDS:** Employee Attitudes; Learning; Personnel; Working Conditions.


This book brings forth issues in education and public policy that are most pertinent to Canada in the wake of rapid globalization. As well, this book continues the debate on the erosion of democracy in education in a Canadian perspective.

**KEY WORDS:** Education; Work and Learning; Social Aspects; Educational Sociology; Canada.


Promoting a return to what he describes as an earlier model than the classroom, the author explores how managers and corporate educators can facilitate learning in the work environment. The author also looks at theoretical considerations and suggests practical steps.

**KEY WORDS:** Executive Training; Employee Training; Organizational Learning; Work and Learning.


This book is part of the “Management, work and organisations” series, which is designed for post-graduate students and human resource professionals. This volume provides some background on the topics for those who are unfamiliar with them; the tone of the chapters is critical and analytic.

**KEY WORDS:** Employee Training; Workplace Learning; Unions; Adult Learning; Work and Learning.

Trends in the European labor market are discussed, with attention to European Union labor policies and problems, such as demographic decline & disparities in professional qualifications - the most significant problem is in emerging technology fields, like information technology and communications. Argued is that much investment is needed, and that the American MBA track is worth emulating, as the need for training of new elites is pronounced (e.g., estimated that in 2010, only 17% of Germans will have a university or polytechnic degree). Also discussed are issues in occupational modeling, such as cognitive pyramids, the 24-hour society, changing workflow & work life patterns and their future impact on Europe & Romania. In conclusion, Europe as a whole needs a coherent strategy for labor policy & training.

**KEY WORDS:** Labor Market; Labor Force; Labor Policy; Romania; European Union; Job Training.


The authors argue that neoliberal governance regimes are deeply contradictory and that these contradictions are increasingly evident in the education sector. Drawing on a case study of the consequences of restructuring in education in New Zealand, arguably a paradigm case of neoliberal governance, the authors suggest the state is faced with a dilemma about how best to manage these tensions and contradictions within the framework of the political rationality itself. One strategy is to isolate these problems in order to manage and contain the risks associated with them. The authors identify five variants we argue can broadly be viewed as local states of emergency.

**KEY WORDS:** Governance; Neoliberalism; New Zealand; Education; Policy; Reforms; Work and Learning.


This paper describes what schools must do to prepare students for jobs in the knowledge-based economy of the 21st century.

**KEY WORDS:** Educational Objectives; Elementary/Secondary Education; Job Skills.


The last two decades have seen an explosion of interest throughout the world in theories of mind, culture, and activity. This unique collection of essays is the first to explicitly reach back to the tradition's original critical impulse within which the writings of Karl Marx played such a central role. Each author pushes this impulse further to address leading contemporary questions. It includes a diverse array of international scholars working from the fields of education, psychology, philosophy, sociology, anthropology, communications, industrial relations, and business studies. Broken into three main sections - education, work, and everyday life - each chapter builds from an analysis of practice and learning as social cultural participation and historical change in relation to
the concept of activity, contradiction, and struggle. This book offers insight into an important complexity of overlapping practices and institutions to shed light on broader debates over such matters as the “knowledge economy” and “lifelong learning”.

KEY WORDS: Marx; Education and Work; Knowledge Economy; Lifelong Learning.


This book contains 15 papers: "Introduction" (Madhu Singh); "Adult Learning and the Transformation of Work" (Paul Bélanger); "Future of Work and Adult Learning" (Ettore Gelpi); "The Obligation of Education in the Face of Globalisation" (Nicole Arnaud); "Lifelong Learning and Vocational Education and Training: A Teacher's and Trade Union View" (Hilde Borgir, Renate Peltzer); "Trends of Active Populations: Context and Scope" (J.A. Bofill); "Ethical Implications of Contemporary Trends in Work and Adult Vocational Learning" (Richard G. Bagnall); "Work, Technology and Lifelong Education: Training the Trainers" (Rafael E. Ferreyra); "Technical and Vocational Education. Lifelong Learning and the Future of Work in Zimbabwe" (Charles M. Nherera); "New Competence - A Reform in Norway" (Hilde Borgir); "Traditional Non-formal Vocational Education: The Indian Experience" (C.J. Daswani); "The Potential, Actual and Social Demand for Adult Learning in Argentina: The Situation of Educational Risk and Cumulative Advantage" (Maria Teresa Sirvent); "Social and Cultural Contexts of Vocational Learning in the Informal Sector: Implications for Vocational Education and Training Systems" (Madhu Singh); "Competencies for Innovative Entrepreneurship" (Gunter Faltin); and "UNIFEM [United Nations Development Fund for Women] Programme in Entrepreneurship Development for Women: An Experience from Lebanon" (Randa el Husseini). Concluding the book is the document "Proposals for Discussion on the Future of Work and Adult Learning," which was contributed to the Second International Congress on Technical and Vocational Education by the 15-member informal working group on the future of work and adult learning.

KEY WORDS: Adult Education; Adult Learning; Competence; Education Work Relationship; Educational Change; Educational Environment; Educational Needs; Educational Policy; Educational Research; Educational Technology; Educational Trends; Entrepreneurship; Ethics; Foreign Countries; Futures of Society; Global Approach; Informal Education; Job Training; Lifelong Learning; Needs Assessment; Nonformal Education; Policy Formation; Population Trends; Strategic Planning; Systems Approach; Teacher Attitudes; Trend Analysis; Unions; Vocational Education; Women's Education; Work Environment.


This article explores some of the challenges and complexities presented by the new discourses on work and workplace learning, particularly those that serve as foreground to questions of culture.

KEY WORDS: Discourse; Workplace Learning; Work; Culture.


These conference proceedings contain 65 presentations and 3 colloquia from a conference that dealt with knowledge at work and knowledge that works and with how education can be successfully integrated into work and work into education.

The concept of the “knowledge economy” is increasingly used to underpin education policy in developed countries. In Australia, it has been applied to post-compulsory education policy, with efforts to increase retention in senior secondary education and reform of vocational education in the senior years. The article draws on two research projects with senior secondary schools. Many students (and their teachers and parents) perceived qualifications not so much as providing the knowledge considered necessary by government policy for the contemporary economy, but rather as a "screen" used by employers to sort and select. Knowledge of opportunity structures and access to resources, while not only defined by social class, operated to create differential access to available choices in the educational marketplace. Despite ongoing inequality, the article argues that the hope many students expressed in relation to education can be fulfilled in practice.

**KEY WORDS:** Information Society; Educational Policy; Educational Reform; Secondary Education; Vocational Education; Opportunity Structures; Educational Inequality; Social Reproduction; Student Attitudes; Australia.


Comparison of company practices regarding continuing training of employees shows great diversity among the 15 European Union member states. In 11 countries, over 70 percent of companies are "training involved" (TICs). South European countries have a low percentage of TICs; the proportion of TICs in north European countries is over 80 percent. The proportion of companies offering training sessions is greater than that of those offering less formal training. As to formal training sessions, four groups of countries are distinguished in terms of employees' rates of access, average length of sessions, company size, percentage of companies conducting such sessions, company financial participation, and cost of training per trainee. The percentage of employees participating in a training session varies by proportion of TICs in the country. Comparing training session length with proportion of TICs, in countries with little training, average length of sessions is rather long, which is to the detriment of access; in TICs, rate of access is high but training is of short duration. With regard to other forms of training, three groups of countries emerge. In Denmark and Finland, self-training, lectures, and workshops play an important role. Austria, Germany, and the Netherlands mainly use inservice training. Ireland, the United Kingdom, Luxembourg, and Sweden show greater recourse to job rotation. The conclusion is that a European approach to lifelong learning remains to be created.

**KEY WORDS:** Access to Education; Comparative Analysis; Comparative Education;

This article looks at globalization as a process of replacement of the global political order of nation states with the global economic order of transnational corporations. It is argued that this process carries far-reaching consequences, in which a growing number of spheres, including education, are subjected to the interests of the global economic order. Under the disguise of global economic development activities, the new world system strives toward maximizing the short-term profits of the transnational capitalist class. Following Sklair's global systems theory, this article looks at the World Bank as a transnational organization. Based on recent World Bank higher education reform loan projects in Eastern Europe, it is argued that the primary outcome of the World Bank loan projects is the redistribution of the resources of the so-called "recipient countries" to the transnational capitalist class.

**KEY WORDS:** Globalization; International Economic Organizations; Higher Education; Educational Reform; Eastern Europe; Foreign Aid; Educational Policy; World System Theory.


This community Perspectives Series originates from the March 2001 forum and contains statements made by four participants about the new economy in Toronto. Defined by the moderator, the new economy was "an economy that emphasizes knowledge and technical processes put to the production of goods and other outputs so that an individual's knowledge is viewed as a factor in determining economic productivity." Access diminished: A report on women's training and employment services in Ontario" (Karen Lior) describes how legislation and funding decreases that have resulted in a fragmentation of services and the business community's lack of commitment to play an active role in training have resulted in decreased opportunities for women and their families. "The Temporary Economy" (Deena Ladd) suggests that the promotion of flexibility as a positive outcome of the economy can in fact result in a lack of stability that means low-paying, temporary jobs for many workers. "Preparing Ourselves for the New Economy" (Karen Lawson) suggests that women must become technologically savvy in order to take advantage of opportunities in the new economy. "The Young and the Enterprising" (Sandra Tam) presents some of the issues facing young workers in the new economy and describes school-to-work transitions that can help youth who are at-risk.

**KEY WORDS:** Access to Education; Adult Education; At Risk Persons; Economically Disadvantaged; Education Work Relationship; Educational Finance; Employed Women; Flexible Working Hours; Foreign Countries; Employed Women; Flexible Working Hours; Job Training; School Business Relationship; Technological Literacy; Temporary Employment; Transitional Programs; Vocational Education; Women Education; Working Poor; Youth Employment.

Review of Compare, 33(4), 471-482.

Describes the challenges that research and statistical systems are faced with in the education sector. Argues these consequences are the result of decisions made for economically advanced countries to adopt a lifelong learning framework and strategy in response to the move toward the new global economy.

KEY WORDS: Adult Education; Capital; Community Resources; Comparative Education; Developed Nations; Global Approach; Human Resources; Information Needs; Input Output Analysis; Labor Market; Lifelong Learning; International Adult Literacy Survey; International Standard; Classification of Education.


Expanding workplace learning in the United Kingdom by making better use of individual and organizational potential were examined. Focusing on the following issues: ways of fostering, improving, and increasing learning in the workplace; ways of enhancing access to & participation in workplace learning; ways of making workplace learning opportunities accessible to people who are currently outside paid employment; and ways of helping workplaces play a more central role in the UK's plans for greater learning participation. Workplace learning was made an expansive approach to workplace learning was outlined. The issue of creating the institutional capacity for supporting the approach was discussed. Among the twelve recommendations offered to policymakers are: (1) establish greater coherence between the responsibilities of the organizations currently charged with improving workplace learning; (2) restrict public funding for workplace learning to organizations that are prepared to commit to moving toward becoming expansive learning environments; (3) place equal focus on adults and young people; (4) establish learning champions within & outside the workplace; (5) provide incentives to organizations to increase training for managers to enable them to foster and maintain expansive learning environments; and (6) set the standard by the public sector & reward exemplary private sector organizations.

KEY WORDS: Access to Education; Adult Education; Adult Students; Corporate Education; Definitions; Education Work Relationship; Educational Environment; Educational Opportunities; Educational Policy; Employment Practices; Foreign Countries; Labor Force Development; Learning Motivation; Nonschool Educational Programs; Organizational Climate; Policy Formation; Postsecondary Education; School Business Relationship; Student Recruitment; Vocational Education.


This article argues that China's education system is facing unprecedented pressures to provide appropriately skilled individuals to meet the demands of the rapidly growing economy. In China this is a uniquely complex situation owing to the coexistence of a diminishing command and control economy and a growing market economy. Within this context we find that there are at least three sets of employers placing different demands on the education system. These demands come from three groups of organisations operating under different forms of ownership who prioritise skills differently based on different ideological and historical approaches to organisation, management and learning.
Consequently they relate differently to the education system, placing varying demands on
the system and using the education and training system to serve rather different functions
in their skill supply strategies.

**KEY WORDS:** Foreign Countries; Free Enterprise System; Education Work Relationship;
Adult Education; Economic Change; Adults; Formal Education; Schooling.


This book examines the relationship among education, work, and social capital at the
beginning of the 21st century. The following are among the topics discussed in the book's
15 chapters: (1) necessity, work, effort, and leisure; (2) the economic and work-related
aims of education, including liberal, vocational, and civic education; (3) the
conceptualization of economic life and the consumptionist tradition inherited from Adam
Smith and also found in the work of Marx; (4) the conceptualization of economic life and
the political economy as discussed by List; (5) moral education and work (with special
emphasis on paid employment and the continuing of education through the social
demands and relationships arising in the workplace); (6) vocational education and
vocational training (the misconception of vocational education as training, differences
between training and conditioning, the importance of assessment in vocational
education); (7) learning in the workplace; (8) two rival conceptions of vocational
education; (9) education and labor markets; (10) education, well-being, and economic
growth (vocational education as a process of formation); (11) the social value of work;
(12) education and the "end-of-work" thesis; (13) education and work in a social capital
perspective; and (14) policy issues related to schooling, qualifications, and the transition
to work.

**KEY WORDS:** Adult Education; Citizenship Education; Continuing Education; Economic
Change; Economic Development; Economic Impact; Education Work Relationship;
Educational Objectives; Educational Philosophy; Educational Policy; Employment;
Employment Qualifications; General Education; Human Capital; Job Training; Labor
Force Development; Labor Market; Leisure Time; Lifelong Learning; Moral Values;
Political Issues; Popular Education; Productivity; Public Policy; School Business
Relationship; Secondary Education; Skilled Occupations; Social Capital; Social Values;
Trend Analysis; Values Education; Vocational Education; Well-Being; Work Attitudes;
Work Environment; Work Ethic.
Section 4.2 Employment and Education-Formal Training, Apprenticeships

This survey of 1500 Modern Apprenticeship (MA) employers was designed to update information on employers’ perspectives and experiences of MAs and to identify items that may allow expansion of MAs among participating employers, quantity and quality of training, the significance of qualification attainment and completion and investigate issues related to current changes in MAs.

**KEY WORDS:** Apprenticeship Programs; Great Britain; Evaluation; Formal Training; Employment and Education.


Many countries have apprenticeship programmes that are important stepping stones into the labour market. Recruitment of apprentices seem to follow the business cycle. This pattern may be caused by firms’ contemporaneous demand for labour, but may also be consistent with an investment hypothesis. A model, in which the tightness in the labour market is taken into account, is tested on a sample of Norwegian quarterly firm-specific data. Results give some support to an investment hypothesis. The apprentices replace some skilled labour but are recruited primarily based on the labour market situation. The wage level plays a minor role for recruitment of apprentices.

**KEY WORDS:** Fertility; Family Planning; Child Care; Children; Youth; Human Capital; Skills; Occupational Choice; Labor Productivity; Formal Training Programs; On-the-Job Training; Labor Turnover; Vacancies; Layoffs; Norway; Apprenticeship; Youth; Formal Training; Employment and Education.


An examination of the history of legal education covers the long period of law-office apprenticeship as the principal method of legal education in the United States and reviews trends in the period of formal education, the relationship between formal education and professional practice, the philosophical context for legal education, instruction in moral philosophy, and evolution of natural law theory.

**KEY WORDS:** Apprenticeships; Educational History; Educational Philosophy; Higher Education; Job Skills; Legal Education (Professions); Moral Values; Philosophy; Professional Education; Relevance (Education); Skill Development; United States History; Formal Training; Employment and Education.


Working adult undergraduates can be broken into two groups: employees who study (those who work full-time and pursue post secondary education to obtain skills necessary
to advance in their careers) and students who work (those who work part-time and attend school full-time). In 1999-2000 roughly two-thirds of working undergraduates aged 24 or older reported that work was their primary activity, and among these nearly 70% combined full-time work with part-time attendance. These working adults make up a large percentage of the undergraduate population and nearly one-half received some sort of financial aid, including one-quarter who received aid from their employers. However, full-time work and part-time attendance combined with family responsibilities appeared to be barriers to completing a credential. Despite the fact that most employees who study thought it was important to earn a formal credential, 62% had not done so within 6 years. Moreover, among those who left, most did so in their first year. In contrast, their counterparts whose focus was on postsecondary enrollment students who work experience more positive educational outcomes. These students, who were more likely to have fewer family responsibilities, were more likely to earn post secondary credentials, especially bachelor's degrees.

**KEY WORDS:** Academic Persistence; Adult Students; Bachelors Degrees; Educational Certificates; Fringe Benefits; Full Time Students; Nontraditional Students; Outcomes of Education; Part Time Employment; Part Time Students; Post Secondary Education; Student Employment; Student Financial Aid; Undergraduate Students; Withdrawal; Formal Training; Employment and Education.


This paper aims to compare the performance of building trades apprenticeship programs in the USA, sponsored jointly by employers and unions, with those sponsored unilaterally by employers. It reviews enrolment and graduation rates, including participation of women and minorities. The article also looks behind the numbers to examine the operation of apprenticeship. It reviews the evolution of joint programs, including institutional arrangements and recent innovations to cope with the challenging characteristics of construction labor markets. Design/methodology/approach - Statistical comparisons by type of program sponsor are carried out using individual-level data on registered apprenticeship for the period 1996-2003. Evolution of apprenticeship programs is discussed in a historical perspective. Findings - Joint programs with union participation were found to have much higher enrolments and greater participation of women and ethnic/racial minorities. Joint programs also exhibit markedly better performance for all groups on rates of attrition and completion. Joint programs have developed various innovations, including college credit for training and scholarship loans to expand apprenticeship and improve quality and retention, although there are no quantitative evaluations of the effectiveness of many of these specific measures. Research limitations/implications - Statistical information includes about 65 percent of all registered apprentices in the USA. Practical implications - The paper shows that alternative forms of training sponsorship have substantially different effects on enrolment and graduation. Identification of the practices, that improve enrolment and retention, and their widespread adoption would enhance the effectiveness of training programs. Originality/value - The dataset used in this paper has not yet been used in any publications. The findings regarding joint programs are notable, in view of the skilled labor shortages facing the construction industry in the USA.

**KEY WORDS:** Program Effectiveness; Females; Graduation Rate; Construction Industry; College Credits; Building Trades; Apprenticeships; Unions; Minority Groups; School Holding Power; Enrollment Rate; Formal Training; Employment and Education.

The needs of the clients of Australia’s vocational education and training (VET) sector were examined in this report. Case studies of client groups in rural, urban, and metropolitan areas were also conducted. The client groups studied included: (1) enterprises (4 owners/managers or workplace experts/delegates per region); (2) industry (at least 1 industry training advisory board or technical and further education curriculum officer per state and one national officer); (3) individuals (at least 50 past students, approximately 50 current students, and 30 prospective VET students per industry); and (4) members of regional/community boards or governments. The study indicated that shifting to an enterprise focus when planning VET may be responsive to enterprises' needs but could potentially result in highly localized skill development rather than achievement of longer-term industry and individual goals. A model was proposed for determining the need for and implementation of VET that seeks to reconcile differences among industry, regions, and individuals and achieve mutuality of interests. The model called for focusing VET planning on occupations rather than industry. The bibliography lists 44 references. Appendixes constituting approximately 50% of the document contain case studies from the provincial center, rural region, and metropolitan region.

**KEY WORDS:** Access to Education; Administrator Attitudes; Decision-Making; Education Work Relationship; Educational Demand; Educational Needs; Educational Planning; Focus Groups; Foreign Countries; Metropolitan Areas; Models; Needs Assessment; Postsecondary Education; Regional Planning; Rural Areas; School Business Relationship; Secondary Education; Student Needs; Urban Areas; Vocational Education; Formal Training; Employment and Education.


How apprenticeship training affects the early career mobility and earnings profiles of young apprentices in Germany. The heterogeneous quality and nature (whether general or firm specific) of training across firms is anticipated to be reflected in the post-apprenticeship mobility and earning patterns of young workers. We argue that a simple model of training and labour turnover can explain such patterns. Assuming that job changes are associated with a loss of accumulated firm-specific skills, the model predicts that although movers initially experience a productivity loss, earnings grow at a faster rate than those of stayers. Later movers experience a larger reduction in their earnings compared with direct movers. Estimated selectivity-corrected earnings equations for movers and stayers, based on data from the German Socioeconomic Panel (GSOEP), support the predictions of the model and highlight important differences in earnings profiles and mobility patterns with size of firm.

**KEY WORDS:** Human Capital; Skills; Occupational Choice; Labor Productivity; Formal Training Programs; On-the-Job Training; Wage Level and Structure; Wage Differentials by Skill; Training; Occupation; Industry; Schooling; Experience; Tenure; Occupational and Intergenerational Mobility, Promotion; Germany; Apprenticeship; Earnings; Training; Formal Training; Employment and Education.


This collection contains a series of analytical case studies of developing practices that respond to the challenges to higher education in the United Kingdom at the start of the new millennium.
KEY WORDS: Case Studies; Educational Practices; Foreign Countries; Higher Education; Lifelong Learning; Partnerships in Education; Professional Development; Teacher Certification; Formal Training; Employment and Education.


This article compares the vocational training systems in the Federal Republic of Germany and France. Using previously collected data, the structure and reform of each country's system over the past 20 years are examined separately. Germany's vocational training system is largely independent from the school system, while France's system is included in the secondary school system. The French system is also more stratified than the German system and includes hierarchical qualification levels. Data indicate that, in contrast to France, the German system privileges the workplace over school as the place of vocational training and emphasizes immediately useful skills. However, analysis also exposes convergent tendencies in the two systems. Following the French model, Germany has expanded full-time schooling facilities, and France has adopted elements of the German dual training system by modernizing its apprenticeship training and implementing forms of alternative training.

KEY WORDS: Vocational Education; Educational Systems; Educational Reform; Federal Republic of Germany; France; Formal Training; Employment and Education.


The possibility to make a better life is enshrined in democratic societies. In recent decades the growth in personal freedom and the rhetoric of the knowledge economy have led many to believe that we have more opportunities than ever before. We are told that the trade-off between efficiency and justice no longer holds in a global knowledge-driven economy, as the opportunity to exploit the talents of all, at least in the developed world, is now a realistic goal. This paper will challenge such accounts of education, opportunity and global labour market. It points to enduring social inequalities in the competition for a livelihood and an intensification of "positional" conflict. Our "opportunities" are becoming harder to cash in. The opportunity-cost is increasing because the pay-off depends on getting ahead in the competition for tough-entry jobs. Middle-class families in competitive hotspots are adopting increasingly desperate measures to win a positional advantage. But the opportunity trap is not only a problem for individuals or families. It exposes an inherent tension, if not contradiction, in the relationship between capitalism and democracy. It will be argued that the legitimate foundations of opportunity, based on education, jobs and rewards, are unravelling. Within education, this not only represents further symptoms of the "diploma disease" but a social revolution that fundamentally challenges our understanding of education, efficiency and social justice.

KEY WORDS: Knowledge Economy; Global Economy; Labor Market; Capitalism; Democracy; Formal Training; Employment and Education.


Some sectors of industry are facing major skills shortages, the Scottish labour market continues to be characterised by occupational segregation and a large disparity between the wages of both women and men. The concentration of people in occupations and
training based on gender effectively restricts the pool of potential recruits to industry and is unlikely to make the best use of human capital. It obstructs the pursuit of gender equality by reinforcing the gender pay gap and restricting individual career choices. Reported on is government’s flagship training policy, the Modern Apprenticeship programme, from a gender perspective. In conclusion, 10 years on from its introduction, the scheme represents something of a "missed opportunity" to tackle occupational segregation and its deleterious effects in the wider economy and in society at large. Recommended is that government and organisations involved in the development and delivery of Modern Apprenticeships adopt a more conscious and cohesive approach to promoting non-traditional choices at the vocational level.

**KEY WORDS:** Economics of Gender; Non-labor Discrimination; Human Capital; Skills; Occupational Choice; Labor Productivity; Formal Training Programs; On-the-Job Training; Wage Level and Structure; Wage Differentials by Skill; Training; Occupation; Regional Economics; Regional Migration; Regional Labor Markets; Population; UK; Apprenticeship; Gender; Human Capital; Occupation; Skill; Training; Wage; Women; Formal Training; Employment and Education.


The 'Accessing and Completing Apprenticeship Training in Canada' report highlights some of the perceived barriers that apprentices may face when accessing and completing apprenticeship training in Canada. It attempts to identify and explore the perspectives of individuals, unions, employers, governments and education concerning barriers to accessing, maintaining and completing apprenticeships. The report attempts to determine which barriers are systemic and which may be specific to certain groups. It recommends bringing consulting with the apprenticeship community and specific groups to discuss the findings and examine recommendations.

**KEY WORDS:** Apprenticeship Training; Canada; Formal Training; Employment and Education.


Using a large administrative dataset, this discussion paper assesses the potential of "workplace training" with reference to German Apprenticeship. When job-skill matching is important, we draw from conditions under which firms provide "optimal" training. The German system broadly meets these conditions. We find returns to apprenticeship for the lowest ability school-leavers comparable to standard estimates of return to school. In addition, training is transferable across a wide range of occupations. In conclusion, the positive experience with German Apprenticeship Training may guide the design of similar policies in various countries.

**KEY WORDS:** Occupational Training; Youth; Apprenticeship Programs; Germany; Formal Training, Employment and Education.

The dual system of vocational education and apprenticeship in Germany began in the crafts sector. As the services sector develops rapidly, the question arises whether small businesses in this sector are willing to follow the dual system.

**KEY WORDS:** Apprenticeships; Economic Change; Foreign Countries; Handicrafts; Service Occupations; Small Businesses; Tables (Data); Vocational Education; Formal Training; Employment and Education.


This White Paper describes the Government's national skills strategy to guarantee the sustainable employment and personal fulfillment of individuals in their working life. It also discusses the availability of the required skills for businesses to promote a competitive, productive economy. It focuses on managing the supply of training, skills and qualifications by colleges and training providers to be more responsive to the needs of employers through promoting learning opportunities for all ages, and by encouraging more efficient partnerships across government and the public sector, employers and unions.

**KEY WORDS:** Education; Great Britain; Training Needs; Skills; Formal Training; Employment and Education.


Initially the authors of this report aimed, in part at least, to map the establishment and development of pre-apprenticeships in Australia. They discovered, however, a paucity of existing literature on this topic and have been unable to meet this aim in full. This report has achieved, nonetheless, a descriptive analysis of recent pre-apprenticeship provision across Australia. It contains the findings from interviews with participants in, and providers of, pre-apprenticeship programs and identifies the role that such programs might usefully play as a component of overall VET provision. The report findings are based on an analysis of National Centre for Vocational Education Research (NCVER) VET statistical data, supplemented by information obtained through focus groups with students and interviews with trainers and training experts and representatives from industry. The VET data were derived from a special series developed by NCVER from national VET statistical data for the period 1994 to 2000. The data were further refined by the researchers by discarding courses that were clearly not pre-apprenticeship. An important finding from this activity is that, at present, there is no fail-safe method for accurate determination of the total number of enrolments in pre-apprenticeship courses; they are one of many pathways into apprenticeships. For this reason the data presented here should be treated with caution.

**KEY WORDS:** Access to Information; Apprenticeships; Career Development; Developed Nations; Employer Attitudes; Foreign Countries; Introductory Courses; Job Training; Postsecondary Education; Prevocational Education; Secondary Education; Student Attitudes; Student Financial Aid; Teacher Attitudes; Vocational Education; Formal Training; Employment and Education.

Germany's apprenticeship system is the most important source of formal post-secondary training. This paper investigates why firms are willing to invest in such training even though many apprentices will leave the training firm soon after completing the apprenticeship program. Using German register data - the IAB Employment Sample - we find that apprentices staying with their training firm after graduation have (1) higher wages and (2) longer first-job durations than apprentices leaving the training firm. These findings support the theory that firms use the apprenticeship system to select and retain the more able apprentices, thereby recouping the costs of investing in skills that are portable in principle.

**KEY WORDS:** Apprenticeship Programs; Germany; Employees; Apprentices; Employment; Labor Turnover; Formal Training; Employment and Education.


The most important source of formal post-secondary training in Germany is the apprenticeship system. Using German register data - the IAB Employment Sample - it is found that apprentices staying with their training firm after graduation have longer first-job durations but not higher wages than apprentices leaving the training firm. Retention rates, first job durations, and post-apprenticeship wages are increasing functions of training intensity. Implications for the ongoing debate as to why firms are willing to invest in general training are discussed.

**KEY WORDS:** Human Capital; Skills; Occupational Choice; Labor Productivity; Formal Training Programs; On-the-Job Training; Wage Level and Structure; Wage Differentials by Skill; Training; Occupation; Industry; Schooling; Experience; Tenure; Cohort; Personnel Economics; Training; Germany; Apprenticeship; Training; Wage; Formal Training; Employment and Education.


On the one hand, contemporary corporations want people who are geographically, culturally and temporally remote to work together to generate new knowledge and accomplish routine work - they want to generate multi-disciplinary, globally dispersed communities of practice. On the other hand, they need to exert some control over this divergent, dispersed, innovative and creative workforce. Here I explore the role that workplace education plays in mediating individual and group autonomy, and central control, in global networks of interaction. I consider the ways that three workplace educators (working in government training institutions, commercial organisations, in-house human resource departments and unions) intervene in work practice at local (but not necessarily geographically local) worksites in unexamined ways. I argue that their stories offer us insights into the ways workplace educators help create new (face-to-face and virtual) learning communities, certainly, but they also help to exert centralised corporate control over work practice, work relationships and work identities, in unobtrusive ways.

**KEY WORDS:** Workplace Literacy; Workplace Education; Globalization; Work and Learning; Formal Training; Employment and Education.

Analysis of the United Kingdom's Modern Apprenticeship program, designed to increase intermediate job skills, shows that in many sectors, apprentices leave without completing qualifications, especially in sectors with no history of apprenticeship. A key problem is lack of employer demand conflicting with the government's focus on improving social inclusion.

**KEY WORDS:** Apprenticeships; Employer Attitudes; Federal Programs; Foreign Countries; Job Skills; Labor Needs; Program Effectiveness; Social Integration; Formal Training; Employment and Education.


This book advances a threefold political agenda: First, it demonstrates how the meanings assigned to a whole vocabulary of words and phrases frequently used to discuss the role and reform of U.S. public schools reflect an essentially economic view of the world. Second, it contends that education or educational reform conducted under an economized worldview will only intensify the nefarious effects of the colonial relations of political, cultural, and economic domination that it breeds at home and abroad. Finally, it offers a set of alternative concepts and meanings for reformulating the role of U.S. public schools and for considering the implications of such a reformulation more generally for the underlying premises of all human relationships and activities.

**KEY WORDS:** Education; Economic Aspects; United States; Politics and Education; Educational Change; Curriculum Change; Critical Pedagogy; Work and Learning; Formal Training; Employment and Education.


This research was commissioned by the Scottish Executive Enterprise, Transport and Lifelong Learning Department to assist them in developing policies and practices for Modern Apprenticeships. The research applies only to those aged 16-24 at the time of registering for the MA, and who were registered for a MA through a Local Enterprise Company. As there were over 25,000 modern apprentices in training in the Scottish Enterprise Network at the end of March 2003 and over 1,500 in the Highlands and Islands Enterprise Network, with 75 different frameworks available, the report describes the development and structure of Modern Apprenticeships in Scotland.

**KEY WORDS:** Apprenticeship Programs; Scotland; Evaluation; Youth; Training; Scotland; Formal Training; Employment and Education.


This book describes the ways in which workplace literacy programs can use a creative learner-centered approach to facilitate language learning through problem posing and critical thinking. By using learners' own experiences as the basis for the curriculum in a critical approach to literacy, educators can present a common ground for adults of differing language backgrounds and learning styles to better use their literacy skills in a workplace culture. As well, the book details the ways in which educators can help workers learn to negotiate the environment of their workplace and to use their communicative skills outside of work.
KEY WORDS: Adult Learning; Workplace Environment; Work and Learning; Formal Training; Employment and Education.


Educational Outcomes for the Canadian Workplace explores how educational programs are changing, which skills matter in the economy, and how policy has responded to the educational and economic pressures of the 1990s. In this book, Jane Gaskell and Kjell Rubenson have brought together a distinguished group of scholars from economics, commerce, sociology of education, adult education, and educational administration to discuss a broad range of issues related to education and the economy in Canada. The implications of their discussions are far-reaching: educational policy not only affects the development of skills and knowledge for a competitive labour market, but also has an impact on social equality, economic growth, and civic engagement. Presenting in-depth research and analysis, this volume makes a significant contribution to Canadian and international debate on the meaning of the new global economy for educational policy and practice.

KEY WORDS: Labour Supply; Education; Economic Aspects; Statistics; Work and Learning; Equity; Formal Training; Employment and Education.


This report examines how and why employers cooperate in the provision of training. This cooperation exists in the German-speaking countries where employers' organisations and chambers of commerce are a fundamental part of training. It is argued that such training is more prevalent than originally thought and can have a positive effect on the quantity and quality of training in the UK. Case studies indicate that such cooperation exists when the following exists: an industry-wide body; local multi-industry body; a traditional group training association; a local consortium of big employers; and a network of firms in a large company’s supply chain. In the UK, even though such forms of organisation do exist, the coverage is uneven and stability is fragile.

KEY WORDS: Employees; Training; Great Britain; Case Studies; Apprenticeship Programs; Employer; Formal Training; Employment and Education.


The Committee on the Impact of the Changing Economy on the Education System of the Center for Education, National Research Council, held a workshop to discuss changes in postsecondary education practices in response to economic factors. The report results from the Committees deliberations, the discussions at the workshop, and the papers prepared for the workshop. Part 1 of this document, the Workshop Report, identifies the central questions that emerged from the workshop discussion. Part 2 presents the following conference papers: (1) Demographic and Attainment Trends in Postsecondary Education (Lisa Hudson); (2) Community Colleges in the 21st Century: Challenges and Opportunities (Thomas Bailey); (3) The Impact of the Changing Economy on Four-Year Institutions of Higher Education: The Importance of the Internet (Carol A. Twigg); (4)
Higher Education, the Emerging Market, and the Public Good (Brian Pusser); (5) A Role for the Internet in American Education? Lessons from Cisco Networking Academies (Richard Murnane, Nancy Sharkey, and Frank Levy); and (6) Creating High Quality Learning Environments: Guidelines from Research on How People Learn (John Bransford, Nancy Vye, and Helen Bateman). One appendix contains the workshop agenda, and the other lists workshop participants. Each paper contains references.

KEY WORDS: United States; Higher Education; Internet; Work and Learning; Formal Training; Employment and Education.


This study investigated implications of the increase in non-standard forms of employment for vocational education and training (VET) in Australia. Data were generated through published statistics on growth of non-standard work, research on business and training practices of organizations that use non-standard labor, case studies of 8 organizations in New South Wales, Victoria, and Queensland using non-standard labor, and individual life histories of 16 non-standard workers. Findings indicated that 58.8% of the work force are permanent employees; most growth has occurred in casual and contractor forms of employment; and employer investment in training is related to cost. Case studies and life histories revealed that many non-standard workers prefer more ongoing, certain employment; non-standard employment levels were rising; and employers who employ labor hire or outsourcing have attempted to shift the burden of training to the labor-hire firm or outsourced service provider. The authors propose stimulating employer expenditure on training. Evidence pointed to the need for the VET sector to target the non-standard work force.

KEY WORDS: Access to Education; Adult Education; Biographies; Case Studies; Corporate Support; Developed Nations; Educational Finance; Employment Patterns; Employment Practices; Foreign Countries; Job Training; Labor Force Development; Postsecondary Education; Secondary Education; Trend Analysis; Vocational Education; Australia; Employee Leasing; Outsourcing.


Apprenticeship was the foremost means of acquiring skill in North America and Europe but this began to decline around 1815 and is not the case presently in North America. Reasons for this decline are not well understood. This paper draws on a population of apprentice contracts signed in Montreal over a 50-year period. Results indicate that during the first phase of this decline masters responded to greater difficulties in contract enforcement. Later, direct effect of the rise of larger establishments on the market for apprentices appears (late 1820s and 1830s).

KEY WORDS: Apprenticeship Programs; History; Industries; Training; Quebec; Formal Training; Employment and Education.

Career and technical education (CTE) is the appropriate and preferred channel for leading a software-supported experiential mission shift to prepare, support, and evolve flexible, information-producing, high-performance knowledge workers for a continuous innovation society. Knowledge management attempts to capture human knowledge in the form of units or objects that can be networked to other people or to software/machines. Five learning approaches share this common purpose: human capital development and application. Heuristic scenarios of workforces using these learning approaches and their supporting technologies convey a profound shift away from learning and performance as ends in themselves, in favor of continuous innovation as a process of working, living, and learning. Deconstruction of repetitious tasks frees human and other resources for continuous innovation. Information-based skill-concentrated distributed competence (DC) software is at the same time a direct threat to all repetitive human functions at work, in learning, or in community and the most hopeful and compatible equalizer for the ignorant, unskilled, slow, blind-sided, and unimaginative. Performance-based learning can effectively create learning in the context of tasks supported by DC software. CTE, with its technical focus and performance innovation outcomes mandates, is ideally positioned to lead the rest of education into new leadership and prominence.

**KEY WORDS:** Adult Education; Competency Based Education; Computer Managed Instruction; Experiential Learning; Futures of Society; Human Capital; Informal Education; Innovation; Labor Force Development; Lifelong Learning; Performance; Postsecondary Education; Secondary Education; Vocational Education; Career and Technical Education; Continuous Improvement; Distributed Cognition; High Performance Work Organizations; Knowledge Management; Knowledge Utilization; Learning Organizations; Formal Training; Employment and Education.


A study compared developments in size of apprenticeship programs and changes in the distribution of apprentices over occupational categories in Ireland, Scotland, and the Netherlands during the last 2 decades. Data were from the "time-series" school leavers' surveys database. Findings indicated, toward the late 1990s, Irish apprenticeship was almost exclusively limited to skilled manual occupations and to crafts and related trades. The Scottish apprenticeship system was also rather "focused," but to a lesser extent. The Dutch apprenticeship system covered a broad array of occupations; only one-third of all apprentices were in skilled manual jobs. Occupational differences were smaller in the early 1980s. Apprenticeship became somewhat more limited to crafts or skilled manual jobs in Ireland and significantly less limited in Scotland, where apprentices appeared in service and market sales occupations in the early 1980s and in clerk jobs in the early 1990s. In Ireland, apprenticeship ceased to be the main route to skilled blue collar jobs. The structure of the Scottish youth labor market was very stable in comparison with Ireland, but the division of labor among apprentices, trainees, and "normal workers" fluctuated heavily in Scotland from 1979-95. The percentage of missing values for Dutch apprentices on the EGP variable was too high and too fluctuating over time to permit data analysis.

**KEY WORDS:** Apprenticeships; Comparative Analysis; Developed Nations; Dropouts; Education Work Relationship; Employment Patterns; Foreign Countries; Job Training; Labor Market; Longitudinal Studies; Occupations; Postsecondary Education; Secondary Education; Trend Analysis; Vocational Education; Youth Employment; Formal Training; Employment and Education.

This paper explores the traditional European model of vocational training in light of a new focus on employability and lifelong learning that is becoming more common in Europe. It includes the following four sections: (1) an overview of some examples of vocational training systems in Europe and the proposal that they share enough to be considered a European model that includes a consensus that all young people should be given a basic vocational qualification, the involvement of all companies in vocational training, and social dialogue and a tripartite (trade unions, employer associations, government) approach to regulation of the system; (2) a description of some European trends in industries and companies that are of importance for vocational training; (3) discussion about the question of lifelong access to vocational training provisions; and (4) suggestions about the need for change in the European model of vocational training.

**KEY WORDS:** Access to Education; Adult Learning; Adult Students; Delivery Systems; Developed Nations; Education Work Relationship; Educational Change; Educational Philosophy; Educational Policy; Employer Attitudes; Employment Potential; Foreign Countries; Government Role; Job Skills; Job Training; Labor Force Development; Lifelong Learning; Models; Partnerships in Education; Postsecondary Education; Secondary Education; Student Certification; Unions; Vocational Education; Denmark; Europe; France; Germany; Great Britain; Information Society; Formal Training; Employment and Education.


This document is the course book of an accredited 3-day professional development course for qualified basic skills tutors in the United Kingdom who are interested in working in workplace settings. The course materials are organized into 17 sections grouped into 4 units as follows: (1) general concepts of workplace language, literacy, and numeracy training and organizational culture (provision in the context of the workplace; a whole-organizational approach; organizational culture; cultural models; new developments affecting workplace language, literacy, and numeracy); (2) making it happen (keeping the organization with you; the organizational needs analysis; negotiating with an organization; employers' checklists; steering groups); (3) setting it up (publicity; the program outline; delivery options); and (4) developing the learning program (developing objectives and learning outcomes; accreditation in the workplace context; program expectations; evaluation). Accreditation information is presented for use with tutors who are taking the course to earn a certificate in workplace language, literacy, and numeracy training. Two suggested assignments are presented for each of the four course units. Each suggested assignment includes a brief description of the assignment, a behavioral objective, performance criteria, evidence indicators, and evidence requirements. A bibliography listing 38 references and list of 30 useful organizations are included. A progression pathways map and Basic Skills Initiative diagram are appended.

**KEY WORDS:** Adult Basic Education; Adult Educators; Adult Literacy; Adult Programs; Behavioral Objectives; Certification; Competence; Competency Based Education; Contract Training; Coordination; Definitions; Delivery Systems; Educational Certificates; Educational Needs; Educational Practices; Educational Principles; English (Second Language); Evaluation Criteria; Foreign Countries; Guidelines; Labor Force Development; Lifelong Learning; Literacy Education; Models; National Organizations; Needs Assessment; Numeracy; Organizational Climate; Professional Development;
The provision of work-based training in the United Kingdom was studied to identify strategies for developing and improving the work-based sector. Data were collected from the following sources: a literature review; a postal survey completed by 245 work-based training providers; follow-up interviews; and regional meetings. More than 64% of respondents had been running work-based government-funded training for 6 years or more. Many providers were working across a wide variety of qualifications and occupational areas. The study established that, despite the existence of examples of good and improving practice, new and more challenging standards for work-based learning are needed. The following areas were deemed priority areas for development: advice, guidance, and pastoral support; key skills; learning with information and computer technology; development of a self-critical, self-improving culture; leadership and strategic planning; and mandatory professional qualifications for staff. The following were among the recommendations emerging from the study: (1) teachers, employers, and career advisers should reinforce the legitimacy of the work-based route to qualifications and success; (2) providers need additional training to raise their own key skills levels above those they are teaching and assessing; and (3) detailed explanation of how practice may be developed and improved is required.

**KEY WORDS:** Access to Education; Adult Education; Certification; Change Strategies; Education Work Relationship; Educational Change; Educational Needs; Educational Quality; Employment Experience; Foreign Countries; Job Training; Leadership; Literature Reviews; Needs Assessment; Postsecondary Education; Prior Learning; Private Schools; Professional Development; Program Improvement; Public Schools; Strategic Planning; Teacher Improvement; Technical Institutes; Trainers; Vocational Education; Work Experience Programs; Formal Training; Employment and Education.


Explores the impact on Canadian schools of the market economy discourse on education that emerges from international organizations and Canadian business and government agencies. Argues that market economy policies have a deleterious effect on curriculum theory and development, and suggests that educators use critical thinking tools to resist this threat.

**KEY WORDS:** Educational Policy; Elementary/Secondary Education; Foreign Countries; Free Enterprise System; Higher Education; Human Capital; Ideology; Resistance (Psychology); Role of Education; Canada; Discourse; Global Economy; Government Industry Relationship; Organisation for Economic Cooperation Development; Formal Training; Employment and Education.


Vocational education and training are important components of any dignified job, especially during this era of rapid technological change. This paper examines vocational
training institutions and practices in Latin America and the Caribbean and demonstrates how the ILO’s decent work objectives are essential elements to their success.

**KEY WORDS:** Vocational Training; Globalization; Work and Learning; Formal Training; Employment and Education.


Most of the job losses that occurred in New York City after the terrorist attacks on the World Trade Center occurred in low-wage jobs held by lower-skilled workers. Many of those affected faced multiple obstacles limiting their employment prospects, including limited literacy and English language skills and a lack of "connections" to formal and informal mechanisms through which people typically get connected to jobs. Several programs offered by unions, public agencies, and non-profit organizations in New York City have responded to these learners in two ways - by focusing instruction on the job-related skills and knowledge learners need and by using referrals and other means to link learners to jobs and work-related training opportunities outside the basic skills program. Those interested in equipping low-skilled adults for a changing work environment should take the following actions: (1) be open to new ways of approaching work-related adult basic education; (2) develop the expertise needed to plan and deliver effective work-related education geared to learners’ particular needs; and (3) advocate for new funding, better use of existing resources, and appropriate expectations from funders about ways adult education can help learners participate as workers.

**KEY WORDS:** Adult Education; Adult Learning; Adult Programs; Curriculum Development; Education Work Relationship; Educational Finance; Educational Needs; Educational Practices; Employment Patterns; Employment Problems; Employment Qualifications; Financial Support; Foreign Countries; High School Equivalency Programs; Information Networks; Job Placement; Job Search Methods; Job Skills; Occupations; Postsecondary Education; Referral; Relevance (Education); Semiskilled Workers; Skill Development; Unemployment; Unions; Unskilled Occupations; Unskilled Workers; Formal Training; Employment and Education.


This book examines the highly topical subject of graduate underemployment with insight and clarity. The authors argue for more sophisticated research into employability, discussing how employability-friendly curricula can be developed, even in subjects which have less obvious vocational relevance. The rapid growth of higher education over the past fifty years has seen expectations increase, and governments looking to widen participation. At the moment there is an urgent need for the Government and higher education institutions to address the issue of graduate employability. The authors of this book encourage a pro-active stance, offering a ground-breaking model that can be easily implemented in institutions to make low-cost, high-gain improvements to students’ employability. Topics covered include: the challenge of employability; the study and careers of English graduates; the enhancement of practice; assessing employability; the Skills Plus project.

**KEY WORDS:** Universities; Higher Education; Curriculum; Vocational Education; Employment; Formal Training; Employment and Education.

A good deal of the debate over improving the employability skills of Canadian youth is based on untested assumptions. This paper explores Alberta high school students' perceptions of the employability skills they have acquired in their courses, formal work-experience programs, paid part-time employment, and volunteer work. Findings reveal that particular types of employability skills are more likely to be attained in some contexts rather than in others. Moreover most students do not see the labor market relevance of analytic skills or a basic high school education. On the other hand, the skills that employers indicate they are seeking are different from the skills students believe employers want. Such findings indicate that the different stakeholders are not communicating effectively with each other. The paper concludes that educators and employers must clearly demonstrate to students the link between core secondary school curriculum and employment outcomes.

KEY WORDS: Youth Employment; Work Skills; Employability; High School Students; Part Time Employment; Education Work Relationship; Canada; Formal Training; Employment and Education.


In an attempt to facilitate transitions into the labor market, many Canadian provinces have introduced youth apprenticeship initiatives. As the German dual system is often considered a model for such initiatives, this paper introduces a critical perspective on issues possibly affecting the system's future. Economic restructuring, work reorganization, changing hiring practices, and young people's increasing preference toward higher education outline the main challenges for the dual system. Review of recent debates concerning Germany's dual system suggests that apprenticeship initiatives for youth in Canada need to provide students with career options that are more transparent while at the same time maintaining or increasing flexibility in the transition process.

KEY WORDS: Federal Republic of Germany; Canada; Youth; Apprenticeships; Models; Labor Policy; Labor Force Participation; Job Training; Formal Training; Employment and Education.


Based on interviews with youth in Canada participating in a high school based apprenticeship programme, this article investigates the extent to which such programmes affect stated policy goals of facilitating school-work transitions and developing workplace skills. Although embedded in very different education and labour market structures, Germany's dual system is often discussed as a successful model for youth apprenticeship programmes. A comparison between Canadian and German youth apprentices therefore provides a rare critical look at how these differences shape individual experiences in apprenticeships, but also how they affect the accomplishment of policy goals. Findings show that the study participants themselves viewed their apprenticeships as positive and meaningful experiences. Yet the Canadian apprentices had only a cursory knowledge of apprenticeship regulations and career paths, and the German apprentices were restricted in their choices by the early streaming processes in Germany's education system. Skill development in Canada was limited by a focus on workplace readiness skills and a lack of integration of what participants did at work and
what they learned at school. Rather than gaining an understanding of their rights and responsibilities in the workplace, they were learning to accept their underprivileged place in it.

KEY WORDS: Apprenticeship; Employability Skills; Labour Markets; New Vocationalism; School-to-work Transitions; Social Inequality; Vocational Education; Youth; Formal Training; Employment and Education.


In Sweden, initial vocational education (IVT) is financed by public money and is designed to provide basic skills and general qualifications to perform certain functions in an occupation. Continuing vocational training (CVT) is provided primarily by public school institutions, private enterprises, and training companies, trade unions, and employer associations and is subject to negotiations and local solutions between stakeholders. Adult schooling traditions in Sweden emanate from the mid-19th century, and traditions for improving popular literacy can be traced to the late 18th century. The early 1990s were characterized by increasing recognition of the need for recurrent education. The model of recurrent education has since been replaced by the broader concept of lifelong learning. In the interests of developing a comprehensive system for promoting lifelong learning, radical changes were instituted in Sweden's systems of IVT and CVT in the 1990s. The most profound change in IVT was the institution of apprenticeship-like programs that combined special subjects from various programs to create specially designed programs reflecting demand from local enterprises. The reforms within CVT included development of the following programs: a pilot project on advanced vocational education; the Adult Education Initiative; and individual learning accounts. Lifelong learning has become an integrated component of Swedish educational policies.

KEY WORDS: Continuing Education; Delivery Systems; Education Work Relationship; Educational Change; Educational Finance; Educational History; Educational Objectives; Educational Policy; Educational Principles; Educational Trends; Elementary/Secondary Education; Employment Qualifications; Financial Support; Foreign Countries; General Education; Influences; Lifelong Learning; Policy Formation; Postsecondary Education; Systems Approach; Trend Analysis; Vocational; Education; Impact Studies; Stakeholders; Sweden; Formal Training; Employment and Education.


This article examines the skills, development needs, and learning opportunities of the workforce in the city of Shanghai in the People's Republic of China. It attempts to elucidate the factors that influence employees' participation in workplace training and adult education activities. By tapping the views of firm executives and employees, this article discusses the combined efficacy of three types of education and training activities for vocational learning: informal learning, nonformal training, and formal adult education. The major findings of this article suggest that working adults in Shanghai are willing to participate in a variety of adult education and training activities so long as they can see the utility of these activities. Their willingness is especially apparent when adult education and training can yield widely recognized qualifications that enhance their marketability. As the leading metropolis of China, Shanghai has great aspirations for its own role in national development as well as on the world stage. Its endeavor in providing skills development for a large workforce during a period of economic transformation should afford conceptual and policy insights into the implementation of adult education and
training in changing societal contexts.

**KEY WORDS:** Foreign Countries; Employees; Informal Education; Adult Education; On-the-Job Training Labor Force Development; Job Training; Job Skills; Employee Attitudes; Urban Areas; Formal Training; Employment and Education.


A study of 500 British employers operating Modern Apprenticeships found the following: (1) 58% were small businesses; (2) 63% recruited only 1 apprentice; (3) they were highly satisfied with participation; and (4) the current good economy may help entrench Modern Apprenticeships in the training infrastructure.

**KEY WORDS:** Employer Attitudes; Foreign Countries; On-the-Job Training Recruitment; Small Businesses; Young Adults; Modern Apprenticeships; United Kingdom; Formal Training; Employment and Education.


In this paper, training corporations increase profits by offering apprenticeships which commit these firms to high wages for those trainees retained on completion. At these high wages, only good workers are retained. This implies their productivity and reduces the external benefits if they subsequently quit. Regulation of apprenticeship duration (a historically important feature) enhances efficiency. Suitable subsidies enhance it even further.

**KEY WORDS:** Employees; Training; Apprenticeship Programs; Formal Training; Employment and Education.


Many students have to work during term time to compensate for debt accumulated to finance their tertiary study. This study is to explore the impact of this paid employment on student study time and other aspects of their lives. Design/methodology/approach: Undergraduates (83) completed a questionnaire about their academic workload, their paid employment commitments during term time, their earnings and expenditure, and their recreational and cultural activities. Results indicated that 81% of the students held at least one job during term time for an average of 14 hours per week. Money earned was typically spent on essential living expenses. Working left less time than desired for social activities, study and recreation. Research limitations/implications: Results have limitations due to a relatively small sample size of self-selected students: mainly young, female and enrolled in Arts courses. Practical implications: Find suggest that working is not always detrimental to students' academic efforts, particularly if the hours worked are manageable given their course load. Lecturers should be more aware of the busy lives students lead and try to structure assignments and course requirements to recognise this, including the scheduling of class times and the offering of study support services. Originality/value: The study adds to the growing body of international data that reports on the effects of a user-pays approach in tertiary education. There is no similar data in New Zealand.
KEY WORDS: College Students; Employment Status; Financial Strain; Study Habits; Time Management.


Profound changes are occurring in technology, work and work organisation, which will have profound implications for the future role of vocational education and training (VET) in Australia. This report presents six important interrelated components of this change. Work in the future will be influenced by technology, the capacity of labour, and change management. Training, along with research and development, work organisation and capital raising, will determine whether the Australian economy is a high-skill economy that provides for rising standards of living. Key to the future role of VET will be its capacity to integrate more closely with the workplace, and its capacity to integrate into the innovation cycle.

KEY WORDS: Technology; Vocational Education and Training; Globalization; Outsourcing; De-Skilling; Organizational Change; Formal Training; Employment and Education.


Modern Apprenticeships (MAs) have been criticised in some quarters in 2002, only 40 per cent of work-based learning WBL providers were deemed adequate. Things are improving but there is still much to be done. This paper addresses this issue. Support for Success, a Learning and Skills Development Agency quality improvement programme funded by the Learning and Skills Council, commissioned a small number of action research projects in 2002, with the aim of improving learner outcomes. Of those projects, 12 sought practical ways of promoting achievement and progression in WBL to respond to the government directive of securing progression and the attainment of targets in the WBL arena. The paper provides an overview of the issues associated with 14-19-year-old vocational education and training, before addressing aspects of retention and achievement in modern apprentice programmes. Drawing on 12 projects, different approaches to improving success in MAs are explored.

KEY WORDS: Apprenticeship Programs; Great Britain; Formal Training; Employment and Education.


Using recent data from the UK Labour Force Survey, this paper estimates the wage gains that individuals make on average if they complete an apprenticeship programme. Results suggest a gain of around 5-7% for men, but no benefit for women. Further analysis also considers the returns by age grouping, by qualifications obtained, by highest prior qualification and by industrial sector. Emerging from this further analysis is the importance of acquiring qualifications with the apprenticeship, at level 3 or above.

KEY WORDS: Apprenticeship; Wage Equations; Formal Training, Employment and Education.

Sofer combines comparative research on the processes of human capital formation in education and training in relation to the European labor market, drawing on a European research project, "Schooling, Training, and Transitions," organized and funded within the Targeted Socio-Economic Research Program of the European Union. Authors examine three main aspects of the links between education and social inequality: educational inequality, differences in access to labor markets, and differences in lifelong earnings and training.

**KEY WORDS:** Analysis of Education; Human Capital; Skills; Occupational Choice; Labor Productivity; Formal Training Programs; On-the-Job Training; Personnel Economics; Training; France; Apprenticeship; Formal Training; Employment and Education.


This report, part of the National Centre for Vocational Education Research (NCVER) research, addresses the perceived lack of analysis of the Australian apprenticeship system. Together with the first comprehensive assessments of the impact of traineeships and new apprenticeships, this report provides a thorough analysis of the apprenticeship system since the 1984 Inquiry into Labour Market Programs. Important conclusions concerning future directions for apprenticeships in Australia are made in this report. Apprenticeship has a key role to play in the future of Australia's skill development, building on the solid foundation of its past in that country.

**KEY WORDS:** Apprenticeship Program; Australia; Formal Training; Employment and Education.


Vocational education in Denmark began with organized apprentice training in the early 1400s. In 1875, the government and municipalities began providing substantial grants to establish technical and commercial schools. Development of apprenticeship training continued through the 1950s. Since 1977, Denmark has had two parallel systems of vocational training - apprenticeship training schemes and vocational education and training (VET) programs. The 1989 Vocational Training Act established a general framework for the training field that had previously consisted of apprenticeship, VET, and basic technical training programs. Adult vocational training was unknown in Denmark until 1985. The following are among the key problem areas in VET that Denmark's political system is currently addressing: (1) VET's failure to attract enough young people; (2) better provision for both academically weak and strong trainees; (3) transformation of adult and continuing training so that education becomes a natural and recurrent part of working life; (4) provision of greater incentives for adult participation in continuing and further training; and (5) internationalization of VET to respond to the increasing internationalization of business and industry. The following items are appended: lists of abbreviations and acronyms, important institutions/organizations, and 61 print and online sources; definitions of key terms; and overviews of recent initiatives.

This paper builds on the conceptual foundations suggested in the previous two papers in this issue. The article describes the use of a workplace learning cycle theory to curriculum development for a graduate-level course in workplace education. This article argues that one can engage students in the process of analyzing the learning and knowledge-use in a work environment through the lenses of the pedagogical and curricular concepts in these and other writings. The graduate program aims to enable students to understand and use the more generative concepts of workplace knowledge-use.

**KEY WORDS:** Curricula; Training; Higher Education; Business Studies; Formal Training; Employment and Education.


Discussion of information technology training focuses on an evaluative study at the Department of Defense that investigated whether new information technology training could improve job performance. Highlights include determining training effectiveness; job transfer evaluation; return on investment; use of software features; and the impact of formal versus informal training.

**KEY WORDS:** Computer Software; Evaluation Methods; Industrial Training; Information Technology; Job Performance; Performance Factors; Performance Technology; Training Methods; Transfer of Training; Vocational Evaluation; Department of Defense; Performance Improvement; Performance Indicators; Return on Investment; Technology Utilization; Training Effectiveness; Formal Training; Employment and Education.


The Career Transcript System (CTS) keeps up-to-date and verifiable records of students' accomplishments. Asserts that CTS facilitates exchanges of information among schools, employers, and colleagues. States that the system was implemented after the Secretary of Labors' Commission on Achieving Necessary Skills (SCANS) defined what work requires of schools.

**KEY WORDS:** Community Colleges; Higher Education; Job Skills; Portfolios; (Background Materials); Profiles; Qualifications; Resumes (Personal); Student Development; Student Records; Secretaries; Skills; Formal Training; Employment and Education.

This book tells the story of Willow Run, a small, poor, ethnically-mixed town in Michigan's rust belt, a community in turmoil over the announced closing of a nearby auto assembly plant. As teachers and administrators began to discover ways to make schooling more relevant to working-class children, two large-scale school reform initiatives swept into town: the Governor's "market-place" reforms and the National Science Foundation's "state systemic initiative." Against the backdrop of a post-Fordist economy, the author examines complex linkages at work as society structures the development of children to adulthood.

**KEY WORDS:** Education; Economic Aspects; United States; Case Studies; Education and State; Educational Change; Work and Learning; Formal Training; Employment and Education.


Survey data from Scottish workers participating in lifelong learning showed that the existence of the company's learning program influenced their perceptions of career development and fairness. Communication skills in particular were transferred to the workplace. The company was less successful in creating a strong transfer climate.

**KEY WORDS:** Corporate Education; Employee Attitudes; Foreign Countries; Lifelong Learning; Organizational Climate; Outcomes of Education; Transfer of Training; Return on Investment; Scotland; Formal Training; Employment and Education.


It is increasingly important in the twenty-first century for graduates to be able to take their place in the changing world scene and to be adaptable and creative within the organisation that employs them. This paper describes some of the initiatives introduced into the curriculum of a first-year science course, taken by 1,300 students at the University of Sydney, that are designed to help students develop the attributes required of a professional scientist. Comprehensive online resources have been developed to facilitate independent study, and synchronous and asynchronous communications, and these are delivered via a virtual learning environment. We have enhanced students' oral and written communication skills by using real work experiences, and developed teamwork activities within the context of the curriculum.

**KEY WORDS:** Science Education; Science Curriculum; Curriculum Enrichment; Undergraduate Study; Lifelong Learning; Communication Skills; Job Skills; Independent Study; Virtual Classrooms; Experiential Learning; Teamwork; Foreign Countries; Formal Training; Employment and Education.

The aim of this article is to talk about the possibilities of work-related adult education programmes within the context of developing countries. The focus of the analysis is on poor populations, particularly those dwelling in rural and marginal urban areas. The background comprises the challenges for productive incorporation, social exclusion, the relative absence of skill development programmes in these areas and the historical ineffectiveness of adult education programmes. In the light both of lessons drawn from several experiences carried out mainly in developing countries and insights coming from educational and developmental research, the article puts forward some theses that may serve as guidelines when carrying out work-related adult education programmes, such as the need to stem from integral and interinstitutional perspectives, to rely on sound strategies that can have a direct impact on both social and economic development, to learn from local contexts (knowledge and opportunities) and evaluate the potential within these spaces, to properly assess the different areas (health, housing, organization etc.) that are related to any social development process, and the importance of taking productive activities - work - as the axis and starting point of programmes.

**KEY WORDS:** Skill Development; Adult Education; Poverty Areas; Developing Nations; Job Skills; Job Training; Foreign Countries; Global Approach; Technical Education.


The impact of compulsory schooling on earnings is estimated using changes in compulsory schooling laws for secondary schools in West German states from 1948 to 1970. Our research design is very similar to studies for various other countries; we find very different estimates of the returns. Most estimates in the literature indicate returns in the range of 10-15%. We find no return to compulsory schooling in Germany in terms of higher wages. It is assessed as to whether this is due to labour market institutions or the existence of the apprenticeship training system in Germany, but find no evidence for these explanations. We conjecture that the result may be due to the fact that the basic skills most relevant for the labour market are learned earlier in Germany than in other countries.

**KEY WORDS:** Analysis of Education; Human Capital, Skills; Occupational Choice; Labor Productivity; Formal Training Programs; On-the-Job Training; Wage Level and Structure; Wage Differentials by Skill; Training; Occupation; Industry; Schooling; Experience; Tenure; Ability Bias; Human Capital; Returns to Schooling; School Leaving Age; Formal Training; Employment and Education.


The purposes of this article are twofold. First, it considers the policy links between guidance and lifelong learning, highlighting in particular the implications of findings from a recent study by the Organisation for Economic Co-operation and Development (OECD). Secondly, it critically compares two approaches to workplace guidance about education and training, drawing upon evaluations of various initiatives organized by trade unions and employers in Denmark and the UK. These evaluations are based on qualitative data collected from in-depth interviews with those responsible for organizing and giving the guidance, as well as those who received it. Five interviews were conducted with recipients of guidance in each country, either face-to-face or by telephone, using a semi-structured interview schedule. The conclusions suggest some issues that need to be addressed by guidance practitioners and policy makers, including employers and trade unions.
KEY WORDS: Foreign Countries; Guidance; Unions; Lifelong Learning; Adult Education; Denmark; United Kingdom.


Aimed at MBA students, postgraduates and advanced level undergraduates, this book questions the naive, self interested and popularised messages that surround knowledge work and knowledge management. Case studies examine the politics of new communications technologies which are frequently offered as a means for managing knowledge in the workplace.

KEY WORDS: Management; Work and Learning; Study and Teaching; Formal Training; Employment and Education.


Vocational education and training is a core issue for educational systems spanning disciplines and incorporates many agencies. This education/training is critical to the competitiveness in the context of the global economy. Other roles include, increasing social equity, improving life chances, & promoting individuals’ possibilities for attaining better performance. Schools provide students with formal learning, but also important is learning at work to acquire the necessary skills. Theoretical approaches are confronted.

KEY WORDS: Vocational Education; Education Work Relationship; Training; Educational Programs; World Economy; Educational Systems; Italy; Business; Formal Training; Employment and Education.


Australia's national vocational education and training (VET) system and nationally funded technical and further education colleges were established in the 1970s. In the 1980s, traineeships complementing traditional apprenticeships and competency-based training were instituted. An industry-led training system was established in the 1990s. Total VET participation reached 1.5 million (12% of the working-age population) in 1998, and apprentices and trainees totaled 250,000 in 1999. Australia's public system of formal VET receives some $4 billion in public funding annually, with employers investing an additional $4.7 billion in structured and unstructured training. The following are among distinguishing features of Australia's VET system: a clear national policy for VET; movement toward lifelong learning; development of advanced and high-level skills training; development of an industry-led training sector; flexible delivery and modularization of training delivery; competition among training providers; a strong system of public training institutions; a framework for national recognition of VET; and focus on outputs and outcomes. Issues expected to have a significant impact on Australia's VET system in the near future include the changing nature of work, a trend toward customizing VET, the aging population, and movement toward a lifelong learning culture.

KEY WORDS: Access to Education; Accountability; Accreditation (Institutions); Adjustment (to Environment); Adult Learning; Aging (Individuals); Apprenticeships; Articulation (Education); Competency Based Education; Cooperative Planning; Coordination; Curriculum Development; Delivery Systems; Education Work Relationship; Educational Change; Educational Demand; Educational History; Educational
Opportunities; Educational Research; Educational Supply; Educational Trends; Employment Qualifications; Enrollment Trends; Flexible Progression; Foreign Countries; Job Skills; Job Training; Learning Modules; Lifelong Learning; Models; National Curriculum; Outcomes of Education; Policy Formation; Postsecondary Education; Program Evaluation; Public Education; School Business Relationship; Secondary Education; Skill Development; Student Certification; Systems Approach; Tables (Data); Trend Analysis; Vocational Education; Work Environment; Formal Training; Employment and Education.


Characteristics of apprenticeship in Austria, Denmark, Ireland, and the Netherlands are closer to Germany’s social partnerships model than Britain's deregulated market in terms of statutory governance, educational requirements, administration, and funding. The experience of these countries may not be helpful in reviving British apprenticeship without institutional change.

**KEY WORDS:** Apprenticeships; Business Responsibility; Federal Regulation; Foreign Countries; Governance; Government Role; Organizational Change; Formal Training; Employment and Education.


Explores relationship between education and earnings in Singapore. Uses Labor Force data to obtain estimates of private returns to investment in formal and technical/vocational education. Some results confirm earlier patterns from other countries, while others make Singapore a world outlier, with very high private returns to schooling in relation to Singapore's advanced stage of development and per-capital income.

**KEY WORDS:** Formal Education; Private Benefits; Singapore; Formal Training; Employment and Education.


This volume is a survey of more than 125 Australian apprenticeship and traineeship references from 1985-99. Each item identifies author/editor/organization, date, title, organization and place of publication or development. A "key" provides a descriptive phrase relating to the reference type, such as an industry-body paper on training delivery (to special groups); industry view on training system; academic paper on industry training and training delivery; or official report on training funding, policy, and system. Each reference is summarized for its origin, key topics, and key issues in the contemporary setting.

**KEY WORDS:** Adult Education; Annotated Bibliographies; Apprenticeships; Delivery Systems; Demand Occupations; Developed Nations; Educational Assessment; Educational Demand; Educational Opportunities; Educational Quality; Foreign Countries; Job Skills; Job Training; Literature Reviews; Outcomes of Education; Policy Formation; Postsecondary Education; Public Policy; State of the Art Reviews; Surveys; Trainees;
Vocational Education; Australia; Formal Training; Employment and Education.


Using a survey of 125 Australian references from 1985-99, this paper presents issues and directions found within the Australian apprenticeship and traineeship literature. In chapter 2 these issues are grouped into seven categories which are discussed through various themes. Each section considers the entry-level training issues in the broader context of developments in vocational education and training (VET) policy and the VET market. Chapter 3 draws out possible VET and entry-level training policy and program directions from the issues combined and their salient themes. Eight suggestions are illustrated using examples that include: sharpening training investigation and diagnosis; repositioning the trades in the training marketplace; renewing the traineeship consensus; broadening the education and training horizons for new pathways to vocational skills; testing new approaches to training markets; widening the avenues for structured training in enterprises; adding pathways and learning models to the work of training intermediaries; and reviewing and reinforcing priorities for training measurement and quality.

KEY WORDS: Adult Education; Apprenticeships; Delivery Systems; Demand Occupations; Developed Nations; Education Work Relationship; Educational Administration; Educational Assessment; Educational Demand; Educational Opportunities; Educational Quality; Educational Supply; Entry Workers; Foreign Countries; Industrial Training; Job Skills; Job Training; Literature Reviews; Outcomes of Education; Postsecondary Education; Private Sector; Public Policy; Trainees; Vocational Education; Australia; Educational Marketing; Intermediaries; Formal Training; Employment and Education.


Using the concept of "community of practice" and a typology developed by Guile and Griffiths, this article characterizes the quality and the nature of learning students achieved while studying in a newly-implemented pulp and paper vocational program, structured as a co-operative education program and offered in six school boards throughout the province of Quebec, Canada. The observations come from a five-year long action research program involving registered students, trainers in vocational centers, and work supervisors in pulp and paper mills. The conclusion highlights the structural barriers in pulp and paper mills that limit students' access to operations. This co-op education program is traditional according to the Guile and Griffiths' typology.

KEY WORDS: Education; Communities of Practice; Curriculum; Implementation; Workplace Learning; Canada; Formal Training; Employment and Education.


This paper first reviews apprenticeship trends in Canada over the last two decades. It then examines prospects for labour market conditions for the total economy and for the construction sector to the year 2005 based on scenarios developed by the forecasting firm Informetrica for the IAS committees examining labour market trends in the
construction trades. The paper finds that the apprenticeship system has a number of serious weaknesses, including the stagnation in new apprenticeship registrations in the 1990s; the inability of the apprenticeship system to expand beyond traditional fields such as the construction trades and motor vehicle repair into growing occupations in business and commerce, health sciences, natural sciences, and social sciences; the inability of the apprenticeship system to increase the extremely low proportion of women enrolled in apprenticeship programs (3 per cent); the uneven development of apprenticeship programs by province, resulting in regional disparities in access to apprenticeship programs; the very low level of completion rates for apprenticeship programs (9.5 per cent) due to the high drop out rate; and the strong downward trend in apprenticeship completion rates, declining one third over the past two decades. The trends described in this paper raise serious questions about the ability of the apprenticeship system in Canada to produce an adequate supply of qualified workers for the economy. As suggested by the title of this paper, the apprenticeship system may be under siege. When there is weak demand for qualified workers, the deficiencies of the apprenticeship system may have limited consequences. Since large increases in the number of qualified workers are not needed, the low apprenticeship completion rates do not represent an obstacle to growth. Employers do not put pressure on the apprenticeship system to become more effective. In contrast, strong demand for qualified workers makes employers more aware of the deficiencies of the apprenticeship system and creates demand for reforms.

KEY WORDS: Apprenticeships; Building Trades; Developed Nations; Educational Trends; Employment Projections; Foreign Countries; Futures of Society; Labor Market; Postsecondary Education; Program Effectiveness; Formal Training; Employment and Education.


There has been a rapid and continuing decline in the numbers of students enrolled in vocational courses in secondary schools over the past decade in Ontario. Canada does not seem to be alone in this regard. At the global level, a recent series of studies published by the OECD also reflects this decline. The purpose of this study is twofold. First, the authors explore why it is that such a seemingly "well-meaning" educational program continues to be afflicted with such tensions, adverse publicity and doubtful future. Second, the author explores whether, and if so, how, vocational education within the public school system might be conceptualized and undertaken differently. It is hoped this latter exploration will bring schools and the “real world” closer together - incorporating “alternation” as a framing concept.

KEY WORDS: Vocational Education; Ontario; Canada; Secondary Schooling; Formal Training; Employment and Education.


This report presents findings from an NFER study. It was conducted as part of the Skills for All research programme on the use of Modern Apprenticeships (MAs) in retailing. In the light of the need to generate relevant skills in the UK to enable competition in global markets, concerns have been raised about the lack of completion of MAs in retailing. The study revolved around interviews with key informants and an analysis of inspection reports from nine training providers. The findings reveal challenges with the 'short-
termism’ approach of both employers and employees, the generally low skills, motivation and expectations of employees, the difficulties in accessing training for MAs, and the questions about the suitability of the qualification for the retail sector. Strategies are outlined for promoting the wider take-up of MAs and providing effective support for both employers and employees.

**KEY WORDS:** Workforce Skills; Apprenticeship; Young Adults; Stress; Training; Government Indicate; Formal Training; Employment and Education.


Purpose - Aims to present the empirical results from a study of vocational research on the highly gifted pupils. Design/methodology/approach - Based on data from a Swiss longitudinal study on the effects of acquiring pre-school knowledge of reading and mathematics, intellectually above-average gifted pupils, who are now 16-year-olds, are filtered out and analysed with respect to their educational background and plans for the future. Findings - The most striking findings of the analysis are that those with well above-average ability are to be found in all educational examination standards their educational careers may be characterised by notable breaks, yet still be highly successful and a significant number of pupils decide against completing a high-school certificate A-level equivalent in favour of vocational training. Research limitations/implications - A limitation on the authority of the results arises in two respects with regard to the small size of the sample group and in terms of the fact that the link between performance development, cognitive ability and the actual performance demonstrated cannot be ascertained from the available data. Practical implications - Consequently, vocational training must also increasingly recognise the possibility of having to train a potentially significant number of apprentices with above-average abilities in the most varied of domains. Originality/value - This is an area that, to date, has not been the subject of much empirical investigation.

**KEY WORDS:** Program Effectiveness; Students; Educational Background; Cognitive Ability; Adult Vocational Education; Gifted; Formal Training; Employment and Education.


Following an abstract and introduction, this document reviews five research projects on the learning experiences of workers. The first two concern the environment required for successful learning in the workplace, and the last three address implementation of e-learning programs. (The findings from the first two studies revealed 24 conditions that must be met for successful learning in the workplace, including linking learning to improved performance, valuing collaborations in learning, and management awareness of the need for learning. Conditions for successful e-learning revealed by the last three studies included the relevance of training to the current job, user ownership and control of the process, a culture of support by the training provider and employer, and personal recognition for learning achieved.) A wider context is next provided through reference to another literature review and other writings. Characteristics of successful approaches to online work-based learning are presented, as well as four features required to produce those characteristics (intelligent and intuitive tools, and extensive database of materials, imaginative design, and a shared commitment). Three successful programs are described. A conclusion states that online work-based learning will succeed where it is personalized, managed by the user, relevant to the user’s work, supported by the employer, linked to just-in-time material, and fully supported within a healthy learning context.
environment.

KEY WORDS: Achievement Need; Adult Education; Computer Assisted Instruction; Constructivism (Learning); Education Work Relationship; Educational Environment; Educational Research; Educational Technology; Foreign Countries; Individualized Instruction; Learner Controlled Instruction; Online Courses; Organizational Culture; Organizational Development; Professional Recognition; Relevance (Education); Student Motivation; Technology Integration; Web Based Instruction; Work Environment; Formal Training; Employment and Education.


This analysis of chronically unemployed job seekers after they completed a comprehensive job skills training program reveals dynamic interpersonal and intrapersonal characteristics that have an impact on job-finding success. Of primary interest in this study was the relationship between R. B. Cattell's (1988) second-order personality factors and participants' employment status 3 years after they graduated from the job skills program. Furthermore, U.S. Department of Labor worker trait classifications, such as aptitude, academic achievement, work history, and Holland's hexagonal definitions of career interest were also analyzed (United States Employment Service, 1972). Relatively robust correlations between job holding status and 2 of the second-order personality factors on Cattell's Sixteen Personality Factor Questionnaire were illuminated: Independence and Objectivity.

KEY WORDS: Outcomes of Education; Personality Traits; Job Skills; Employment Level; Unemployment; Job Applicants; Vocational Education; Career Education; Predictor Variables; Individual Characteristics; Adult Education Sixteen Personality Factor Questionnaire; United States.


This article discusses two school-based case studies of vocational education and training in the areas of information technology and hospitality from the perspective of the agendas of "lifelong learning". Lifelong learning can be seen as both a policy goal leading to institutional and programme reforms and as a process which fosters in learners identities that enable them to thrive in the circumstances of contemporary life. These case studies suggest that current approaches to vocational education and training in schools are enacting the first but not the second of these agendas. Institutional barriers are being removed and work placements drawn in to schooling programmes. However, the pedagogy, assessment and curriculum of the programmes emphasizes short-term (and conflicting) knowledge objectives rather than orientations to flexible lifelong learning. We argue that it is teachers rather than the students who are thrust most forcibly into adopting new learner-worker identities consonant with the attributes of "lifelong learners" and the demands of the contemporary workplace.

KEY WORDS: Lifelong Learning; Information Technology; Case Studies; Vocational Education; Formal Training; Employment and Education.

Canada: Tele-université, Université du Québec.

The evolution of Germany's dual apprenticeship system and the challenges now facing it are reviewed. The following topics are considered: (1) the progression from craft guilds to vocational training; (2) the history of Germany's dual apprenticeship system from its organization in the 1970s; (3) apprenticeship in the dual system; (4) Germany's education system; (5) regulation of vocational training; (6) financing and the cost of training; (7) adjusting skills to new requirements; (8) regulation of the apprenticeship placement system; (9) continuing vocational training in Germany; (10) new challenges for today's dual system; (11) apprenticeship in Germany's Eastern Länder; (12) apprenticeship as a strategy for fighting youth unemployment; (13) Quebec's apprenticeship system; (14) an overview of apprenticeship in Canada; and (15) a comparison of the German model of apprenticeship to models in other countries. The success of Germany's dual apprenticeship system is attributed to the fact that it does not compete against itself by attempting to solve the problems of adjusting to changes in the labor market by creating branches that are parallel to the system's existing branches and thereby undermining the value of the existing system or creating "upward competition through higher-level training programs."

KEY WORDS: Apprenticeships; Certification; Change Strategies; Comparative Education; Continuing Education; Delivery Systems; Developed Nations; Education Work Relationship; Educational Change; Educational Demand; Educational Finance; Educational History; Educational Legislation; Educational Needs; Educational Policy; Educational Practices; Educational Supply; Educational Trends; Employment Practices; Employment Qualifications; Federal Legislation; Federal Regulation; Financial Support; Foreign Countries; Income; Job Placement; Job Skills; Literature Reviews; Models; Needs Assessment; Policy Formation; Postsecondary Education; Program Costs; Program Evaluation; Public Policy; School Business Relationship; Skill Development; State of the Art Reviews; Student Employment; Student Evaluation; Systems Approach; Transfer of Training; Trend Analysis; Unemployment; Vocational Education; Youth Employment; Canada; Germany; Formal Training; Employment and Education.


A model for calculating on-the-job training costs and benefits was developed and applied to Dutch employer/employee data. The model was used to generate scenarios for policy measures to stimulate lifelong learning, depicting costs and benefits for those in the market for training as well as macroeconomic consequences.

KEY WORDS: Cost Effectiveness; Educational Policy; Employment Practices; Foreign Countries; Lifelong Learning; Macroeconomics; Models; On-the-Job Training Policy Formation; Netherlands; Formal Training; Employment and Education.


Some Chinese organizations are moving away from production-oriented traditions. Resource-rich enterprises are using formal education to select and develop an elite. Organizations with less access to highly qualified recruits are also less likely to provide extensive training. The gap between organizations in terms of employee development is likely to widen.
**KEY WORDS:** Educational Attainment; Employment Practices; Foreign Countries; Personnel Selection; Recruitment; Staff Development; Training; Formal Training, Employment and Education.


Examines whether Britain's Training and Enterprise Councils are the best way to forge consensus on Modern Apprenticeship. Concludes with the need for a greater role for industry-based organizations and dialog about what training policy should be.

**KEY WORDS:** Apprenticeships; Foreign Countries; Job Training; Public Policy; Modern Apprenticeships; Training and Enterprise Councils (Great Britain); United Kingdom; Formal Training; Employment and Education.


Analysed is why in Germany and The Netherlands the share of apprentices in the business service sector is lower than in other economic sectors. A theoretical introduction surveys the potential reasons that could be responsible for this. Empirical analysis shows that the level of skill apprentices gain is the main explanation for the relatively low supply of apprenticeships in German business service enterprises. In The Netherlands, the option to hire skilled employees from full-time schools instead of training apprentices seems to be crucial. For these reasons, the authors propose to offer obligatory extra formal training in areas such as IT skills and foreign languages for the apprentices in business service firms in Germany in order to increase the attractiveness of the dual apprenticeship system for prospective apprentices as well as business service firms.

**KEY WORDS:** Apprenticeships; Skills; Business Support Services; Germany; The Netherlands; Formal Training; Employment and Education.

81. Wonacott, M. E. (2000). *Apprenticeship*. Trends and Issues Alert No. 19. Washington, DC: Office of Educational Research and Improvement (ED). Although apprenticeship used to be viewed as academically questionable, today many educators consider it an ideal vehicle for the work-based learning necessary for the school-to-work transition. In particular, youth apprenticeships are seen as having potential to minimize youth floundering in the labor market, ensure educative work experiences, increase earnings and educational attainment, and make school more meaningful. Unions may perceive youth apprenticeship as a threat to their influence, or they may view it as a help in maintaining unions and wages. Many states focus their efforts on employer participation in youth apprenticeships, but concerns about costs, lost trainer productivity, and liability often affect employer participation in youth apprenticeships. Employers involved in apprenticeship would prefer increased training and support for workplace mentors and trainers and improved coordination with schools. Women tend to be underrepresented in apprenticeship and to enjoy less favorable earnings outcomes, while African Americans are often over-represented but have less favorable completion rates and employment and earnings outcomes. Students may not be aware of apprenticeship opportunities, or they and their parents may have unfavorable
perceptions of this option.

**KEY WORDS:** Apprenticeships; Blacks; Citations (References); Education Work Relationship; Educational Attitudes; Educational Benefits; Employer Attitudes; Employer Employee Relationship; Females; Males; Mentors; Outcomes of Education; Postsecondary Education; Secondary Education; Unions; Women’s Education; Work Experience Programs; Formal Training; Employment and Education.


Analysis of data from electrical and associated occupations in the Australian state of Victoria shows the following: (1) a decline in numbers of apprentices; (2) numbers of women and other disadvantaged groups not increasing in apprenticeships; and (3) skill shortages on the supply side that will be exacerbated at both ends of the age spectrum if action is not taken.

**KEY WORDS:** Access To Education; Apprenticeships; Electrical Occupations; Foreign Countries; Job Skills; Job Training; Labor Needs; Labor Supply; Formal Training; Employment and Education.


Uses hierarchical linear model to estimate the effects of three forms of human capital on employee salary in China: Formal education, employer-provided on-the-job training, and adult education. Finds, for example, that employees’ experience in changing production technology and on-the-job training are positively associated with salary increases through improved technical proficiency, while formal education is not.

**KEY WORDS:** Adult Education; Elementary/ Secondary Education; Higher Education; Human Capital; Mathematical Models; On-the-Job Training Salaries; Technological Advancement; Formal Training; Employment and Education.


This issue in job training has received attention from different disciplines and perspectives for many decades. Prior empirical results have related many predictors from different levels of analysis to organization job training. While researchers have fruitfully applied alternative theoretical perspectives to predict training, studies integrating those perspectives are scarce. My dissertation fills into this gap by synthesizing several theories and integrating different levels of analysis in explaining organization job training. I propose four contingent models by which different organizational and environmental attributes interact to affect organizational training practices. Namely, the relationships between workforce composition (gender and occupational composition) and company training programs change under different organizational contexts. Organizational characteristics interact with environmental factors to affect organizational training practices. Analyzing 1996 National Organizations Survey (NOS), the author shows that (1) occupational impact on company job training is contingent upon organizational
bureaucratization and institutionalization. The training gap between professional/technical core workers and blue-collar core workers widens with increases in bureaucratization, whereas the gap shrinks with an increase in institutionalization; and (2) institutionalization exerts a strong impact on organization job training, provided that organizations under investigation embrace a low level of bureaucratization. Highly bureaucratized organizations results in the institutional impact on organization training which is dramatically reduced.

KEY WORDS: Job Training; Labor Force; Organizational Culture; Organizational Structure; Bureaucratization; United States of America; Formal Training; Employment and Education.
Section 4.3 Employment and Informal Education - Informal Learning

The objectives of this book are twofold. The first objective is to increase the awareness among governments, employers and unions of the importance of workplace learning as a means of enhancing both work performance and the quality of working life. The second is to explore the ways in which public policy can be used to encourage organizations to make more effective use of the skills of all their employees.

**KEY WORDS:** High Skills Society; Workplace Culture; Workplace Learning; Work Performance; Quality of Working Life; Equity; Employer Employee Relationship; Productivity; Government Role; Theory.


The main thrust of the research effort into workplace learning has been to identify the characteristics of workplace learning as experienced by the learner. The impact of the wider organisational process in which that learning is embedded has been played down. This paper, building on the work of Koike and Darrah, uses research conducted in a major multinational corporation (MNC) in South-East Asia, to explore the impact of the wider organisational structures on the process of learning. The model it develops not only shows how these processes impact on workplace learning but also helps explain why workers acquire different levels of skill.

**KEY WORDS:** Workplace Learning; Workplace Characteristics; Organisational Process; Process of Learning; Skill.


Informal training is known to be the dominant skill acquisition strategy for the majority of workers in India and many other economically developing countries and there is much benefit in understanding the strengths and weaknesses of this form of training. This article uses a participant observation case study in northern India to investigate these strengths and weaknesses as well as to search out causes and influences that may be of benefit to those that seek to understand the process of informal learning.

**KEY WORDS:** Skill Upgrading; Informal Training; Skill Acquisition Strategy; Indian Auto Mechanic; Developing Countries.


This paper advances tentative bases for understanding workplace pedagogic practices. It draws on a series of studies examining learning through everyday work activities and guided learning in the workplace. These studies identified the contributions and limitations of these learning experiences. However, whether referring to the activities and interactions arising through work or intentional guided learning, the quality and likely contributions of these learning experiences are underpinned by workplace participatory
practices. These practices comprise the reciprocal process of how workplaces afford participation and how individuals elect to engage with the work practice, termed co-participation. Workplace experiences are not informal. They are a product of the historical-cultural practices and situational factors that constitute the particular work practice, which in turn distributes opportunities for participation to individuals or cohorts of individuals. That is, they shape the conduct of work and learning through these practices. However, how individuals construe what is afforded by the workplace shapes how they elect to engage in that practice and learn. There is no separation between engaging in conscious thought - such as when participating in socially derived activities and interactions and learning. Learning is conceptualised as an inter-psychological process of participation in social practices such as workplaces. It is not reserved for activities and interactions intentionally organised for learning (e.g. those in educational institutions). Nevertheless, particular kinds of activities are likely to have particular learning consequences, regardless of whether they occur in the workplace or in educational institutions. The significance of co-participation is discussed in terms of the affordance of the workplace and individuals' construction of that affordance and subsequent engagement. Co-participation is proposed as a platform to build an understanding of workplace pedagogic practices. This includes understanding the likely contributions of learning through everyday work activities and the use of intentional workplace learning strategies, such as guided workplace learning (e.g. modelling, coaching, questioning, etc.). Instances of co-participatory practices are illustrated and discussed. Following this, a tentative scheme, founded in socio-historical activity theory, is advanced as a means for describing the requirements for work and bases for participation. The scheme comprises two dimensions: activities and interdependencies.

**KEY WORDS:** Workplace Learning; Pedagogic Practices; Participatory Practices; Workplace Pedagogy; Learning Through Work.


This article proposes bases for a workplace pedagogy. Planes of intentional guidance and sequenced access to workplace activities represent some key workplace pedagogic practices. Guidance by others, situations, and artifacts are central to learning through work because the knowledge to be learned is historically, culturally, and situationally constituted. However, the quality of learning through these planes of activities and guidance is ultimately premised on the workplace's participatory practices, which shape and distribute the activities and support the workplace affordance workers and from which they learn. Situational and political processes underpin these workplace affordances. Yet participatory practices are reciprocally constructed because individuals elect how to engage in and learn from what workplaces afford them. A workplace pedagogy is founded in these coparticipatory practices and needs to account for how workplaces invite access to activities and guidance and how individuals elect to participate in what the workplace affords.

**KEY WORDS:** Adult Learning; Interpersonal Relationship; Learning Processes; On-the-Job Training Transfer of Training; Work Environment.


Arguing against a concept of learning as only a formal process occurring in explicitly educational settings like schools, the paper proposes a conception of the workplace as a learning environment focusing on the interaction between the affordances and constraints
of the social setting, on the one hand, and the agency and biography of the individual participant, on the other. Workplaces impose certain expectations and norms in the interest of their own continuity and survival, and in the interest of certain participants; but learners also choose to act in certain ways dependent on their own preferences and goals. Thus, the workplace as a learning environment must be understood as a complex negotiation about knowledge-use, roles and processes - essentially as a question of the learner's participation in situated work activities.

KEY WORDS: Workplace Learning; Employee Participation.


Interviews in four worksites with tiling teachers, educational planners, human resources officers, and off-campus trainers found that learning was strongly influenced by the nature of the work and workplace. However, only some of the learning networks fit the concept of communities of practice; other conceptualizations are needed to reflect the process accurately.

KEY WORDS: Adult Education; Informal Education; Learning Processes; Social Networks; Teamwork; Workplace Learning.


Informal learning constitutes much of the learning that occurs within the workplace and occurs most often when an individual's job scope expands. Organizations are increasingly expecting their frontline employees to solve problems, creating a "new" space for learning to occur. Problem-solving provides the opportunity for creating experiences that lead to informal learning. But, problem solving represents one of the most neglected areas of research in the workplace, particularly within the context of manufacturing. Also, neglected in the literature from the standpoint of the workers themselves, the intersection between the gaining popularity of knowledge management and the increased expectation for frontline employees to solve operational problems on their own. The purpose of this qualitative study was to explore the informal learning associated with the problem solving process of machine operators within the context of their everyday work. Hence, the research question: What is the nature of the informal learning associated with the problem solving process of machine operators within the context of their everyday work? Using the critical incident technique, twenty machine operators from three manufacturing organizations were interviewed individually, with 8 of the twenty participating in a follow-up focus group session.

The findings show that first, learning is perceived by machine operators to be intimately bound up with problem solving. Second, the problem solving process is triggered by an incident which leaves them frustrated, confused and uncomfortable. The process of regaining equilibrium or certainty is inherently social in nature and is guided by personal strategies to achieve balance. Third, problem solving and learning are part of an ongoing process of becoming a machine operator, with three definable phases. Fourth, the consequences of the learning process result in several kinds of knowledge. The main conclusion of this study was that nature of informal learning of machine operators is shaped by the dialogic relationship between the worker, the task and the machine, within a broader community of practice.
This study has enhanced the understanding of the informal learning associated with the problem solving process of machine operators within the context of their everyday work. This enhancement of understanding has implications for both theory and practice. Recommendations for further research touch upon both methodology and theory.

**KEY WORDS:** Education; Industrial Education; Vocational Education; Sociology; Industrial and Labor Relations.


The determinants of successful training practices in large Australian firms were examined. The study's three phases were as follows: (1) a review of existing literature; (2) a meta-analysis of previously conducted case studies of 49 large Australian firms in 14 industrial sectors; and (3) a comparative analysis of the findings of the past studies with those of 5 follow-up cases studies from 4 industries (wine production, tourism, electrical accessories manufacturing, and government). The following elements were identified as major contributors to successful training practices: (1) having an organizational culture that supports learning; (2) sourcing formal training within the organization itself; (3) adopting accredited training; (4) decentralizing training within the organization; (5) increasing the diversity of training and learning approaches; (6) responding to individuals' needs; (7) increasing the use of informal training; (8) responding to change within and external to the organization; (9) linking training to major features of a business strategy; and (10) obtaining feedback from workers, managers, trainers, customers, and other stakeholders. The follow-up case studies supported these elements and established that items 1, 8, and 9 are the most important.

**KEY WORDS:** Adjustment (to Environment); Adult Learning; Case Studies; Comparative Analysis; Competence; Competency Based Education; Contract Training; Corporate Education; Definitions; Education Work Relationship; Feedback; Followup Studies; Foreign Countries; Glossaries; Industrial Training; Informal Education; Inplant Programs; Instructional Design; Instructional Effectiveness; Job Skills; Literature Reviews; Nonformal Education; Organizational Culture; Performance Factors; Postsecondary Education; Strategic Planning; Success; Training Methods; Work Environment; Australia; Learning Organizations; National Training Packages (Australia); Training Effectiveness; Training Needs; Work Based Learning.


Establishment of learning centers in British industrial estates was evaluated through telephone and mail questionnaires, focus groups, and case studies. The objective of learning networks was not fully realized. Tensions between the needs and interests of employers, learning providers, and individual workers was found.

**KEY WORDS:** Adult Education; Educational Improvement; Employer Employee Relationship; Foreign Countries; Lifelong Learning; Small Businesses; United Kingdom.


Provides examples of how companies are using the following strategies in innovative ways: knowledge sharing using knowledge-management portals, informal learning, real-
time learning, competency-based learning linked to business strategies, calculation of the return on investment in learning, and academic-corporate partnerships.

**KEY WORDS:** Competency Based Education; Corporate Education; Educational Strategies; Informal Education; Partnerships in Education; Training.


A sample of 120 Thai fruit growers reported that agricultural extension workers were influential in their adoption of integrated pest management, which balances cultural tradition and progressive practice. Extension workers used discussion and reflection on practical experience, a participatory and collaborative approach to the adoption of innovations.

**KEY WORDS:** Adoption (Ideas); Adult Education; Change Agents; Educational Strategies; Extension Agents; Foreign Countries; Innovation; Nonformal Education; Pests; Thailand.


This paper examined how the extent to which managers engaged in informal learning, perceptions of support in the transfer environment, and level of managerial proficiency related to transfer of learning in twenty core managerial skills. The results suggested that informal learning is predominantly a social process and that managers with high levels of proficiency who experience low levels of coworker, supervisor, and organizational support learn managerial skills mostly from informal learning and transfer learning more frequently. New perspectives are offered on the interrelationship between informal learning and transfer of learning, the role of metacognition and self-regulation in informal learning, and the influence of informal learning in the development of managerial proficiency.

**KEY WORDS:** Informal Learning; Support Perceptions; Learning Transfer; Core Managerial Skills; Managerial Proficiency; Organizational Support; Social Process.


The paper discusses professional education and learning in the workplace and the conceptual and methodological problems that have occurred from its empirical investigations. The author discusses nonformal learning and tacit knowledge, the importance of tacit knowledge for professional work and the issues affecting the use of different approaches of cognition in professional work, and the respective roles of individual and social work.

**KEY WORDS:** Theory of Knowledge; Nonformal Education; Learning; Psychology of/Cooperative Learning; Professional Education; Employees/Training; Work and Learning.

Learning in the first professional job was examined in a study of 40 nurses, 27 engineers, and 16 accountants who were in their first full year of full-time employment after college in hospitals and firms located in the United Kingdom. Data were collected through the following activities: (1) interviews with the respondents; (2) 1- to 2-day visits to their workplaces; and (3) interviews with their managers/mentors and significant others in their workplaces. The first few months of full-time employment presented very different challenges and experiences across the three sectors. The accountants had 3-year contracts that included both training for professional examinations and work-based induction into the profession through a tightly structured apprenticeship system. Although the nurses had already qualified for their profession, they still faced a difficult transition because of their sudden assumption of extensive responsibility and immersion into a highly demanding, high-pressure environment with a very heavy workload. The engineers' workplaces all had accredited graduate training schemes. Across the occupations, informal support proved more important than formal support and social relationships were a significant factor in learning.

KEY WORDS: Accountants; Apprenticeships; Case Studies; College Graduates; Competence; Education Work Relationship; Employment Qualifications; Engineers; Entry Workers; Environmental Influences; Foreign Countries; Higher Education; Influences; Informal Education; Job Performance; Job Skills; Learning Motivation; Learning Processes; Mentors; Nurses; Peer Relationship; Prior Learning; Professional Occupations; Skill Development; Work Environment.


This article focuses mainly on theoretical frameworks for understanding and investigating informal learning in the workplace, which have been developed through a series of large- and small-scale projects. The main conclusions are included but readers are referred to other publications for more detailed accounts of individual projects. Two types of framework are discussed. The first group seeks to deconstruct the 'key concepts' of informal learning, learning from experience, tacit knowledge, transfer of learning and intuitive practice to disclose the range of different phenomena that are embraced by these popular terms. The second group comprises frameworks for addressing the three central questions that pervaded the research programme: what is being learned, how is it being learned and what are the factors that influence the level and directions of the learning effort?

KEY WORDS: Professional Socialization; United Kingdom; Work Based Learning; Work and Learning.


The authors examined the feasibility of using case studies to convince enterprises to value training and learning. First, ten Australian enterprises were studied in sufficient
depth to construct a comprehensive picture of each enterprise, its culture, and the strategies it uses to develop the skills and knowledge of individual employees and the organization as a whole. Next, the case study findings were presented to ten different enterprises. Those enterprises were asked to identify what in the materials convinced them that rethinking their own approaches to training and learning might prove profitable. Most enterprises considered informal strategies for skill development more important and effective than has been acknowledged by Australia’s vocational education and training sector. The enterprises also liked the cost-effectiveness and flexibility of informal strategies. The following were among the key findings: (1) real and detailed examples should be used when attempting to convince enterprises to rethink their approach to training and learning; (2) although enterprises are concerned with calculating returns on investment in training and learning, they do not necessarily need to see the impact directly in dollars in their bottom line; and (3) personal interaction is the most effective channel of communication with enterprises.

**KEY WORDS:** Attitude Change; Case Studies; Change Strategies; Cost Effectiveness; Definitions; Educational Attitudes; Educational Research; Employer Attitudes; Feasibility Studies; Foreign Countries; Guidelines; Informal Education; Job Training; Learning Processes; Marketing; Models; Organizational Change; Organizational Climate; Postsecondary Education; Research Methodology; Research Utilization; Role of Education; School Business Relationship; Secondary Education; Training Methods; Training Objectives; Vocational Education; Australia; Educational Marketing; Learning Organizations.


This book argues the importance of the incidental learning that can occur when people become involved in voluntary organizations, social struggles, and political activity. Chapter 1 introduces the case studies of informal learning in social struggle used to develop the argument and outlines the theoretical framework within which the case studies are located. Chapter 2 argues that unlearning dominant discourses and learning resistant discourses are central to emancipatory learning, and applies theoretical insights on ideology and discourse to three case studies of women’s learning in community and workplace struggles in the United States. Chapter 3 examines a successful campaign to preserve a rainforest in eastern Australia and the learning that occurred. Chapter 4 looks at the dynamics of community-based adult learning by examining informal learning in two neighborhood centers in an Australian city. Chapter 5 examines education and learning in the current process of global economic restructuring, and how and what workers learn as they negotiate workplace change. Chapter 6 examines the learning dimension of women’s movements in Brazil from 1964-89. Chapter 7 examines whether political education and learning in the Zimbabwe national struggle promoted democracy and socialism, or whether the country was too weak. Chapter 8 discusses application of the analysis developed, reviews and relates the theoretical framework to a broader body of adult education theory, and suggests further research on the relationship of emancipatory struggle and learning. The book contains 257 references and an index.

**KEY WORDS:** Social Action; Adult Education; Experiential Learning; Informal Education; Teaching Methods.

Training incidence and intensity was analyzed using employer and employee data from the 1995 Survey of Employer-Provided Training. Education was positively related to receipt and intensity of training. Companies with generous fringe benefits and innovative work practices also provided more formal and informal training.

**KEY WORDS:** Employer Employee Relationship; Fringe Benefits; Innovation; Training; Training Allowances.


Interviews and focus groups with 27 nurses revealed the influence of health care professionals and nonprofessional acquaintances on participation in lifelong learning. Substantial informal learning occurs through work-based contexts, supported by other significant individuals. These factors constitute human and social capital, a significant enabler of professional learning.

**KEY WORDS:** Human Capital; Influences; Informal Education; Lifelong Learning; Nurses; Professional Development; Social Capital.


Analyzes how students learn and develop through work experience. Presents a typology of work experience that identifies five models: traditional, experiential, generic, work process, and connective. Suggests that connectivity may provide the basis for a productive and useful relationship between formal and informal learning.

**KEY WORDS:** Education Work Relationship; Individual Development; Informal Education; Learning Theories; Models; Secondary Education; Social Environment; Work Environment; Work Experience Programs.


This qualitative study focused primarily on career women, managing learning, and the application of lifelong learning concepts. The main purpose of the study was to discover how lifelong learning concepts may have been instrumental in influencing the vision, attitude, and goals of the 20 career women included in this inquiry (two women were interviewed in person, while 18 women completed a survey). Further, learner-managed learning, motivational theories, and reading reviews have been included in the study to establish a framework from which to identify the lifelong learner. This study identified the importance of promoting lifelong learning in society.

**KEY WORDS:** Career Development; Females; Interviews; Learner Controlled Instruction; Learning Motivation; Lifelong Learning; Qualitative Research; Surveys; Social Learning Theory.


Human capital is a composite of 2 types of knowledge and skills: one is accumulated by formal education in schools and the other is accumulated through working experiences in...
production activities. Introducing the concept of human capital into the standard Lucas-Uzawa model of endogenous growth, we show that a higher rate of long-run growth is not necessarily associated with a higher level of education attainment.

**KEY WORDS:** Analysis of Education; Human Capital; Skills; Occupational Choice; Labor Productivity; Formal Training Programs; On-the-Job Training; Growth Models; Education; Growth; Human Capital; Schooling; Skill Development.


Social capital helps communities respond positively to change. Research into managing change through learning in communities and in small businesses, particularly farm businesses, has highlighted the importance of relationships between people and the formal and informal structure of communities to the quality of outcomes experienced by communities. Communities can be geographic communities or communities-of-common-purpose, such as agricultural commodity organizations or discussion groups. This paper reviews research into managing change through learning and social capital, presents a model of the simultaneous building and use of social capital, and explores the ways in which learning as part of an agricultural community can be used to bring benefits to isolated geographic communities. The model presented stems from studies in Tasmania (Australia) of the informal learning process that builds resilient communities. The two-stage model conceptualizes the way in which social capital is used and built in interactions among individuals. The first stage depicts social capital at the micro level of one-on-one interactions, focusing on knowledge resources and identity resources (identification with and commitment to the community). The second stage of the model outlines the interrelationship of micro-level social capital processes with community-level and societal-level social capital resources.

**KEY WORDS:** Access to Information; Community Change; Community Development; Community Resources; Experiential Learning; Farmers; Foreign Countries; Human Resources; Informal Education; Interpersonal Relationship; Models; Organizations (Groups); Rural Areas; Rural Development; Social Capital; Social Networks Australia (Tasmania).


This article presents a study on work-related lifelong learning for entrepreneurs in the agri-food sector. Accordingly, learning needs, learning preferences, learning motivation and conditions in the context of lifelong learning were identified. The results indicate that technology, IT and entrepreneurial competencies will become of increasing importance in the future. Non-formal and informal learning seem to play an especially important role in the competence development of entrepreneurs. Supporting learning in a personal way is a critical factor in stimulating lifelong learning. The results might provide some important starting points for the support of lifelong learning in practice. Investment in new, different, long-term work-related learning arrangements than have been undertaken hitherto is a high priority. Workplace learning for entrepreneurs in the context of lifelong learning should take place in settings where (new) knowledge is constructed in dialogue with the entrepreneurs' environment and where personal competence development is facilitated by experts in learning.

**KEY WORDS:** Workplace Learning; Lifelong Learning; Entrepreneurs; Agri-Food Sector;
Learning Needs; Learning Preferences; Learning Motivation; Learning Conditions; Entrepreneurs Competence.


A competence assessment instrument that measures cognitive complexity used structured interviews to investigate means-goal relationships in different work activities. Validity and reliability were confirmed by two tests of inter-rater reliability and six tests of validity.

**KEY WORDS:** Competence; Interrater Reliability; Interviews; Lifelong Learning; Measures (Individuals); Test Reliability; Test Validity.


Supervisors who are effective facilitators use their own learning and interpersonal skills to encourage informal learning in work teams. Use of facilitation skills can be inhibited by lack of organizational support and reluctance to change power relationships.

**KEY WORDS:** Educational Environment; Informal Education; Interpersonal Competence; Supervisor Supervisee Relationship; Supervisors; Teamwork; Facilitators.


This dissertation is a qualitative study of the informal learning experienced by older adults who retain their jobs after a downsizing in their organizations. The problem which prompted the study is that companies are struggling with the negative effects of downsizing and the need to create and retain a competent, motivated workforce from their surviving employees. The study addresses the question of how older survivors learn to adjust to a new psychological employment contract which doesn't recognize loyalty or engender trust between companies and their employees.

This research explored the experience of middle managers in two global companies which have experienced numerous downsizing initiatives. It sought to answer: (1) how survivors perceived the reasons for downsizing, (2) how they describe their behavior and attitudes related to downsizing, (3) what learning strategies they use and how they learn informally after a downsizing, and (4) how their company facilitated or impeded their ability to maintain productivity levels.

Data gathering methods included surveys, semi-structured interviews with subjects, and a follow-up web-based questionnaire. Responses were compared to literature on survivor syndrome and reactions to change in the workplace. Findings from this research illustrate both the resiliency and fragility of downsizing survivors. Over time they have learned much about themselves, their careers, and their companies. Four descriptive categories of survivors emerged from this study. These were identified as "Bailing Out," "Hanging On," "Cautiously Committed," and "Strongly Committed." Each describes the subjects' cognitive and emotional reactions to their experiences with downsizing. Though they express it in different ways, the subjects in this study demonstrated informal learning as a necessary outcome of surviving downsizings. This learning could be captured and shared.
with both young and older workers in order to develop the resilience needed in a workplace dominated by downsizing and change. Companies also need to recognize the value of survivor learning as a necessary component for a healthy and productive organization.

**KEY WORDS:** Adult Education; Continuing Education; Occupational Psychology; Management; Middle Management; Organizational Learning; Downsizing; Older Workers; Studies.


A study was conducted to understand the informal learning processes of the members of a worker natural foods store cooperative, The Big Carrot, in Toronto. Eight members with central roles in the natural foods retailer were interviewed. In addition, key documents and other writings on the cooperative were examined. The data indicate that members of the cooperative acquire the knowledge that is needed to perform their roles using informal learning processes. Processes most often used were the following: (1) learning from experiences (learning by doing); (2) discussions (either one-on-one or during meetings); and (3) questions to internal experts and other members. The study concluded that the success of the informal learning processes at the Big Carrot may be due in part to the “social capital” in place as a result of the cooperative structure in which workers play a more integral role than in more common capitalist businesses.

**KEY WORDS:** Business Administration; Collegiality; Cooperatives; Developed Nations; Discussion; Experiential Learning; Foreign Countries; Informal Education; On-the-Job Training Ownership; Participative Decision-Making; Postsecondary Education; Program Effectiveness; Social Capital; Success; Ontario (Toronto).


This inductive, qualitative study investigates how learning took place among nine experienced engineers in an industrial setting after a major reorganization. A thematic analysis of the transcripts revealed that the learning was informal and that it fell into three distinct categories: learning new workflows, learning about the chemical process, and developing engineering expertise. The participants also describe five limitations to the learning in this context. The dynamic context of this study had a strong influence on the learning that took place.

**KEY WORDS:** Informal Learning; Organizational Change; Professional Education; Workplace Learning.


This paper shows that as an analytical category, if the concept of informal learning is used without distinguishing its internal forms, researchers may easily fall into conceptual confusion. The concept of informal learning is useful but still is too broad, as it encompasses different types of learnings which are usually conflated. This leads to a question: is it possible to develop a taxonomy of informal learning? The author suggests...
that by using two main categories (intentionality and consciousness), it is possible to
develop a taxonomy which identifies three forms (or types) of informal learning: self-
directed learning, incidental learning and socialization.

**KEY WORDS:** Informal Learning; Taxonomy; Self-directed Learning; Incidental Learning;
Socialization.


Urges systems of education and training to cater to both formal and informal labor
markets. Identifies the following components of such efforts: (1) taking into account the
traditions and values of the system of vocational learning in working life; (2) accommodating
local development needs; and (3) building on the competencies that people in the informal economy want and utilize.

**KEY WORDS:** Adult Basic Education; Adult Education; Conference Papers; Education
Work Relationship; Equal Education; Foreign Countries; Informal Education; Nonformal
Education; On-the-Job Training Technical Education; Vocational Education.


The purpose of this article is to develop a framework to understand and assess the
quality of learning environments in the workplace. It is argued that indicators used to
measure and assess informal learning at work, at both the national and the enterprise
level, are underdeveloped. Consequently, current frameworks to measure and
benchmark learning are heavily biased towards education and formal training. A new
framework is developed, based on a quantitative survey representative of the private
sector in Norway. The framework consists of seven learning conditions, which have
significant effects on informal learning at work. Implications for further research, policy
and practice are discussed.

**KEY WORDS:** Informal Learning; Learning Environments; Learning Conditions;
Workplace.


As part of a larger national study examining informal learning practices across the
general population, a representative random sample of elementary and secondary school
teachers across English Canada were sent English language questionnaire forms in
October of 1998, inquiring into their practices and opinions concerning their own on-going
learning. Respondents (N=753) were asked to comment on any informal learning they
may have done in the past year in their workplaces, their homes and their communities.
They were also asked to report on any formal learning activities in which they participated
in, including courses, workshops or conferences. Most questions replicated closely those
asked in the 1998 national telephone survey (N=1562) of Canadian adults’ learning
practices (see Livingstone 1999).
Over 85% of all teachers indicated that they had engaged in formal courses and workshops in the previous year, as compared to 49% of the entire Canadian labour force, and 67% of those in the labour force with university level education. Similarities and differences among teachers’ responses were examined, based on gender, age, region, elementary/secondary school placement, urban/rural residence, position in the system. Teachers reported spending an average of over eight hours per week engaged in their own formal learning activity (including course time, reading and preparing assignments). In addition to this formal learning, teachers reported that they also spent an average of 4 hours per week in informal learning related to their jobs and an average of 10 hours per week devoted to informal learning activities generally (related to their employment, housework, community volunteer work and other general interests). Again, there were variations among teachers as well as within the general labour force. As one example, 89% of teachers, as compared to only 61% of the overall labour force and 77% of employed professionals, had engaged in informal learning of computers in the previous year.

**KEY WORDS:** Courses; Elementary/Secondary Education; Informal Education; Inservice Teacher Education; Teacher Attitudes; Teacher Participation; Formal Education.


Teachers’ work in Canada, as elsewhere, is undergoing considerable change. Increasingly, standardized syllabi, curricula, assessment, student testing and reporting regimes are being imposed by central departments of education, and judging from reports on these interventions, provision for teachers to engage in formal workshops or training sessions to help understand and implement these initiatives has been uneven. While teachers, like all employees, have always engaged in incidental and informal learning with colleagues and others, the nature and extent of these recently imposed schooling reforms have raised questions about the ways in which teachers’ “on-the-job” learning practices might also have been affected.

Following up on an earlier national survey study of teachers’ formal and informal learning practices and interests, this paper covers two subsequent phases of the study undertaken by members of the same research group. For seven consecutive days in November/December 1999, and again the following February/March, thirteen Ontario secondary school teachers kept detailed logs of their day and evening activities, along with notations about what, if anything, they may have learned as a result of engaging in each of their numerous activities. Following an analysis of these diaries, lengthy telephone interviews were conducted during September 2000 with four of the diarists, for the purpose of exploring more thoroughly their engagement in formal and informal learning practices, particularly as they pertained to several province-wide schooling reform initiatives which were being introduced by the provincial government at the time. The 23 diaries revealed an average teacher workload of 48.7 hours per week, comparable to that found in similar teacher workload studies in other jurisdictions.

Based on the data from the subsequent interviews, these teachers reported high levels of engagement in intentional informal learning activities, both at school and at home, in order to learn about and cope with the immense task of implementing the reforms. The paper ends with discussion on how this new informal learning resulted in new perceptions and beliefs about teacher identity, professionalism and the role of teacher unions.

**KEY WORDS:** Informal Education; Secondary Education; Secondary School Teachers;
Teaching Conditions; Teaching Load; Formal Education.


Community-based and work-based learning projects to promote lifelong learning for marginalized British adults were compared on the following criteria: target audience, outreach, meeting new learners’ needs, student development, sustainability, and generalizability. Systematic analysis showed the projects were more complex than a stereotypical economic versus progressive dichotomy. The evaluation framework could help balance elements in project development.

**KEY WORDS:** Adult Education; Community Education; Educationally Disadvantaged; Evaluation Methods; Foreign Countries; Lifelong Learning.


This report describes a study to provide a picture of the stage of development, level, and nature of the debate on nonformal learning in Greece. It describes the national debate on questions of identification, assessment, and recognition of nonformal learning, including means, motives, and areas of agreement and conflict. Then, it describes existing and proposed methodologies and systems based on viewpoints and debates involving stakeholders. Links between initiatives related to nonformal learning assessment and the national qualification standards/framework are explored, and reference is made to areas of importance and concern. Finally, effectiveness, legitimacy, and validity of existing methods and experiences are assessed, including issues of mobility and visibility. Gaps and weaknesses are highlighted, and reflections on the future are expressed. Findings indicate that the past 3-4 years have witnessed the beginning of an awareness and interest by social partners and the government in Greece to issues related to identification, assessment, and recognition of nonformal learning. There is evidence of an initial level of dialogue on the issue but no coordinated integrated approach. Interest in the issues around nonformal learning focus essentially on recognition of nonformal vocational training and regulation over time of certain professions and trades, in a piecemeal and limited way, with inconsistent outcomes.

**KEY WORDS:** Adult Education; Developed Nations; Educational Certificates; Foreign Countries; National Standards; Nonformal Education; Nontraditional Education; Postsecondary Education; Prior Learning; Secondary Education; Student Certification; Student Evaluation; Vocational Education; Greece.


Using Illich's "Deschooling Society" as a framework, argues that online learning’s flexibility and capacity to support dialogue will profoundly change vocational learning and challenge established institutions’ dominance in vocational education and training. Calls for an inclusive approach involving informal learning and access for those unable to pay.

**KEY WORDS:** Educational Change; Informal Education; Job Skills; Online Courses;
Vocational Education.


Offers practical advice for learning more effectively on the job. Highlights include types of communication, including written and verbal; informal learning; a work environment that is conducive to informal learning, including organizational culture, job responsibilities, performance requirements, time and scheduling factors, and career stage; motivation; and insecurity issues.

**KEY WORDS:** Communication; Job Skills; Learning Strategies; Motivation; On-the-Job Training; Time Management; Work Environment; Career Stages; Informal Knowledge; Organizational Culture.


Interviews with 26 Greek companies involved in electronic activity revealed few major differences in recruiting information/communications technology (ICT) specialists and extensive use of outsourcing, especially by small firms. Those with recruiting difficulties thought ICT education was inadequate. Informal learning was important, but lack of in-house capability limited the amount and type.

**KEY WORDS:** Economic Change; Foreign Countries; Human Resources; Information Skills; Information Technology; Job Training; Organization Size (Groups); Skill Development; Small Businesses; Telecommunications.
Section 4.4
Unpaid Work and Learning

Increasing numbers of people are leaving employment before standard retirement ages, through a combination of factors such as choice, redundancy, health difficulties and increased care commitments. This study by Helen Barnes, Jane Parry and Jane Lakey of the Policy Studies Institute examines the experiences of people in their fifties and sixties who have left paid work. The research looked at how people came to leave their jobs, how they had adjusted to life outside the labour market, and how they were spending their time in retirement. The study found that most of those interviewed continued to make identifiable contributions to society after leaving paid work through voluntary work, learning activities, domestic work, caring for family members (including elderly relatives and grandchildren), helping out friends and neighbours, and leisure pursuits.

**KEY WORDS:** Older Adults; England; Scotland; Wales; United Kingdom; 50+; Middle Aged; Young Old; Work Attitudes; Retirement Attitudes; Daily Activities; Retirement; Retirement Reasons; Qualitative Research; Economic Security; Outside United States.


This article brings attention to the assessment and accreditation of learning for volunteers in the United Kingdom. It recognizes the perceived need for training in the voluntary sector, but presents evidence that many volunteers are not motivated by the need to attain qualifications. The study outlines the current policy context for the trend towards providing certificated training for volunteers. Four accredited training schemes are identified, each revealing the same completion and retention dilemmas.

**KEY WORDS:** Volunteering; Volunteer Learning; Assessment; Accreditation; UK; Volunteer Work.


An ethnography of quilt making in North Carolina where learning was identified as one of the central activities of individuals and quilt guilds. Described is learning in terms of its formal and informal characteristics and whether it is more or less social. Eight clusters of learning are developed: learning the making of a specific quilt, learning about tools and using them, learning about aesthetics, learning how to make a quilt, learning to be part of the quilt making culture, learning that one is a quilt maker, and learning to stretch oneself. Different structural elements of quilt making and quilt groups promote this learning, but taken as a whole learning is socially situated. Wenger's (1998) concept of a "community of practice" is used as an explanatory frame for the quilt maker learners in this study. In conclusion, learning is central to occupation, and may be a basic human need.

**KEY WORDS:** Crafts; Learning Strategies; Learning; Social Facilitation; Ethnography.

It is clear that studying lifelong learning through unpaid housework is both an interesting and important topic. It will also shed new light on our understanding of lifelong learning in the paid labour force, by providing a test site for the generalizations that have been made in that setting. For instance, we need to reconsider how incentives interact with motivations to learn given the vast amount of learning that happens without subsequent job advancement. We can explore the benefits to civil society if we were to provide non-formal training on housework-related issues (oriented to members of both sexes, of course!). We can investigate what knowledge has been gained and lost with respect to both paid and unpaid work. Drawing on Butler’s (1993) work, we can test for and recognize knowledge that has been acquired through running a household, both for credit at educational institutions and for paid work. We need to explore the capacity to adapt to changes that is generated through involvement in housework and caring work, and utilize it in the paid labour force. This could become a potent argument for fostering the advancement of women into managerial positions.

Clearly, then, extending the investigation of lifelong learning to include unpaid housework and care work is not only valuable for understanding for its own sake, but also for understanding the whole process of lifelong learning better. (From conclusion)

KEY WORDS: Lifelong Learning; Housework; Adult Education.


Without any doubt, work is one of the most important issues for sociology to grapple with. Sociologists have long been concerned about the type of work we do, the conditions under which we perform it, the social relations that both create these conditions and arise from them, etc. But what is work? Various sociological dictionaries define work in a manner that includes paid work as well as unpaid housework, only to proceed to immediately exclude the latter from consideration.

KEY WORDS: Lifelong Learning; Housework; Adult Education.


This study will focus on household work – unpaid as well as paid – and the learning that occurs through performing it. We will explore what counts as work and why, for example, bottlefeeding an infant is usually regarded as work, but is breastfeeding? (Esterik 2002; Knaak 2002) Why or why not? How does the nature of household work, and the learning associated with it, shift with macro-structural changes as well as changes at the micro level? How does performance and learning shift depending on whether the work is performed without pay or for pay?

KEY WORDS: Lifelong Learning; Housework; Adult Education.

While research on service-learning has been mixed, there is evidence to suggest that service-learning programs that thoroughly integrate service, academic learning and reflection promote development of the knowledge, skills, and cognitive capacities necessary for students to deal effectively with complex social issues. While there is little research in the service-learning literature that specifically addresses techniques of reflection, evidence from studies of problem-based learning, situated cognition, and cognitive development maintain that approaches to reflection will enhance the power of service-learning in attaining goals which facilitate full community participation. Concrete suggestions about this type of program are also presented.

**KEY WORDS:** Service-learning Programs; Students; Community Participation; Community Work.


This study explored the growth of 144 at-risk 1st and 2nd grade students' who were tutored by minimally trained college students. The college students consisted of volunteer work-study students who participated in the recent national America Reads initiative. 39 tutors used a 4-part instructional lesson with the students. 64 children who received the full complement of tutoring sessions were compared to 19 who received fewer sessions. The main conclusions were: (a) children made statistically significant gains in instructional reading level that could be attributed to the tutoring. (b) The greatest impact of tutoring was influencing children's ability to read words. (c) Patterns of growth in instructional reading level varied between low- and high-gains groups of children.

**KEY WORDS:** At Risk Populations; College Students; Reading Ability; Reading Education; Volunteers; Volunteer Work.


Interviews with first-time mothers indicate the importance of informal, incidental, and experiential learning with peers and mentors such as their mothers. Although not always recognized as such, material knowledge is a crucial learning resource.

**KEY WORDS:** Incidental Learning; Informal Education; Mothers; Parent Education; Parenting Skills; Peer Teaching; Bourdieu, (Pierre); Household Work.


Effects of one's social structural position are examined, hypothesizing that this position affects psychological well-being; particularly, individuals who occupy higher social structural positions experience better cognitive functioning because they are capable of exerting greater control over their life conditions. It is demonstrated that social structural position significantly influenced an individual's occupational self-direction & the educational self-direction of his/her children. As well, it is demonstrated that the performance of complex or physically demanding housework and educational
achievement both had a significant influence on one's self-direction. It is argued that the experience of self-direction itself, not occupational self-direction, is necessary for positive psychological functioning. Concluded, performing complex activities, not experiencing freedom, leads an individual to value self-direction.

**KEY WORDS:** Social Status; Work Orientations; Well-Being; Housework; Academic Achievement; Social Structure; Comparative Analysis; United States of America; Poland; Social Stratification.


Complex times, defined by rapid sociopolitical change, call for a coherently articulated critical pedagogy concerned with issues of "social difference, social justice, and social transformation" (Mayo, 1990, p. 58). A pedagogy of transformative change, or liberation education, is rooted in praxis, and located in educational sites of resistance, such as, community work, youth work, social work, community education, adult education, and schooling. The political nature of education situates educators either as agents of the state or as agents of transformative change, either perpetuating the status quo or creating the context to question. An argument is made for community work as critical pedagogy, located as it is in the very essence of people's lives, at the interface of liberation and domination. Some of the key concepts of Gramsci and Freire are explored in the current context of globalization and within the notion of difference.

**KEY WORDS:** Social Change; Political Change; Education; Change Agents; Gramsci, Antonio; Freire, Paulo; Globalization; Community Involvement.


Explores relations between workers’ extent of control over their paid and unpaid labour processes and the incidence of different types of organized and informal learning. Activity theory is used to posit relations between power and knowledge acquisition in different spheres of work. The sources of evidence are recent Canadian national surveys. Implications of the findings for more democratic organization of paid workplaces and educational institutions are briefly noted.

**KEY WORDS:** Employee Attitudes; Employee Benefits; Learning; Salaries; Working Conditions.


Over the past two centuries capitalist social relations and their underlying dynamics have become increasingly pervasive in the spaces of human life, and in particular in the relationships between employment and organized forms of education. The massive scope of this commodification has tended to obscure the enduring significance of other aspects of social practice, especially unpaid work and informal learning and their interrelations with education, employment and each other. These hidden dimensions continue to constitute large parts of our social lives and represent very substantial resources for progressive change in established forms of paid work and formal education. This paper develops this argument and provides some supportive evidence from a Canadian national survey on learning and work.
KEY WORDS: Working Class; Adult Education; Cultural Production; Critical Learning; Capitalist Systems; Industrialized Economics; Learning; Underemployment; Ethnographic Studies; Social Surveys.


The data emerging from this study indicate that volunteers involved in community-based organizations engage in learning that is diverse, intense, and sometimes also transformative. It was beyond the scope of this piece to give an exhaustive account of all learning. However, we identified significant learning in at least five areas, which we labeled instrumental skills, process skills, factual knowledge, dispositional learning, and political/civic learning. Uncovering this learning repertoire was not a straightforward process; a large portion of it is tacit and unconscious, and thus we employed techniques to elicit it and make it explicit. We also found that most of the learning was acquired “accidentally”, and confirmed Kolb’s (1984) claim that learning mode preferences were related to learning styles. Some volunteers reported learning best from doing, others from listening to experts, and others from group interactions. The data suggest that, by and large, the learning experience became more relevant, meaningful and long-lasting when it was connected to a process of collective reflection and critical analysis. They also suggest that mentoring relationships play a particularly important role in the learning process. With a broad range of informal and formal modalities, mentoring relationships are especially suitable to the varying contexts of volunteer organizations and more able to adapt to varying conditions than many other facilitators of learning. (From Conclusion)

KEY WORDS: Voluntary Work and Learning; Canada; Volunteer Learning; Survey; Community Work; Informal Learning.


This paper advocates various roles for counselling in order to promote lifelong adult learning. Demand-driven adult learning underlines the importance for counsellors to recognize the wide diversity that is evident in adult learning. The paper argues that counselling for adults must fully take into consideration adult learners' psycho-social demands and economic realities: the need for adults to learn throughout life, the economic contributions of unpaid work by adults, and the sense of social responsibility manifested by adult learners. Counselling faces formidable challenges when assisting the adult learning process: learner-focused information services, psychological techniques to stimulate and support adult learning, a self-efficacy approach to adult learning, a gender-sensitive approach to adult learning, support for workplace adult learning activities, school violence management by adults, an active and productive approach to ageing, intergenerational learning, and psycho-social measures to remove barriers to adult learning.

KEY WORDS: Adult Learning; Counseling.

The chapter presents a historical perspective on voluntary work and learning and addresses current conceptual questions related to volunteering and learning. In Canada, volunteer work contributes the equivalent of over 575,000 full-time jobs per year, which represents 11% of the total labour contribution, and an addition of about $13 billion to the national economy. Moreover, volunteers contribute to the economy in out-of-pocket expenses ($841 million in the late 1980s) that are not reimbursed. In the analysis of volunteer learning, a particular emphasis is placed on community volunteer work-related informal learning. A key finding of the last NALL survey (1998) is the existence of a much stronger association between community volunteer work time and community-related informal learning than between paid employment time and job-related informal learning. The survey also found that people involved in community work devote about 4 hours a week on average to community-related informal learning, and that the most common learning activities include interpersonal skills, communication skills, social issues and organizational/managerial skills.

**KEY WORDS:** Voluntary Work and Learning; Canada; Volunteer Learning; Survey; Community Work; Informal Learning.


This paper examines the informal civic and political learning that occurs in local processes of deliberation and decision-making. The paper has two main sections. The first advances a conceptual discussion on informal learning, and the second part, drawing on situated learning theories, participatory democracy theories and my current research, analyzes the pedagogical dimensions of the participatory budget of Porto Alegre, Brazil, an experiment in local democracy that has been in place since 1989.

**KEY WORDS:** Voluntary Work and Learning; Canada; Volunteer Learning; Survey; Community Work; Informal Learning.


Volunteer motivation and commitment are linked through learning about the organization, the job, and oneself. Volunteer managers should (1) identify volunteer motivations and establish conditions to support them; (2) identify learning activities appropriate for motivations and learning styles; (3) ensure congruence between volunteer learning and their jobs; and (4) accommodate short-term and long-term commitment.

**KEY WORDS:** Learning Activities; Motivation; Volunteers; Adult Learning; Staff Development; Commitment; Volunteer Management.


Discusses declining commitment to education as a public good, addressing contemporary changes in economic organization, the correlative reorganization and
design of institutions, and the discourse of privatization. Privatization emphasizes the traditional family and the importance of women's unpaid work for children and schools, despite most families' dependence on two incomes. A new capital-accumulation regime is turning public school systems into engines of inequality.

**KEY WORDS:** Capitalism; Dual Career Family; Economic Change; Elementary/Secondary Education; Equal Education; Females; Privatization; Public Support; School Restructuring; School Support; Neoconservatism.


A project carried out in New South Wales and South Australia examined ways in which Year 10, 11, and 12 students experience workplaces. A questionnaire administered to students in 13 schools received 1,451 responses. Case studies in five schools included interviews and focus groups with students and teachers. Interviews and focus groups with employers in both states were carried out. Findings indicated about 60 percent of students had formal part-time work; about two-thirds had done work experience, and about 11 percent had undertaken vocational placements; paid work was highly concentrated in retail or fast food; work experience was widely distributed across a range of industry areas; and the major reason for part-time work was for extra spending money. The three major forms of workplace activity had different purposes. Work experience was seen as a process of career sampling and familiarization with work habits. Vocational placements were seen as sites for developing specific skills. Paid work was a way of earning money, although significant learning occurred. Skills best developed in all three forms of workplace activity were verbal communication, how to behave at work, and using initiative. The most common specific skills mentioned by students were also common to all three forms of workplace activity: dealing with customers, communication skills, and operating a computer.

**KEY WORDS:** Career Education; Career Exploration; Case Studies; Developed Nations; Education Work Relationship; Experiential Learning; Foreign Countries; High School Students; High Schools; Job Placement; Job Skills; Part Time Employment; Questionnaires; Skill Development; Student Attitudes; Student Employment; Work Experience; Work Experience Programs; Australia (New South Wales); Australia.


Explores the theoretical strands being combined in community-based research, charity service learning, social justice service learning, action research, and participatory research. Shows how different models of community-based research, based in different theories of society and different approaches to community work, may combine or conflict.

**KEY WORDS:** Action Research; Community Involvement; Higher Education; Participatory Research; Service Learning; Theory Practice Relationship.


Explores how combined educational attainment levels of spouses affect the division of housework, taking into account the relative pleasantness of particular tasks & using
1992/93 Dutch data. Results stress the relevance of discriminating between different sorts of tasks. Men’s contribution tends more to the preferred tasks of shopping or cooking than to the less enjoyed cleaning or laundry. Generational differences suggest, however, that change toward equalization permeates all tasks. Types of housework vary between couples with different educational compositions. The effects of education are such that an explanation based on egalitarian values fares better than one based on human capital. Among spouses, the results indicate that the influence of wives’ education dominates. However, among highly educated wives this does not hold true when it comes to cleaning.

**KEY WORDS:** Housework; Educational Attainment; Spouses; Sexual Division of Labor; Netherlands.
Section 4.5
Education-Job Requirement Matching

Recent studies of work have argued that organizational restructuring & the introduction of technology are altering the nature & experience of work. In this paper, we examine whether recent change has affected managerial perceptions of the characteristics & abilities required of workers. Drawing on interviews with human resource managers in three industries (chemicals production, transportation equipment manufacturing, health services) in southwestern Ontario, we conclude that management across these industries is indeed seeking a "new" kind of worker, & is placing new demands on their workers. Implications of these changes for employment & for workers are discussed.

**KEY WORDS:** Employment Changes; Work Skills; Job Requirements; Occupational Qualifications; Ontario; Personnel Management; Personnel Policy; Manufacturing Industries; Chemical Industry; Health Care Services.


Labour and income gap among those who possess different education levels has grown steadily. From the 1980's, the new productive pattern seems reluctant to absorb a work force that is not highly qualified. Traditional Fordist workers have been replaced by employees who must have more autonomy, responsibility, functional variety; a continuous labour qualification, implying an increasing education for work, as a result of their formal education, their non-formal training; the knowledge obtained during their working career. In situations of high unemployment and poverty, as in Argentina, the characteristics described face a reality where workers need to acquire more qualifications; find new employment; find young people who are looking for their first job, can't find it; or, women in precarious labour condition; with lower salaries than their male partners, even with the same job, combine their own situations with their belonging to a layer of vulnerability or social exclusion. Therefore, coming from households that suffer from structural scarcities or low incomes, or both, feel unable to gain a suitable education.

**KEY WORDS:** Education Work Relationship; Employment Changes; Social Closure; Labor Market Segmentation; Argentina; Employability.


After discussing the idea that the function of public education in the US is to prepare students to meet the "industrial & technological imperatives" of the modern workplace, the contemporary crisis of education - particularly in terms of the view that it is the key vehicle for achieving class mobility - is explored. Arguments that improving access to educational opportunities will help overcome class-based inequalities are challenged, suggesting that the structure of schooling itself embodies the class system of the larger society. The equation of access to schooling with greater opportunities for working-class children is refuted, as is the argument that increased enrollments in higher education signify an increase in students with better qualifications for professional or managerial jobs. Rather, it is suggested that mass higher education effectively masks unemployment & underemployment. Pierre Bourdieu's contention that "schools reinforce class relations by reinforcing rather than reducing class-based differential access to social & cultural
capital" is supported. The idea of the labor & radical movements as educational sites is proposed & the working-class intellectual that emerges from these sites is characterized. The problem of academic "standards" as the primary focus of educational policy is addressed, & some suggestions for reforming schools - which today serve primarily as "credential mills" & "institutions of control" - are offered.

**KEY WORDS:** Educational Inequality; Education Work Relationship; Educational Reform; Schools; Social Reproduction; Social Inequality; Educational Opportunities; Educational Policy; Educational Mobility.


This report assembles the best information available on past and future trends in employment and the education requirements of jobs in the post-World War II period, focusing on data for 1986 and 1996 and projections to 2006. The report's first section explains what is known from the 1992 National Adult Literacy Study, which measured prose, document, and quantitative literacy of more than 26,000 adults. The discussion of the literacy levels in terms of real-life situations is background for the second section, "Literacy and Occupations." This section presents employment trends in terms of the literacy requirements of jobs and examines the most rapidly growing and declining occupations, the occupations with the highest and lowest literacy requirements, and the average for all employment for those years. Information is gathered from the Bureau of Labor Statistics, the National Adult Literacy Study, and the Position Analysis Questionnaire, a job analysis program that has been applied to 2,200 jobs. The third section discusses employment and training requirements of occupations. The fourth section traces trends from World War II to the present, and the fifth section explains what the analysis means in the broad context of the operations of the labor market. The final section, "The Bottom Line," shows the long-term bias toward higher literacy requirements. Appendix A shows prose, document, and quantitative literacy for 1986, 1996, and projections for 2006.

**KEY WORDS:** Training; Education; Work and Learning.


This paper describes the underemployment situation in the Netherlands between 1973 and 1995. It shows, through different methods that the "education-jobs gap" has widened increasingly. The return to credentials of Dutch employees has diminished for every educational category within the total labour population, an increasing share of employees can be considered as underemployed and deal with credential inflation. At the lower levels of education men have suffered from credential inflation more than women. At the higher levels of education it is the reverse. It also appears that young people deal with a "waiting-room effect": they enter the labour market at relatively low skill levels, given their educational level and gender. A further breakdown by educational specialisation shows that employees with an educational background in health care or technical studies have suffered relatively more from credential inflation compared to those with a commercial education. The paper concludes by stating that in spite of much rhetoric about the skill deficiencies of the current workforce, the lack of decent jobs has caused basic allocation problems at the Dutch labour market. From a human resources perspective, the growing wastage of employees' potential should not be underestimated or dismissed. It argues that an effective allocation of knowledge and skills to occupations will be the basic tenet of labour market policy and new forms of work organisation.

Using ordered probit estimation technique this paper examines the job satisfaction of recent UK graduates. Focusing primarily on explaining job satisfaction in terms of individuals matching to jobs, with the match depending on reservation returns, information sets and job offer rates. Only limited support can be found for the argument that job matching explains higher job satisfaction. In addition, stylizing graduates as a peer group, who form satisfaction levels based on their rankings relative to each other we examine whether or not education quality, which raises peer group status and increases the job offer rate, is systematically related to job satisfaction. The results broadly support the hypothesis that job satisfaction is neutral across graduates of different education qualities. However, our specification tests indicate that ordered probit estimation may not be fully appropriate for identifying the characteristics of those with high job satisfaction.


This study examines the relationship between unemployment insurance benefit duration, unemployment duration and job duration. Results indicate increasing benefit duration (1.0 to 1.5 days) with unemployment duration but much smaller raise in job duration.


A number of gross contextual developments regarding employment relations & work structures in the US are examined. Macro- & microcosmic developments that have influenced both the structure & function of labor markets are considered. It is argued that though the prospects for an economic downturn have remained unconvincing, this can be attributed to the fact that the US & Western Europe have enjoyed a decade-long economic boom. Unfortunately, this boom is being undermined by the concept of "industrial democracy." Meanwhile, economists & labor market scholars have resorted to mistaking a labor market shift for actual structural change.

This book critically examines the by now well-known economic thesis that investment in education shows a rate of return that compares favorably with other forms of capital investment. While this is true as a statistical generalisation, what this book argues is whether it should be true. The fact that most employers have been talked into rewarding more education with higher salaries does not necessarily mean that education should be so rewarded. In fact it is by now very well-known that education does little to provide many of its recipients with any skills, abilities or knowledge that are at all likely to be of any use in employment. Most employers accept that a graduate will be almost totally useless to them until the job itself has taught him what he needs to know. Why then do they pay more for useless qualifications? The honest answer of course is that they are buying what they see as prestige. Berg punctures this assertion by a whole series of studies making up the body of his book which show that in fact the employees who are actually seen as most productive and who are in fact promoted on merit generally turn out to be not the better educated ones but rather in some cases the less educated ones. Education is as often a negative predictor of a man's worth to his employer as it is a positive one. This was shown to be true for technical staff, unskilled staff and white-collar staff. It was even true of professionals. Education was quite evidently not worth the extra money it cost.

KEY WORDS: Occupations; Academic Requirements; United States; Surveys; Education; Economic Aspects; Labor Turnover; Education and Employment; Labour Economics; Employee Morale; Employees; Vocational Education.


Learning throughout working life results from everyday thinking and acting, shaped by work practices. The quality of learning depends on the kinds of activities and interdependencies available. Individuals' ability to maintain vocational practice is shaped by their opportunities for engagement and interaction.

KEY WORDS: Individual Development; Interpersonal Relationship; Job Skills; Lifelong Learning; Skill Development; Work Environment.


The empirical relationship between educational attainment and credentials with socioeconomic attainment is well established, but why this relationship arises remains in doubt. The author of this article discusses seven types of middle-range theories meant to explain the relationship: human capital, screening (including filtering), signaling, control, cultural capital, institutional, and credentialist theories. In each, the central causal mechanism concerns how employers and job seekers acquire and use labor market information. The author argues that occupational status attainment and wage determination models are not adequate to explain the mechanisms underlying the process whereby the highly schooled become the highly placed in job hierarchies. He indicates the implications of transformations of the American labor market for further assessment of the relationship between educational credentials and job assignment.

KEY WORDS: Educational Screening; Employers; Job Matching; Labor Markets; Socioeconomic Attainment; Human-Capital Theory; Labor-Market; Educational Credentials; United-States; Strong Version; Hypothesis; Information; Employers; Returns; Attainment.

This book deals with the relation between overeducation and the business cycle. In line with the state of the art, it uses much cruder approaches to the issue than would be needed for a full assessment of the returns to specified (and possibly useless) education at the level of a single individual. However, it explores several new approximations. It has eleven essays, divided over an Introduction and three sections: Underutilization or Upgrading?, Causes and Consequences of underutilization. In the first section, Edward Wolff opens with an illuminating analysis of aggregate skill trends in the US. The second section has two theory papers and two empirical analyses. The third section, on consequences of underutilization, has three papers.

**KEY WORDS:** Unskilled Labor; Supply and Demand; Skilled labor; Labor Supply; Effect of Education on Underemployment.


This study reports the development of a short, global measure of person-job fit (P-J fit). The P-J Fit scale provides an assessment of the degree to which an individual’s knowledge, skills, abilities, needs and values match job requirements. After a pilot study, the scale was tested with two samples: Sample 1 consisted of 308 professionals from three occupational groups and Sample 2 consisted of 174 adults working in call centres and related administrative areas. Exploratory and confirmatory factor analyses indicated that the nine items assess a single, global construct of P-J fit. Construct and criterion-related validity were demonstrated by correlating the scale with empowerment, job satisfaction and organizational commitment.

**KEY WORDS:** Employee Characteristics; Job Characteristics; Person-Environment Fit; Rating Scales; Self Report; Test Construction; Test Validity.


Examines employability through the lenses of consensus theory and conflict theory. Expands the latter into positional conflict theory, which explains how the market for credentials is rigged and how individuals are ranked in it. Argues that even employable people may fail to find jobs because of positional competition in the knowledge-driven economy.

**KEY WORDS:** Knowledge Economy; Education and Employment; Work and Learning.


There is widespread evidence that many workers have higher qualifications than are needed for their job. The finding of a substantial degree of overqualification should not be the case if, as has often been argued, there has been a consistent upgrading of the skills of the labour force as a result of technological change. It might also be argued that even if overqualification exists, this is a result of a new emphasis on flexible employment & therefore increased labour-market uncertainty: people start careers at a level below the
traditional start, & so are initially overqualified. In this case overqualification is only a temporary, life-course phenomenon. Evidence is presented here using BHPS & LFS data to suggest, first, that an upgrading of labour does not adequately describe recent change in employment & second, that overqualification is not a temporary factor resulting from changed employment practices. We should therefore view overqualification as having some sort of structural causation. One tentatively given explanation is that the social demand for education is causing a bunching of qualifications at the higher levels, which means that employers cannot easily discriminate between different apparent skill levels. As a result they reduce the rewards for such skills.

KEY WORDS: Occupational Qualifications; Underemployment; Technological Change; Employment Changes; Labor Market; Education Work Relationship; Occupational Status.


The growing importance of education in overall economic growth and individual opportunity has necessitated that education reformers address the need for the additional and better human capital needed to foster overall growth in the new knowledge-based economy. Education reformers must also work to reduce the growing differences in family incomes by closing the gap between the nation’s education-haves and education-have-nots. Addressing these challenges requires strengthening the relationship between education and work requirements and focusing more strongly on the years when academic and applied learning overlap between the completion of basic academic preparation and the completion of occupational or professional training. Although jobs requiring an associate degree are expected to grow the fastest, a sizable number of jobs will still be available for less-skilled workers. The shift in the U.S. economy’s structure to a knowledge-based economy has increased the need for workers with reasoning, problem-solving, and behavioral skills; a positive cognitive style; and specific occupational and professional competencies. Although policy goals are well defined in elementary and higher education, the middle sections in the K-16 education pipeline needs revision to provide the appropriate mix of academic and applied curricula for the transition years from high school to college or high school to training and work.

KEY WORDS: Academic Education; Access to Education; Adjustment (to Environment); Articulation (Education); Cognitive Style; College Bound Students; Demand Occupations; Economic Change; Education Work Relationship; Educational Change; Educational Environment; Educational Needs; Educational Objectives; Educational Policy; Elementary/ Secondary Education; Emerging Occupations; Employment Projections; Employment Qualifications; Equal Education; Human Capital; Integrated Curriculum; Labor Force Development; Labor Needs; Literature Reviews; Needs Assessment; Noncollege Bound Students; Policy Formation; Postsecondary Education; Trend Analysis; Vocational Education.


Over 100 women immigrants were interviewed in the United Kingdom, Denmark, Czech Republic, and Germany. Two-thirds had participated in higher education in their home countries, one-third had degrees, some had owned businesses, and over half had good English skills. Despite their qualifications, only five were currently not underemployed.

KEY WORDS: Educational Needs; Employment Qualifications; Females; Foreign Countries; Immigrants; Underemployment.

Purpose. Reports from various pharmacy labor market sectors suggest that the United States may be experiencing a shortage of pharmacists. To guide policy making and planning with respect to this shortage it is necessary to develop a better understanding of the process by which pharmacists choose jobs. Using the economic theory of job matching, this study sought to understand how (a) attributes of the practice setting, (b) characteristics of pharmacists, and (c) regional and urbanization variables are associated with pharmacy practice setting choices. Methods. A secondary database containing information about employment characteristics and work histories of 541 pharmacists in four states was used. The data were augmented with information on the relative number of employment opportunities in each of three practice settings (large: chain, institutional, and independent) in the year the respondent's most recent employment change occurred. Practice setting choices were modeled using multinomial conditional logit regression. Results. A total of 477 pharmacists represented in the database met the inclusion criteria for the study. Multivariate analyses showed that the impact of search costs and wage differentials varied with the practice setting chosen. Pharmacists choosing independent settings over large chain settings were more likely to be white and to have worked in an independent setting in their prior job. Pharmacists living in Oregon were less likely to choose institutional settings compared to those living in Massachusetts, whereas those living in areas with populations greater than 50,000 were more likely to choose institutional settings. Conclusions. Pharmacist job matching appears to be a complex process in which diverse factors interact to produce a final match. Our results suggest that the pharmacy labor market may actually be composed of two distinct labor markets: an ambulatory market and an institutional market.

**KEY WORDS:** Job Choice; Pharmacy Labor Markets; Discrete Choice Modeling; Turnover.


This book discusses the causes and impact of global skill shortages, focusing on data from skill shortages measured in the period 1995-1998 in 19 developed and emerging economies. Chapter one contains a brief introduction. Chapter two is a review of theoretical literature on skill shortages, including static and dynamic shortages, efficiency wage theory, insider-outsider theory, labor mobility, path dependence, job vacancies, and measures of labor shortage. Chapter three discusses the forces that drive globalization and make economies interdependent, market and production globalization, and the need to look at occupational skill shortages globally. Chapter four summarizes studies on labor and skill shortages in 12 countries and Europe as a whole. Chapter five discusses in detail, the methodology of measuring skill shortages by occupation and country, the data used in the studies, and the results. Efforts are made to validate the methodology. Chapter six examines factors that can explain shortages and labor surpluses and analyzes the relationship between the shortage indicators and other indicators in the 19 countries analyzed. Chapter seven discusses how companies have coped with labor shortages. Chapter eight contains brief concluding remarks. The book also contains an appendix of data tables for all 19 countries, references for each chapter, and an index.

**KEY WORDS:** Career Development; Comparative Analysis; Demand Occupations; Economic Factors; Employment Opportunities; Foreign Countries; Global Approach; Globalization; International Trade; Job Skills; Labor Economics; Labor Force Development; Labor Needs; Labor Supply; Skill Development; Skilled Occupations; Skilled Workers; Supply and Demand.

Objective. Debate over the causes of wage inequality have raised suggestions that, rather than discrimination, skill differences may be the reason for racial wage disparities. The purpose of this research is to examine what impact on-the-job skill differences have on wage inequality. Method. I regress the log wage onto race and a measure of skill. The Multi-City Study of Urban Inequality Employer Survey is particularly useful in this analysis because it contains the employer's evaluation of the worker's relative skill against other workers. Result. When white and black men have the same employer's competitive performance rating, rather than decreasing racial wage differences, the differences actually increase. Conclusion. The wage gap is not a skills gap, but evidence of racial discrimination in the labor market.

KEY WORDS: Employee Skills; Equity (Payment); Income Level; Race and Ethnic Discrimination; Salaries; Blacks; Whites.


The globalized economy appears to promote economic insecurity and underemployment. Lifelong learning is increasingly focused on competitive advantage. Adult educators should encourage discussion and debate about the nature of these changes and advocate lifelong learning that benefits the whole person and broader community.

KEY WORDS: Adult Education; Education Work Relationship; Foreign Countries; Lifelong Learning; Organizational Change; Role of Education; Underemployment.


Australian census data were analyzed to determine how the transition to a knowledge economy has altered the character of jobs. Of 340 occupations, 84 declined and 64 doubled in overall employment. Occupations dominated by women and part-time workers grew fastest. The knowledge economy has had ambiguous effects; many workers are underemployed.

KEY WORDS: Demand Occupations; Economic Change; Employment Patterns; Foreign Countries; Labor Market; Labor Needs; Tables (Data); Underemployment.


This book looks at ways European governments can create changes in institutions that will foster cooperation among states, focusing on company investment in general skills and using data from France and Germany. Chapter one provides a general description of the challenges governments face in developing policies to change company-level vocational training practices. Chapter two contains an analysis of why actors (countries, companies, etc.) have an interest in cooperation. It focuses on the experiences of France and Germany, East German large firms, and French and German small and mid-size firms. Chapter three examines the training behavior of companies in Germany and France and provides an overview of government training program reforms in the two
countries, along with the results of training reforms. Chapter four compares the policies of Saxony regarding encouraging apprenticeships with those of neighboring state Saxony-Anhalt. Chapter five discusses the general failure of French vocational training reform and contrasts it with the success of an association of employers in the Valley of the Arve. Chapter six considers the broader implications of the book’s findings for cooperation and policy-making. The book also contains a list of abbreviations, three appendixes, extensive references, and an index.

KEY WORDS: Adult Vocational Education; Apprenticeships; Comparative Education; Cooperative Programs; Economics of Education; Education Work Relationship; Educational Change; Educational Improvement; Foreign Countries; Government Role; Government School Relationship; Human Capital; Industrial Training; International Cooperation; Job Skills; Labor Force Development; Postsecondary Education; Skilled Workers; Small Businesses; Trade and Industrial Education.


This study documents the magnitude of four types of underemployment experienced by both native-born minority & ethnic immigrant male & female workers in the US & tests a “double disadvantage” economic outcome hypothesis that minority workers tend to be channeled into secondary-sector jobs & that immigrant workers face initial disadvantages in labor force assimilation. Data for men & women aged 25-64 who are in the labor force & not attending school were derived from the 1990 Census Bureau Public Use Microdata Sample. Multinomial logistic regression procedures were used to estimate the effect of minority group membership & immigrant status on the odds of unemployment, part-time employment, working poverty, & job mismatch, relative to adequate employment. Descriptive results showed greater overall underemployment among females than males. Blacks & Hispanics had higher unemployment & working-poverty rates compared to non-Hispanic Whites & Asians, with job mismatch highest among Asians. Immigrant underemployment was greater than that of the native-born. Asians posted the largest disparity in immigrant vs native-born underemployment, & Blacks had the smallest. Multivariate models showed that minority group effects were stronger than immigrant status effects in predicting underemployment. Increased likelihood of underemployment across the different minority groups vs non-Hispanic White workers was not fully accounted for by the expected influences of human-capital, demographic, industry, & occupational variables. It was concluded that the double disadvantage hypothesis of minority group & immigrant status is accepted only for Asian men & women with jobs mismatched to their skills & for Asian women, who are most likely to be unemployed or be among the working poor.

KEY WORDS: Underemployment; Nativism; Minority Groups; Immigrants; United States of America; Labor Force Participation; Comparative Analysis; Working Class.


A survey of 205 people, 4 group interviews with approximately 30 people, and 6 design and analysis meetings involving approximately 40 people were conducted in a 1999 participatory study of contingent workers in Toronto. (Contingent work was defined to be lower-waged forms of non-permanent work arrangements that include contracting, employment through a temporary agency, sequential short term employment multiple job holding, non-permanent part-time work, and self-employment where the worker does not
hire anyone else.) The study found that, despite popular perception of the attractiveness of such "flexible" work arrangements, most contingent workers wanted to break into or rejoin the permanent, core workforce but were prevented from doing so by rules of temporary employment agencies, lack of education, immigration status, or discrimination. These workers received very low wages, had breaks in employment between assignments, worked long days on short notice, and usually lacked benefits such as sick leave, disability, and unemployment insurance. The study determined that the so-called work flexibility is not favored by most contingent workers and is usually a hidden form of unemployment or underemployment. The researchers concluded that increasing the incidence of contingent work may have detrimental long-term consequences for the workers as well as for society as a whole.

KEY WORDS: Adults; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Employment Patterns; Employment Practices; Employment Services; Equal Opportunities (Jobs); Flexible Working Hours; Fringe Benefits; Immigrants; Job Satisfaction; Job Security; Organizational Development; Part Time Employment; Public Policy; Quality of Working Life; Salary Wage Differentials; Tables (Data); Temporary Employment; Underemployment; Unemployment; Wages; Work Attitudes; Work Environment.


There is evidence that in several European countries in the last decade, the demand for skilled workers did not keep pace with the relative supply, thereby leading to the creation of a large pool of overeducated & underutilized workers. This paper analyzes whether this mismatch can be attributed to a technology-related explanation. According to this hypothesis, pockets of overeducated & underutilized workers stem from firms' inability to reap the benefits associated with a high rate of technological progress because of strict employment protection regulation. Firing restrictions may prevent firms from immediately taking advantage of upward changes in skilled workforce availability & hence they may discourage firms from adopting new technologies. This, in turn, may diminish firms' growth prospects & thereby may reduce the number of vacancies that can be filled with highly skilled workers. Data from the 1995 wave of the European Community Household Panel survey support the hypothesis of technology-related pockets of overeducated & underutilized workers.

KEY WORDS: Supply and Demand; Labor Supply; Employment Opportunities; Occupational Qualifications; Adoption of Innovations; Europe; Technological Change; Education Work Relationship; Underemployment.


Attempts to identity new forms of job qualification, based on results of a large-scale questionnaire survey conducted among employees of four groups of Quebec manufacturing firms. Focus is on whether Quebec firms are truly searching for flexibility & its potential impact on required worker qualifications. Five forms of flexibility are investigated: financial, technical, organizational, numerical, & functional. Three new qualification models, all based on flexibility, are highlighted: occupational-conceptual, Taylorist, & adroit-analytical. Results reveal that, although employers are increasingly seeking functional flexibility, it does not necessarily follow that job fragmentation & decomposition among certain categories of workers are being abolished. In other words,
the argument that Taylorist forms of work are being maintained or reinforced is not incompatible with the position that employers have developed new requirements with regard to work flexibility.

**KEY WORDS:** Flexibility; Occupational Qualifications; Flexible Specialization; Taylorism; Manufacturing Industries; Employment Change; Work Skills; Quebec.


This paper considers issues relating to the measurement of skill for national statistical purposes. It draws upon the work program and research underlying the revision of the national occupational classification for the United Kingdom (UK), SOC90 (Standard Occupational Classification introduced in 1990). The report's introduction states the intention to reflect upon the review-related research findings; detail the perceived inadequacies of SOC90; describe the problems associated with occupational definition in certain areas; show how the revised classification will affect the analysis of skill change; and cause experts to rethink the forecasts of occupational change. Section 2 presents an overview of the history of occupational classification in the UK. Section 3 describes the conceptual basis of the SOC. Section 4 details the perceived weaknesses in SOC90 and the constraints surrounding the development work undertaken to revise this classification. Section 5 outlines some key processes that were influential in bringing about a redefinition of occupations for statistical purposes. Section 6 discusses the resources that were used to investigate the processes of occupational change from a statistical and definitional perspective. Section 7 examines the revised classification in terms of its ability to distinguish and discriminate between occupations and the new analytical opportunities it will provide. Section 8 concludes that SOC2000 (published in spring 2000) makes better use of its conceptual base, solves problems inadequately dealt with earlier, and provides a better tool for job matching purposes than did SOC90.

**KEY WORDS:** Adult Education; Career Guidance; Classification; Developed Nations; Employment Qualifications; Foreign Countries; Job Analysis; Job Skills; Occupational Information; Occupations; Postsecondary Education; Research Problems; Secondary Education; Standard Setting; Statistical Analysis; Vocational Education; United Kingdom.


Recent research on job matching has demonstrated the significance of personal contacts in linking workers to jobs. Few studies, however, have examined how these dynamics vary by class position. I investigate this issue, focusing on nonsearches in addition to formal & informal job matching. Data are drawn from the Multi-City Survey of Urban Inequality, which is based on a random sample of households in Atlanta, Boston, & Los Angeles. Statistical analyses show that job matching varies significantly by class position, with managers more likely to be matched through nonsearches, skilled labor through formal channels, & general labor through personal intermediaries. The analyses also show that differences in racial composition among classes cannot fully explain this variation or its effects on hourly wages. These findings suggest that class position plays a key role in shaping contemporary job matching & merits more detailed attention in future research.

**KEY WORDS:** Labor Market; Urban Population; Social Networks; Network Analysis; Class Analysis; Employment Opportunities; Atlanta, Georgia; Boston, Massachusetts; Los Angeles, California.

Draws on the work of Herbert Spencer & Michel Foucault to examine the rise of the regulatory state in Europe & the implications of the construction of common regulatory regimes for professions. National arrangements are being changed by supranational /international organizations being formed to regulate licensing, training, & educational requirements. The emergence of a European regulatory framework is outlined, & forms of state development associated with professions are examined, maintaining that the EU's increased role represents the shift of sovereignty from member states to the EU. Foucault's (1979) ideas about legitimacy frame a discussion about the legitimacy of both the international profession & the international state. Limitations of the role of law in processes by which professionalism is internationalizing are explored, along with the link between the authority of states & professions in the reproduction of legitimate political & professional power. It is concluded that the changing nature of states & professions represents a redefinition of their functions rather than a decline.

**KEY WORDS:** Professional Workers; Professional Training; Job Requirements; Certification; Government Regulation; European Economic Community; Legitimacy; Foucault, Michel; Spencer, Herbert.


The Graduate Apprenticeship Scheme places new college graduates in small and medium-sized enterprises and provides skill development workshops to enhance their employability. Employers thus have a low-risk means of evaluating potential employees and graduates gain experience that helps them avoid underemployment.

**KEY WORDS:** Apprenticeships; College Graduates; Education Work Relationship; Employment Potential; Entry Workers; Foreign Countries; Job Skills; Small Businesses.


This paper gives findings from the 2001 Skills Survey. This survey is a high quality representative survey of working individuals in Britain aged 20-60. It collected a great deal of information about the skills utilised at work, using an innovative methodology that had previously been developed for an earlier survey in 1997. The paper explains how several different aspects of work skill can be measured, and examines the distribution of skills among workers. The report also describes changes that have taken place since 1986, by making comparisons with previous surveys. Finally, the extent to which different types of skills are valued in the labour market is investigated.

**KEY WORDS:** Discretion; Decision-Making; Occupation; Class Analysis; Skill; Underemployment.

One of the most popular explanations for the increased wage inequality that has occurred since the late 1970s is that technological change has resulted in a downward shift in the demand for low-skill workers. This pattern is also alleged to account for the growth in racial inequality in wages over the same period. This article reports on a case study of the retooling of a food processing plant. A unique, longitudinal, multimethod design reveals the nature of the technological change, the changes in job requirements, & the mechanisms by which the changes affect the wage distribution for hourly production workers. This research finds that, indeed, the retooling resulted in greater wage dispersion & that the changes have also been associated with greater racial inequality in wages. However, contrary to the claims of advocates of the skill-biased hypothesis, organizational & human resources factors strongly mediated the impact of the changing technology. Absent these "high road" organization choices, this impact on wage distribution would have been even more extreme.

KEY WORDS: Technological Change; Employment Changes; Income Inequality; Food Industry; Factories; Income Distribution; Social Inequality; Racial Differences; Work Skills; Midwestern States.


By employing a new structuralist approach & focusing on the area opportunity structure, along with the traditional human capital framework, I link both the local labor market context & individual qualities that affect employment outcomes (Browne 1997; Cotter et al 1997; McCall 2000). In this article, I examine the effect of contextual factors, specifically the area levels of occupational sex-segregation & the size of the service sector industry, on men & women's marginal employment outcomes during the early 1990s. Several findings stand out. First, women post higher chances of working for low wages than their male counterparts. However, employment in the expanding service sector does reduce men & women's chances of experiencing part-time work. Second, the protection afforded by individual-level, human capital qualities remains relatively constant for women across metro areas, but labor market context significantly affects women's odds of employment marginalization. Context is not as salient for men, but the value of their personal attributes vary across labor markets. Finally, women working in areas with higher levels of occupational sex segregation were relatively worse off than those in areas with more integration.

KEY WORDS: Labor Market; Occupational Segregation; Service Industries; Employment; Part Time Employment; Wages; Human Capital; Sex Differences; Opportunity Structures; Working Women; Working Men; United States of America.


This article focuses on co-op studies. At the college level, co-op graduates are generally just as likely to be overqualified as non-co-op graduates. Graduates of co-op studies at the bachelor's level are typically less prone to overqualification than graduates of non-co-op bachelor's programs, while master's graduates and master's co-op graduates have roughly equal rates. Reliable results for doctoral graduates are not available because of low sample sizes. The rates of overqualified graduates by region are based on the region's needs for skilled workers, as well as the desire of skilled workers to live in the region. An economically stagnant region may require very few skilled workers, and this would tend to increase the rate of overqualification. However, the region's skilled workers may choose to move to more prosperous regions where their skills may be in greater
demand. The result is that the mobility of workers tends to reduce regional disparities in rates of overqualification.

**KEY WORDS:** Job Skills; Postsecondary Graduates; Employment; Statistics; Work and Learning.


Current Population Survey and Health and Retirement Study data indicated that rates of computer use were similar for all but the oldest workers, perhaps due to impending retirement. Computer users retired later than nonusers. Possible explanations are because they have valuable skills or because they already intend to delay retirement and thus acquire more computer skills.

**KEY WORDS:** Computer Use; Job Skills; Older Workers; Retirement; Technological Advancement.


Identifies a shift in workplace learning from formal, intermittent and discontinuous to informal, experiential, asynchronous, and situated. Highlights themes in both workplace learning and human resource development: knowledge, expertise, competence, organizational learning, and employability.

**KEY WORDS:** Competence; Employment Potential; Job Skills; Organizational Change.


The increased employment of knowledge workers in the Canadian economy, combined with the growing number of employers reporting difficulties recruiting qualified employees, raises questions concerning the supply of skills in Canada. By drawing principally on an analysis of descriptive statistics, the authors conclude that there is no reason to believe that, globally, Canada is suffering from a broad-based shortage of skilled labor or that its workforce cannot fulfill the economy's needs. Examination of macroeconomic data reveals an increased frequency of specific labor shortages in certain sectors & occupations in recent years. Nonetheless, it does not appear that these shortages are more common today than they were in the past at similar stages of the business cycle. The authors conclude that, while there may be a growing labor shortage (skilled & low skilled), there is no aggregate shortage of skilled labor. Available data indicate that Canada compares favorably with many of its principal competitors in world markets, both in terms of investments in human capital & in the stock of skills. We investigate the minimum skill level necessary for success in the Canadian labor market. We conclude that, at the very least, young people today need a high school diploma to qualify for even the lowest-skill jobs.

**KEY WORDS:** Canada; Labor Supply; Work Skills; Human Capital; Employment Changes; Postindustrial Societies; Work and Learning.

The two dominant labor market turnover hypotheses, the firm-specific human capital model (FSHCM) and the job-matching model, suggest different patterns of player mobility in major league baseball. The matching hypothesis predicts greater mobility of players in positions that require substantial production. A better match may offer large productivity gains. Alternately the FSHCM predicts players in positions requiring the greatest amount of teamwork will benefit from specific knowledge, making them less likely to change teams. We examine the frequency distribution of trades by player position from 1900-1992 and find the FSHCM provides the best explanation for turnover in this industry.

**KEY WORDS:** Human Capital; Job Matching; Firm-specific Human Capital; Turnover.


Surveys of 408 British students at the beginning and 425 at the end of university studies explored tensions between "graduateness" (effect of college degrees on knowledge, skills, and attitudes) and employability. Evidence suggests economic motivations are more important than pursuit of knowledge and employability is an increasing expectation of higher education courses.

**KEY WORDS:** College Graduates; Degrees (Academic); Employment Potential; Foreign Countries; Higher Education; Job Skills; Outcomes of Education; Student Educational Objectives; Student Motivation.


Abilities are as important as interests in career choice and development. Reviving cognitive assessment in career counseling promises to help counselees better understand their career options and how to enhance their competitiveness for the ones they prefer. Nearly a century of research on human cognitive abilities and jobs' aptitude demands in the U.S. economy reveals that the two domains are structured in essentially the same way. The author describes that common structure and how it can be used in assessing person-job match in terms of general ability level and ability profile. She also suggests ways of resolving various technical and professional questions, such as which cognitive abilities to assess, how to assess them, what the most useful aptitude-based occupational classification would be, and how to use cognitive assessments in a broader "reality-based exploration" process intended to expand people's career opportunities.

**KEY WORDS:** Ability Level; Cognitive Ability; Occupational Aspirations; Occupational Guidance; Person-Environment Fit; Career Development; Cognitive Assessment; Occupational Choice.


There is now a burgeoning literature on the topic of "overeducation" (and the complementary concept of "undereducation"), and a growing quantity of UK empirical evidence on this issue. However, as Joop Hartog indicated in his keynote address to the
Applied Econometrics Association, "a solid relation [of the overeducation/undereducation literature] with a formal theory of the labour market is lacking" (Hartog, 1997). Furthermore, the term "overeducation", in particular, is often used interchangeably with similar but distinct concepts such as "qualification inflation". This paper attempts to define and measure "undereducation" and "overeducation" more precisely, to quantify the extent of genuine skill and educational mismatch and to link these phenomena into the existing literature on skill-biased change and wage inequality. The authors provide new empirical evidence on this issue, using data from the International Adult Literacy Survey, the recent UK Skills Survey, and the National Child Development Study. Specifically, they find convincing evidence of skill under-utilisation in the British labour market. For example, 20% of IALS respondents have reading and comprehension skills that appear to be under-utilised in their jobs. They also show that "genuine" overeducation is a significant phenomenon in Britain. For instance, a new survey of graduates by the University of Newcastle suggests that just over 20% of recent graduates are genuinely "overeducated" for their jobs. They discuss the policy and welfare implications of their findings.

KEY WORDS: Overeducation; Undereducation; Labour Market; Skill; Educational Mismatch; Skill Under-utilisation; Graduates; Policy; Welfare.


A meta-analysis of studies on overeducation and undereducation in the labor market reveals that of the four different definitions of overeducation distinguished in the literature, only the one based on variation in years of education within occupational groups appears to yield significantly lower-than-average rates of overeducation.

KEY WORDS: Education Work Relationship; Educational Attainment; Elementary/Secondary Education; Foreign Countries; Higher Education; Labor Force; Labor Market; Meta Analysis; Salary Wage Differentials; Supply and Demand; Europe; Overeducation; Rate of Return; United States.


Assumptions have been made that jobs in the United States require ever-greater levels of skill and that this trend is accelerating as a result of the diffusion of information technology. These assumptions have led to substantial concern over the possibility of a growing mismatch between the skills workers possess and the skills employers demand, reflected in debates over the need for education reform and the causes of the growth in earnings inequality. However, efforts to measure trends have been hampered by the lack of direct measures of job skill requirements. A study used previously unexamined measures from the Quality of Employment Surveys and the Panel Study of Income Dynamics to examine trends in job education and training requirements and provide a validation tool for skill measures in the "Dictionary of Occupational Titles." Results indicate that job skill requirements have increased steadily over the 1970s-1990s but that there has been no acceleration in recent years that might explain the growth in earnings inequality. There is also no dramatic change in the number of workers who are undereducated. These results reinforce the conclusions of earlier work that reports of a growing skills mismatch are exaggerated and that the recent growth in the U.S. wage inequality may not be a result of a skills shortage.

KEY WORDS: Academic Achievement; Adults; Education Work Relationship;
Educational Change; Educational Needs; Employment Patterns; Employment Projections; Employment Qualifications; Job Performance; Job Skills; Job Training; Salary Wage Differentials; Skill Development; Wages Dictionary of Occupational Titles; Income Disparities; Panel Study of Income Dynamics.


Researchers across a wide range of fields, policymakers, & large segments of the public believe that the work-related skills of the labor force do not match the requirements of jobs & that this explains a large part of the growth of wage inequality in the US in the past 20 years. Opinions are divided on whether the trend is driven by workforce developments, such as an absolute decline or declining growth of human capital due to changes in educational attainment or test scores, or employer-side changes, such as accelerating growth of job skill requirements due to the spread of computers & employee involvement techniques. Some believe the problem has grown worse over time. However, the evidence is often more ambiguous & fragmentary than recognized, & the argument overlooks the roles of institutional changes & management's policies toward labor in workers' changing fortunes. Evidence suggests that the growth in educational attainment has decelerated, cognitive skill levels have remained stable, & job skill requirements have gradually increased, but a large portion of employer dissatisfaction relates to effort levels & work attitudes of young people that may represent transitory, life-cycle effects. There is little information on whether job demands are actually exceeding workers' capacities. The absence of a standardized, up-to-date method of collecting information on the actual skill content of jobs is a significant obstacle to answering this question with confidence.

**KEY WORDS:** Labor Force; Human Capital; United States of America; Work Skills; Work Attitudes; Work Orientations; Youth Employment; Employment Changes; Educational Attainment.


There is a widespread belief that U.S. workers' education and skills are not adequate for the demands of jobs in the modern economy. Many believe that this presumed mismatch between the skills workers possess and the skills that jobs require will become even more serious as the workplace becomes increasingly high-tech and service-oriented. But many simple assumptions regarding skills mismatch in the U.S. labor market do not stand up well to closer examination. This article provides an overview of the skills mismatch debate, reviews research on skill levels, and scrutinizes trends in the skills workers possess, the skills employers demand, and the evidence for a mismatch between the two.

**KEY WORDS:** United States; New Economy; Job Skills; High Tech; Job Skills Mismatch.


Drawing on empirical studies from five countries (Netherlands, Spain, Portugal, United Kingdom, and United States), over 2 decades, outlines irregularities in the incidence of over- and under-education and consequences for individual earnings. The overall incidence of overeducation in the labor market is about 26 percent.

**KEY WORDS:** Comparative Education; Education Work Relationship; Educational

In theatres, “new” forms of employment are rather old. Based on qualitative case study research, this article analyses policies for managing human resources in a German non-profit repertory theatre. Referring to Marsden's theory of employment systems, the article suggests regarding these policies as being embedded in an interorganizational employment system, which comprises rules of job design and task assignment, the labour market, inter-firm institutions and the education system. This employment system for German theatre artists is marked by high labour mobility and contingent work arrangements, but is also characterized by an ensemble structure providing (temporary) stability of the workforce. By studying how employment relationships are “managed” in theatres and how the organizational level is linked to the field’s labour market characteristics, this article aims at contributing to the exploration of institutional prerequisites and organizational consequences of contingent work arrangements. In doing so, the article continues recent efforts to link studies on careers, labour markets and work arrangements in the cultural industries to the “future of work” debate.

**KEY WORDS:** Theatre Management; Labor Relations; Organizational Structure.


Asserts that it is a questionable claim that a widespread knowledge and skill shortage is causing current labour market supply problems, unemployment, or increased social stratification. Adds that the percentage of new jobs requiring high levels of knowledge and skill is limited when compared to low-skilled service industry occupations. Questions the foundations of career education.

**KEY WORDS:** Career Education; Education Work Relationship; Employment; Labor Force Development; Labor Market; Labor Needs; Skill Development; Two Year Colleges; Vocational Education.


This article evaluates the presence or absence of the "Increased Merit Selection" (IMS) theory or meritocracy in society, as it relates to the employment process in order to distinguish whether this theory is valid in today's society, thus creating social mobility for individuals regardless of their social class. Through the analysis of a random sample of 322 job listings in national, regional, & local newspapers, it was found that "merit" in the form of qualifications, ability & effort, meritocratic characteristics, & experience & technical skills was predominate, yet ascriptive characteristics in the form of social skills & personal characteristics still made their way into these findings. Therefore, it seemed we still are unable to fully escape "where we come from" & "who we are" because it is just these characteristics that provide us with suitability for a job that another individual with more so-called achievements may not possess.
KEY WORDS: Meritocracy; Social Mobility; Social Class; Hiring Practices; Occupational Mobility; Job Requirements; Social Background.


Building on person-environment fit theory and social exchange theory, the relationship between job demands and innovative work behaviour was assumed to be moderated by fairness perceptions of the ratio between effort spent and reward received at work. This interaction of job demands with perceptions of effort-reward fairness was tested among 170 non-management employees from a Dutch industrial organization in the food sector. Results demonstrated a positive relationship between job demands and innovative work behaviour when employees perceived effort-reward fairness rather than under-reward unfairness.

KEY WORDS: Employee Attitudes; Energy Expenditure; Null Hypothesis Testing; Organizational Behavior; Job Characteristics; Job Satisfaction; Justice; Person-Environment Fit.


An important way in which employment hardship has come to be conceptualized & measured is as underemployment. Underemployment goes beyond mere unemployment (being out of a job & looking for work), to include those who have given up looking for work, part-time workers whose employer(s) cannot give them full-time work, & the working poor. To provide needed background for the other articles in this special issue, we trace the history of the concept of underemployment, review existing empirical literature, offer a critique of the measurement of underemployment as conventionally operationalized, & provide up-to-date evidence on the trends & correlates of underemployment in the US.

KEY WORDS: Underemployment; Measures (Instruments); Measurement; United States of America.


Describes the expectations held by employers for graduates in a world of global competition and rapid change, and discusses why preparation for work and for higher education now require the same academic standards.

KEY WORDS: Academic Standards; College School Cooperation; Education Work Relationship; Educational Needs; Employer Attitudes; Employment Qualifications; Higher Education; Job Skills.


This study examines the effect applicant age on the selection recommendations of human resource managers. An original, fractional, factorial survey design with a vignette
format was used. This form of design allows the researcher to use a relatively large number of factors and levels within those factors to enhance the resemblance between the real and the experimental world. The, dimensions used in constructing the vignettes included: job requirements, personal characteristics and employment experience of the applicant, unemployment duration and previous, as well as, proposed salary levels. Seventy-eight levels were created within seventeen dimensions. The vignettes were designed to represent the interviewer's personal notes about twelve hypothetical candidates and to reflect information gathered in the pre-interview, interview and post interview phases of the hiring process. The survey was mailed to a random, national sample of 500 members of a national association of human resources managers. Two mailings produced a response rate of 24.5% (N = 118), and generated 1,416 vignette judgements. Respondents were seventy percent female, with thirty-five percent overall having ten or more years of experience as a human resource professional. Logistic regression analysis of the data found that twenty-five levels among the seventeen dimensions were significantly associated with selection decisions at the 5% level or below. Personality/Attitude and mode of dress had the strongest effects on selection recommendations. For example, candidates represented as "enthusiastic, energetic and eager" the odds of a favorable recommendation were increased by more than 400% over those who were "unresponsive and lacked eye contact." No significant effects of age, gender or race on selection recommendations were found. These findings suggest that when age discrimination in hiring occurs it is prior to or subsequent to interaction with experienced human resources management professionals. In addition, the findings suggest that for all applicants regardless of age, race or gender, the interviewer's selection decisions can be affected by factors largely within the applicant's control.

KEY WORDS: Age Differences; Age Discrimination; Personnel Selection.


Examining the resettlement experiences of 525 adult refugees living in Canada, this study uses a multiple regression approach to investigate the impact of human & social capital on refugees' quality of employment. Giddens's structuration theory acts as a useful interpretive framework to describe how refugee agency is constrained & enabled by the rules & resources governing the employment integration process. Results show that refugees use both family & ethnic group ties as resources in searching for employment. However, constrained by a combination of structural barriers, a significant proportion of refugees find that their human capital has little or no value in the Canadian labor market & moreover, that the networks refugees are presently employing may not be sufficient to compensate for their downward occupational mobility.

KEY WORDS: Refugees; Canada; Human Capital; Cultural Capital; Social Networks; Employment; Labor Market; Quality of Working Life; Agency and Structure; Structuration.


Most undergraduate psychology majors do not opt for graduate school but attempt to enter the workforce. We surveyed employers in 3 regions of the United States to assess the importance of qualities, skills, and abilities that psychology graduates need. Results indicate that the 5 most important qualities, skills, and abilities to employers are listening skills, desire and ability to learn, willingness to learn new and important skills, getting along with others, and ability to work with others as part of a work team. Faculty
members advising students may wish to emphasize the importance of these people and teamwork skills in an effort to ensure that students have a sense of what is important to employers.

**KEY WORDS:** Education; Educational Research; Multidisciplinary Research; Employee Skills; Employer Attitudes; Psychology; Undergraduate Education.


The perception of structural unemployment - summarised in the notion of “Eurosclerosis”- became almost hegemonic during the 1990s. Policy makers all over Europe tried, by means of supply-side policies, to counteract the lack of incentives in the developed European welfare states, the lack of qualification on the post-industrial labour markets and the personal decay due to long-term unemployment. However, based on the critical case of Denmark, this article challenges the perception of structural unemployment and suggests an alternative business cycle/barrier perception. At the macro level it is difficult to explain the Danish decline in unemployment from 1994 to 2000 within the structure perception. The lack of explanatory power of the structure perception is further highlighted in micro-level analyses conducted on a panel study of long-term unemployed. Based on the unemployed’s own assessments, we find no indications of supply-side problems. These results are supported by analyses of actual labour market integration of the long-term unemployed in the period between 1994 and 1999, which show that education level and previous unemployment had no noteworthy influence on labour market integration, whereas age had a decisive influence. These surprising results further undermine the perception of structural unemployment and the supply-side policies rooted in this ‘mistaken’ problem definition.

**KEY WORDS:** Labor Market; Unemployment; Unemployment Rates; Denmark; Business Cycles; Labor Policy.


An attempt is made in this article to redefine underemployment & unemployment without making reference to an excess supply of labor or any causal mechanism of unemployment. Instead, underemployment & unemployment are defined in terms of equity, which draws upon the individual's preferences. A specific proposal is that underemployment be defined by the presence of contribution inequity relative to at least half the persons employed in a field that the underemployed person might prefer to move into. Empirically, most recent survey data on preferences for contingent & other nontraditional employment are used to illustrate the application of the concept. The major finding is that nearly 10 million Americans in the nontraditional workforce are underemployed.

**KEY WORDS:** Underemployment; Unemployment; Equity; United States of America.


A form of labour underutilization which occurs when the formal education level of a worker exceeds that which is required for the job known as overeducation. Close to 30
per cent of workers are overeducated and are underutilizing their skills in Australia. Data from the Negotiating the Life Course survey, the author determines the causes of overeducation in Australia. Four of the key theories that have been used to explain overeducation are tested: human capital, job competition, assignment and the career mobility theories. Tests show that the job competition model best explains the existence of overeducation in the labour market in Australia.

KEY WORDS: Analysis of Education; Human Capital; Skills; Occupational Choice; Labor Productivity (Formal Training Programs; On-the-Job Training; Job; Occupational and Intergenerational Mobility; Promotion; Australia; Education; Human Capital; Skill Development.


Confronting conventional wisdom, this book argues that the major problem in education-work relations is not education, but work. Formal schooling, further education, and informal learning have continued to increase while the knowledgeable and skilled are increasingly underemployed. Using analysis based on Canadian and U.S. large-scale surveys of work and learning experiences, NALL - the first representative survey on underemployment, and in-depth interviews at university placement offices and food banks, the author exposes the myth of the "knowledge economy" and the limits of human capital theory. The author assesses six facets of the underemployment: the talent-use gap, structural unemployment, involuntary reduced employment, the credential gap, the performance gap, and subjective underemployment. He explains the wastage of workers' useful knowledge in terms of the conflicting forces driving current economic restructuring. Finally, he provides a critical review of basic economic alternatives (shareholder capitalism, stakeholder capitalism, and economic democracy) and gauges their prospects for overcoming the education-jobs gap.

KEY WORDS: Work; Learning; Education Work Relationships; Education-job Matching; Underemployment; Underqualification.


The author evaluates three alternatives to reforming education in Canada to meet contemporary needs: (1) The market-driven option would restrict entry to postsecondary education & tailor the curriculum more closely to employment prospects. (2) The knowledge economy option would encourage advanced education at increased personal expense. (3) The economic democracy option would support public education as a civil right & reform paid employment to better fit individuals' learning capabilities. The author discusses the history of Canadian education, informal learning, the myth of the knowledge economy, underemployment, life-long learning, & the popular demand for knowledge.

KEY WORDS: Educational Reform; Educational Systems; Public Schools; Educational Policy; Knowledge; Underemployment; Economic Systems; Canada; Education Work Relationship.

“The commitment of the new Liberal government to increase resources for public education does not yet appear to be sufficient in the eyes of most Ontarians,” says David Livingstone, director of the Centre for the Study of Education and Work at OISE/UT. He conducted the 15th biennial survey, Public Attitudes Towards Education in Ontario 2004, with co-author Doug Hart, at OISE/UT. “There is a widespread consensus among virtually all social groups that further funding increases are still needed,” Livingstone adds.

**KEY WORDS:** Public Opinion; Public Education; Attitudes; Funding; Survey; Ontario.


Finds little evidence of a paradigm shift in capitalism or a trend toward a high-skills knowledge economy. Points out problems in demand-side proposals. Concludes that it is necessary to recognize the centrality of conflict, power, and exploitation in capitalism and outlines a radical political economy of skill.

**KEY WORDS:** Capitalism; Change Agents; Foreign Countries; Job Skills; Labor Force Development; Labor Needs; Politics; Public Policy.

64. Loos, R. (2002). Innovations for the integration of low-skilled workers into lifelong learning and the labour market: Case studies from six European countries. Luxembourg: CEDEFOP.

This report presents innovative vocational training (VT) initiatives to improve integration of low-skilled workers into lifelong learning and the labor market. Chapter 1 describes study structure and methodology. Chapter 2 addresses the theoretical basis for observing innovations. It analyzes the definition and significance of innovation in system theory and VT; examines the practical definition of innovation and explains differences between good practice and best practice innovation; presents the innovation typology and its significance as an instrument of observation for identifying and evaluating innovations; and introduces the European Commission's definition of lifelong learning and assessment of its relevance for analyzing innovations for integrating the low-skilled. Chapter 3 analyzes innovative case studies with practical relevance for integrating low-skilled workers into lifelong learning and the labor market in these six European countries: Spain, Greece, Austria, Denmark, Luxembourg, and Liechtenstein. Case analysis is divided into three thematic areas: program/project development and its objectives; innovative elements of the project/program; and the initiative's implementation and transfer potential. Chapter 4 summarizes the most important innovations identified and analyzes to what extent and under which circumstances transfer of these innovative practices to other EU states and candidates would be possible.

**KEY WORDS:** Adoption (Ideas); Adult Education; Case Studies; Definitions; Demonstration Programs; Education Work Relationship; Educational Innovation; Foreign Countries; Information Transfer; Job Skills; Job Training; Labor Force Development; Labor Market; Lifelong Learning; Postsecondary Education; Program Development; Program Implementation; Secondary Education; Semiskilled Workers; Technology Transfer; Unskilled Workers; Vocational Education.


In Britain, the retailing, computer services, transportation, and communications industries have hired increasing numbers of college graduates, both because of demand for skills
and oversupply of graduates. This has contributed to temporary and permanent job upgrading through expansion of tasks and responsibilities in certain jobs.

**KEY WORDS:** College Graduates; Foreign Countries; Higher Education; Job Development; Job Skills; Labor Supply; Personnel Selection; Service Occupations; Underemployment; Work and Learning.


The emergence of global information society has led to a decline of manufacturing employment & the expansion of the service sector in the most developed economies of the global system. To replace lost manufacturing jobs, many commentators & policy makers have suggested that information & knowledge work represents the future for displaced workers, & have recommended policies to support IT skills. However, in this article, I argue that informational labor is just as amenable to task migration as manufacturing work, & thus, policy prescriptions based on the presumption that developed states will retain most if not all knowledge work are mistaken. Some developing states such as India & the Caribbean Islands are already successfully competing against knowledge services in the OECD states. With the further development of global electronic networking informational tasks are likely to be increasingly mobile. While this will aid development outside the rich states, it will also reinforce the dynamic of income inequality & underemployment in Europe & America. Thus, the global information society represents a further challenge to the developed states’ labor forces rather than their delivery from low cost manufacturing competition.

**KEY WORDS:** Globalization; Information Technology; Income Inequality; North and South; Labor Force; Employment Changes; Manufacturing Industries; Service Industries; Developing Countries; Industrial Societies.


Today’s organizations face a rapidly changing business and labour environment. A particular concern is the difficulty experienced in recruiting and retaining the skills needed to compete in the global marketplace. This report notes that effectively managing the scarce skills problem depends on more than the best efforts of individual organizations. It also requires the integrated efforts of many stakeholder groups including the education system and government. This study identified actions that were statistically significant predictors of recruitment and retention success.

**KEY WORDS:** Skills; Changes; Business; Labour Market; Recruitment; Global Marketplace; Scarcé Skills; Education System; Canada.


The ideological transformation of the Labour Party to New Labour has resulted in supply-side approaches to lifelong learning that are not succeeding in Scotland’s low-wage, low-skill economy. Despite the rhetoric, acquiring job skills does not automatically result in employability, without government intervention.

**KEY WORDS:** Employment Potential; Foreign Countries; Government Role; Ideology; Job Development; Job Skills; Lifelong Learning.

Interviews (n=350) and a survey (n=323) of managers, trainers, and union representatives in British health care agencies showed that technology caused some job enlargement and enrichment; positive or negative effects depended on context. Other jobs were deskilled due to work organization, not technology. Technology's impact on job change was diversified and complex.

**KEY WORDS:** Foreign Countries; Job Development; Job Skills; Public Sector; Technological Advancement; Unskilled Workers.


Graduate underemployment continues to be a serious and growing problem in the UK. Yet, there is a scarcity of research that has attempted to identify the nature, extent and specificity of the problem. This study examines the opportunity for skill use (skill requirements of the job, personal skill levels, congruence between these two measures) and intrinsic (job, career, life satisfaction) and extrinsic career success (salary, promotion) amongst underemployed graduates. Appropriately employed graduates (those who were in jobs for which they required their degree) were used as a comparison group. Questionnaire data were collected from 203 business graduates in the UK. The key findings suggested that underemployed graduates reported significantly lower levels of opportunity for skill use and intrinsic (job, career, life satisfaction) and extrinsic career success (salary). The implications of these findings and avenues for further research are discussed.

**KEY WORDS:** Graduates; Underemployment; Ability; Business Students; Career Development; Employment Status; Graduate Students; Life Satisfaction; Personnel Promotion; Salaries.


In recent years, the growth rate of temporary employment has far surpassed the growth rate of aggregate nonfarm employment. Market uncertainty, such as the rapid pace of technological change, has given rise to a practice wherein employers hesitate to hire workers into their core workforce, & rely increasingly on contingent labor. The result is a "just-in-time" practice of human labor, with employers purchasing skills on an as-needed basis. While previous studies have focused on either the supply- or the demand-side factors behind temporary employment growth, this paper focuses on the actual temp-employer matching process that takes place within temporary staffing firms. Based on interview results from managers & executives in temporary staffing firms in the US, I argue that the explosive growth of temporary employment can be attributed to its spot market features, which allow employers to adjust freely to market changes while minimizing transaction costs.

**KEY WORDS:** Part Time Employment; Underemployment; Labor Market; Labor Supply; Technological Change; Modern Society; United States of America; Employment Changes.

This special issue was inspired by Greg Duncan and Saul Hoffman's 1981 article on the "incidence and wage effects of overeducation." These researchers used a Mincer earnings equation to determine that a substantial number of American workers were over- or under-educated for their chosen occupations.

**KEY WORDS:** Education Work Relationship; Educational Attainment; Educational Economics; Elementary/Secondary Education; Higher Education; Human Capital; Labor Market; Mathematical Models; Measurement; Salary Wage Differentials; Overeducation; Return on Investment.


Explains how to develop job profiles that describe the output expected from employees and the competencies required to meet the output so that managers understand and appreciate what their employees actually do. Discusses needs assessments and how clear descriptions of competencies, skills, knowledge, and values are useful in developing training.

**KEY WORDS:** Administrator Attitudes; Administrators; Competence; Job Analysis; Job Skills; Needs Assessment; Skill Analysis; Task Analysis; Training Methods; Values.


This paper tests the theory of job matching and the theory of human capital by examining the covariance structure of residuals from a typical Mincer log earnings equation using methods of moments techniques. Job matching theory predicts that we should observe an eventual decrease in the contribution of the job-match component in the residual variance as workers acquire tenure on the job. This prediction is mildly supported by the data. On the other hand, human capital theory predicts a trade-off between job-specific intercept and slope parameters. This prediction, which is not shared by the theory of matching, is strongly supported by the data. This is especially true for men with at least a high school degree.

**KEY WORDS:** Matching; Firm-specific Human Capital; Generalized Method Of Moments; Job Seniority; Wages Rise; Young Men; Mobility; Turnover; Workers; Information; Tenure.


This paper studies the extent of graduate overeducation in Australia utilising both the objective and mean methods. As well, the paper tests for non-linear returns to overeducation. It is found that the rates of graduate overeducation vary by both gender and with the methods utilised, and stand between 21% and 46%. Non-linear returns to overeducation were evident among some groups of graduates. Young male graduates seem to suffer no penalty for overeducation compared with their matched peers, but this may be a reflection of technological change altering workplace requirements faster than changes in occupational titles.
KEY WORDS: Graduate Overeducation; Labour Market Mismatch.


Racially different economic outcomes stem from multiple causes, including various "mismatches" between minority employees and available jobs. A skill mismatch occurs when individuals’ education and job skills do not qualify them for existing jobs. A spatial mismatch means that people live far from the work for which they qualify. A social mismatch refers to the practice of finding jobs through social networks; when friends and family are not well-connected to good jobs, one’s chances of finding a good job decrease. This paper explores how these mismatches determine labor market outcomes, particularly wage impacts, in Los Angeles County for different racial groups and for immigrant versus native-born workers. Data on male workers were drawn from the Los Angeles Survey of Urban Inequality, census responses for Public Use Microdata Areas (PUMAs), and a unique dataset on job location and composition in southern California. The results indicate that all three types of mismatch matter, but they affect various groups differently. Social network quality mattered most for Anglos. For African Americans, the skill gap was more important than social networks or job growth in the local neighborhood. For recent Latino immigrants, individual characteristics mattered more than spatial or skill mismatches. Individual variables (including English fluency) also played a large role for longer-term immigrant and U.S.-born Latinos, but the skill gap also mattered. Asian Americans were affected by spatial and skill mismatches.

KEY WORDS: Asian Americans; Blacks; Educational Needs; Educational Status; Comparison; Employment Potential; Hispanic Americans; Immigrants; Income; Job Skills; Labor Market; Males; Neighborhoods; Poverty; Racial Differences; Social Networks; Whites; Latinos.


The current environment requires personal agency. Successful individuals need four abilities: (1) willingness to cope with uncertainty; (2) ability to overcome obstacles; (3) ability to take risks and learn from experience; and (4) ability to make decisions.

KEY WORDS: Career Counseling; Career Development; Change Strategies; Coping; Job Skills; Self Determination.


The quantitative significance of the underutilization of immigrant skills may be assessed, albeit imprecisely, in human capital earnings analysis. Earnings deficits of immigrants may arise from (1) lower immigrant skill quality, (2) underutilization of immigrant skills, & (3) pay inequities for immigrants doing the same work as native born Canadians. Consistent with numerous studies, 1996 census microdata show that underutilization of immigrant skills is significant, though less so than unequal pay within occupations. In 1996 dollars, the total annual immigrant earnings deficit from all three sources was $15 billion, of which $2.4 billion was related to skill underutilization, & $12.6 billion was related to pay inequity. Discussion considers adjustments to these estimates, taking account of difficulties measuring the skill levels of occupations & immigrant skill quality.
KEY WORDS: Immigrants; Canada; Work Skills; Income Inequality; Underemployment; Human Capital; Employment Discrimination; Labor Market.


Expanding upon a report presented to the International Labor Organization (ILO), this book documents the current world employment situation, including how it has fallen short, how current economic policies interact with world employment, and how improvements can be made. Chapter one, "The Commitment to Full Employment," describes how the ILO measures and defines employment and unemployment and discusses the concept of creating a universal employment strategy in developing, industrialized and transition countries. Chapter two, "The Current Employment Picture" looks at broad trends in employment globally and regionally and the characteristics of employment quality, including freedom of association and equal opportunity. Chapter three, "The Employment Effects of Current Policies," discusses the recent experiences of developing countries in East and Southeast Asia and Latin America, as well as the older Organization for Economic Cooperation and Development (OECD) members. Chapter four presents conclusions, including discussions of poverty, income distribution and economic growth, full employment policies, and how the ILO helps promote full employment in a global context and at the national level. Extensive bibliographic notes follow each chapter. The document contains data tables and an index.

KEY WORDS: Adult Education; Careers; Developed Nations; Developing Nations; Economic Development; Employment; Employment Opportunities; Employment Patterns; Equal Opportunities (Jobs); Foreign Countries; Labor Economics; Labor Force Development; Labor Market; Labor Standards; Postsecondary Education; Poverty; Quality of Working Life; Skill Development; Underemployment; Unemployment.


Recent scholarly attention has turned to the imbalance of work time in the US. Although some workers experience overwork, others remain underemployed, often in contingent employment. School districts across the US are experiencing shortages of substitute teachers, while regular teachers experience long workdays & significant work-family conflict. Without the ability to recruit more substitutes, many districts propose solutions to classroom coverage problems that involve a time to transfer from a group of substitute teachers’ work hours. Although substitutes who were interviewed expressed a desire for more teaching hours, they were constrained by their need to make a living either through multiple jobs or finding a higher wage job. This case study demonstrates the process through which a time transfer is proposed, contested by teachers, & ultimately without challenging the disparities between these groups of teachers.

KEY WORDS: Teachers; United States of America; Time Utilization; Working Hours.


To date little is known about the everyday activities that make up the majority of people’s learning lives. This book presents a critical approach to learning using situated learning and activity theory, drawing on the writings of Marx, Gramsci, Marxist-feminists, as well as the sociology of Bourdieu. Though many have demonstrated that schooling and adult training are deeply affected by issues of social class, this book explodes the myth that
everyday learning, despite its apparent openness and freedom, can be understood as class-neutral. Based on life-history interviews, selected ethnographic observations in homes and factories, large-scale survey materials as well as microanalysis of human computer interaction, the analysis explores learning across the various spheres of ‘working-class life’. The author draws on his own experience as a factory worker, labour educator and academic to offer the most detailed examination of computer literacy and lifelong learning practice amongst working-class people currently available.

- Offers detailed, extended excerpts from ‘learning life-history’ interviews with manufacturing workers
- Combines micro and macro perspectives on learning, technology and social class
- Clear and accessible introduction to political economy, class analysis, and cultural-historical psychologies

**KEY WORDS:** Adult Learning; Informal Learning; Business and Industrial Personnel; Human Computer Interaction; Social Class; Technology.


This article addresses the question of whether the first job functions as a ‘stepping stone’ or as a “trap”. It does so by using individual longitudinal data to estimate the consequences on future occupational attainment of entry into the labour market via (a) “under-qualified” jobs or (b) via temporary contracts. A cross-national comparison of West Germany, Great Britain and Italy allows assessment of the impact of different labour market structures on this allocation process. With regard to ‘under-qualified’ positions, the findings are not consistent with the stepping-stone hypothesis but provide some support for the entrapment hypothesis. Despite the greater mobility chances of over-qualified workers, the initial disadvantage associated with status-inadequate jobs is not fully overcome during their future careers. The article shows, however, that the negative effects are not due to the mismatch as such but rather to the relatively lower level positions. These effects are mediated by the national labour market structure, with the British flexible model providing the best chances of making up for initial disadvantages, and the more tightly regulated and segmented markets in Germany and Italy leading to stronger entrapment in lower status positions. No negative effects of the type of contract are found for later occupational positions in any of the countries.

**KEY WORDS:** Great Britain; Italy; Federal Republic of Germany; Occupational Mobility; Occupational Achievement; Labor Force Participation; Occupational Qualifications; Underemployment.


Discusses the institutional inventory completed at Schoolcraft College (Michigan), which focused on how to learn or teach necessary skills, the skills that are important for success, and the best way to assess skills necessary for competency. Reports that most stakeholders agreed on the skills that are important for success, but they held various opinions about how best to assess, learn, and teach them.

**KEY WORDS:** Administrator Attitudes; Community Colleges; Educational Assessment; Job Skills; Job Training; Labor Force Development; Skill Analysis; Two Year Colleges.

A new measure of quality of work life (QWL) was developed based on need satisfaction & spillover theories. The measure was designed to capture the extent to which the work environment, job requirements, supervisory behavior, & ancillary programs in an organization are perceived to meet the needs of an employee. We identified seven major needs, each having several dimensions. These are: (a) health & safety needs (protection from ill health & injury at work & outside of work, & enhancement of good health); (b) economic & family needs (pay, job security, & other family needs); (c) social needs (collegiality at work & leisure time off work); (d) esteem needs (recognition & appreciation of work within the organization & outside the organization); (e) actualization needs (realization of one's potential within the organization & as a professional); (f) knowledge needs (learning to enhance job & professional skills); & (g) aesthetic needs (creativity at work as well as personal creativity & general aesthetics). The measure's convergent & discriminant validities were tested & the data provided support to the construct validity of the QWL measure. Furthermore, the measure's nomological (predictive) validity was tested through hypotheses deduced from spillover theory. Three studies were conducted: two using university employees & the third using accounting firms. The results from the pooled sample provided support for the hypotheses & thus, lent some support to the nomological validity to the new measure.

**KEY WORDS:** Quality of Working Life; Job Satisfaction; Work Environment; Measures (Instruments); Needs; Job Characteristics; Superior Subordinate Relationship; Management Styles.


The author develops a new methodology to measure occupational skill requirements in New York City. The analysis matches locally derived skill ratings for detailed census occupations to years of local schooling & then estimates the change in mean skill requirements for employed New York City residents & the change in local employment of occupational skills classed by level of required education during the 1980s. The results show insignificant change in employment weighted skill means for all occupations. But the disaggregated analysis shows skill requirements bifurcated during the decade, with employment growth concentrated in college-level & sub-high school graduate-level occupations relative to high school graduate-level occupations. The findings suggest that demand-side forces are destroying mid-skilled jobs, casting doubt on the efficacy of supply-side policy measures intended to improve labor market outcomes for workers with less than a college education.

**KEY WORDS:** Research Methodology; Occupational Qualifications; Work Skills; New York City, New York; Education Work Relationship.


Statistical information about employment in 13 engineering trades occupations in Australia was examined to identify skill shortages in the country's engineering trades. Data from various Department of Employment, Workplace Relations and Small Business (DEWRSB) reports regarding the supply of and demand for skills in the engineering trades including a 1999 DEWRSB survey of Australian employers' recent experience of
skill shortages in the engineering trades were analyzed. Overall, the combination of commencements in new apprenticeship training, the availability of nonapprenticeship training pathways to the engineering trades, declining employment growth in recent years, and projected low growth in the future has been sufficient to keep pace with employment trends in the trades. However, despite continuing declines in total employment in the engineering trades, skill shortages are likely to persist especially for the more specialized metals trades. The study suggested that the issues of relevance and quality of training for existing workers and new entrants to the engineering trades will be even more critical than increasing the numbers of individuals in training. The biggest challenge to meeting Australia’s rapidly changing engineering skill needs appears to be ensuring that the content and coverage of training keeps pace with the rapid rate of technological change in engineering.

**KEY WORDS:** Apprenticeships; Competence; Education Work Relationship; Educational Needs; Employer Attitudes; Employment Level; Employment Patterns; Employment Projections; Employment Qualifications; Engineering Technicians; Entry Workers; Foreign Countries; Job Skills; Labor Needs; Labor Supply; Metal Working; Needs Assessment; Postsecondary Education; Relevance (Education); Secondary Education; Technological Advancement; Technology Transfer; Trade and Industrial Education.


This report focuses on the use of nationally recognized, industry-based skill standards and occupational certifications that promote certificate portability, skill transferability, worker mobility, and education and training consistency within and across states and nationwide. Chapters 1, 2, and 3 define what is meant by skill standards and certifications, present the case for their use, and discuss their benefits for individuals, employers, educators and trainers, Workforce Investment Boards (WIBs), and others. Chapters 4, 5, and 6 outline the mission of the National Skill Standards Board and its role in developing and promoting an industry-based skill standards and certifications system and then examine some key representative applications in education and training delivery systems and in WIB contexts. Chapters 7, 8, and 9 provide WIBs with a practical 22-step process approach for identifying and selecting industry-based occupational certifications that match local-, regional-, and state-determined workforce needs; explain the purpose and advantages of the locally designed Work Readiness Certification; and provide a brief resource guide to WIBs for further follow-up assistance.

**KEY WORDS:** Adult Education; Educational Certificates; Industry; Job Skills; Job Training; Labor Force Development; Labor Needs; National Standards; Occupational Mobility; Postsecondary Education; Secondary Education; Student Certification; Vocational Education.


Some theories of crime suggest that “adult-like” work conditions will diminish adolescent delinquency, whereas others suggest that a precocious entry into adult work roles will increase youth problem behaviors. We consider the relationship between delinquency and several dimensions of adolescent employment, including learning opportunities, freedom and autonomy, status, demands and stress, wages, and the compatibility between work and school. More specifically, we ask: (1) Do these early work conditions affect adolescent deviance net of the number of hours worked and self-selection processes? (2) If so, are “adult-like” work environments harmful or beneficial for
adolescents? And, (3) which employment dimensions are the most important for theory and research on crime and delinquency? We find the lowest rates of 12th grade school deviance, alcohol use, and arrest among adolescents whose jobs supported rather than displaced academic roles and provided opportunities for them to learn new things. In contrast, many qualities of work considered desirable for adults (autonomy, social status, and wages) appear to increase delinquency in adolescence. We conclude that work conditions have age-graded effects on delinquency that are contingent on the life course stage of the worker.

**KEY WORDS:** Adolescent Development; Juvenile Delinquency; Youth Employment; Deviant Behavior; Delinquency Prevention.


This article investigates the hypothesis that when measures of specific human capital (such as job tenure) are included in earnings functions, there may be a sample selection bias because of job-matching effects because workers with high unobserved match quality receive and accept high wage offers. We develop a model for wage offers in a labor market characterized by both specific human capital and job matching. The model provides a theoretical basis for empirical earnings functions containing specific capital, and it demonstrates that sample selection bias reduces the estimated return to specific human capital and tenure.

**KEY WORDS:** Wages Rise; Seniority; Investment; Labor.


The study examines the early market experience of recent immigrants to Israel from the former Soviet Union (FSU) & their mobility patterns a few years after migration. The Labour Utilization Framework, proposed by Clogg & Sullivan (1983), was analyzed to identify the employment difficulties immigrants experienced upon arrival, their short-term mobility in the labor market, & the income consequences of their disadvantaged position in the market. Using a panel study of immigrants who arrived in Israel during 1990, we found that although most of them found employment, only a minority did not experience employment hardships. Four years after their arrival, most immigrants were still employed in occupations for which they were overqualified, & only a small portion of the group managed to find adequate employment. Women had more severe employment hardships & a lower rate of mobility into the better positions. For men & women alike, almost any deviation from a stable adequate employment entailed wage penalties.

**KEY WORDS:** Immigrants; Israel; Income; Employment Opportunities; Slavic Cultural Groups; Occupational Mobility.


Analyzes merged data from 1987-1990 surveys & in-depth interviews with 33 persistently underemployed rural residents to determine whether the researchers were imposing their definition of reality on the interviewees. The data from the interviews largely demonstrated a correspondence between the objective definition of reality as defined by
measures of underemployment & the informants' subjective interpretation of their employment situation. This procedure demonstrated that the underemployed had created their own subjective reality, which had become an objective reality, ie, a socially created fact. A few cases, however, raised concerns about the extent to which that reality, was widely shared because the interviewees' definitions did not correspond to the researchers' objective definitions or did not make sense in their own situations. Other interviewees' comments raised significant questions about the applicability of formal labor market concepts & measures, which tend to overlook the unique characteristics of rural labor markets, eg, uncompensated labor, self-employment, & multiple job holding. Thus the in-depth interviews provided conceptual checks on the extent to which researchers can impose their definitions of the situation on respondents' subjective reality.

**KEY WORDS:** Underemployment; Rural Population; Interviews; Social Constructionism; Subjectivity; Ethnomethodology; Methodological Problems; Qualitative Methods.


The role of professional and local-personal networks as a source of knowledge development in the new knowledge-based economy was examined in a 15-month study that focuses on people working in the multimedia industry in Montreal, Quebec. The study focused on the modes of exchange and learning, collaborative work, and management and development of knowledge within firms through exchanges between workers. Of the approximately 50 firms contacted, 18 agreed to participate in the study. Sixty open-ended interviews (48 with workers and 12 with employers or managers) were conducted. The interview responses were analyzed within the contexts of the concepts of collective competence and communities of practice. The interviews established that collaborative work, teamwork, and knowledge sharing have become normal in multimedia firms. The perceptions and values of the workers interviewed appeared to counter those of the traditional tayloristic vision of work, which assumes a strong division of labor and little if any exchange between workers. Most interviewees were ready to share information, often without expecting anything in return, and most enjoyed teamwork. Many firms used capacity to work in a group as a selection criterion when hiring employees. The managers reported looking for complementary specializations within teams.

**KEY WORDS:** Adult Learning; Competence; Foreign Countries; Group Dynamics; Individual Development; Information Networks; Learning Processes; Models; Organizational Climate; Organizational Communication; Organizational Objectives; Professional Development; Teamwork; Work Environment.


The effect of poor local labor market opportunities on occupational achievement is an important aspect of the spatial mismatch hypothesis. Much of the research has concentrated on the direct link between geographical access to jobs & employment outcomes. In contrast, little attention has been given to the discouraging effect of poor chances on job search activities. The discouraged worker effect is defined as the decision to refrain from job search as a result of poor chances on the labor market. Discouragement effects can arise from a lack of individual qualifications, from
discrimination in the labor market, or from a high local level of underemployment. The empirical findings of this paper, based on the Netherlands Labor Force Surveys 1994-1997, show that discouragement can enter the job search process both at the stage of deciding to enter the labor force & at the stage of deciding to engage actively in a job search. Gender differentials in discouragement are revealed in the process of self-selection into the labor force. Poor labor market chances lead to less activity in both off-the-job & on-the-job search, indicating a role of discouragement in the spatial mismatch. Individual qualifications & ascribed characteristics turn out to be more decisive than the local level of underemployment.

**KEY WORDS:** Labor Market; Job Search; Employment Opportunities; Occupational Qualifications; Netherlands; Spatial Analysis; Underemployment.


People evaluating job opportunities must decide whether to allocate their energies, knowledge, skills, and a portion of their lives to a prospective job. Inappropriate allocations will mean wasted resources and potentially negative outcomes. This paper demonstrates how an adaptation of an opportunity evaluation scheme used in business (Aaker, 1998) can be used by the job seeker. The evaluation scheme utilizes a two-dimensional matrix that simultaneously represents job attractiveness (JA) from the perspective of the job seeker and the job seeker's ability to perform the job (ATP). This matrix simplifies the opportunity assessment process by combining multiple variables that determine job attractiveness and that determine ability to perform into one summary variable for each and then generates a recommended course of action for the job seeker based on the coordinates of those two summary variables in the matrix.

**KEY WORDS:** Employee Skills; Job Characteristics; Job Search; Occupational Guidance; Job Applicant Attitudes; Occupational Interests.


This study explored the implications of demographic trends on the quality of the future labor force and on public social expenditures. It also focused on the educational costs and social benefits of educational and immigration policy alternatives designed to close the gap in educational attainment between non-Hispanic whites and Hispanics and blacks. The RAND Education Simulation Model examines U.S. population flows through the primary, secondary, and postsecondary education systems, dividing the nation into two regions California and the rest of the nation with California chosen for the study because it has the largest immigrant and minority populations. The model estimates that in spite of the rapid growth in the percentage of minorities in the nation's population, the educational attainment of the adult population (age 25 and over) will be higher in 2015 than it was in 1990. However, unless further gains are made in the educational attainment of minorities, their share of college-educated entrants into the labor force will decrease. In addition, the educational gap between Asians and non-Hispanic whites vis-a-vis blacks and Hispanics will increase, especially in California. The results suggest that closing this educational gap would pay for itself, particularly in California. Nine appendixes provide detailed statistical tables.

**KEY WORDS:** Educational Equalization; United States; Minorities; Economic Aspects; Work and Learning.

The role of generic skills in the lives, work, and employment of 127 dislocated workers in a broad cross-section of job categories in five areas of Australia were examined through individual interviews, focus groups, and a survey questionnaire. Selected findings are as follows: (1) generic skills are developed in all areas of human endeavor, including in the family, education, community, and employment environments; (2) demand for high levels of generic skills and technical skills and different kinds of generic skills (for example, entrepreneurship and enthusiasm for change) are becoming more highly valued, whereas "traditional" generic skills (such as teamwork) are being devalued; (3) although many study participants considered themselves reasonably well prepared for the demands of the current employment market, others believed that their skills had been superseded and that their values and aspirations no longer matched the requirements of work in the new economy. The study findings challenged current vocational education and training practice by demonstrating that generic skills are basically developed through experiential learning, and they reflected the need for structures and services that support lifelong learning within and beyond the world of work.

**KEY WORDS:** Adult Students; Dislocated Workers; Education Work Relationship; Educational Attitudes; Employee Attitudes; Employer Employee Relationship; Employment Potential; Employment Qualifications; Experiential Learning; Foreign Countries; Job Skills; Postsecondary Education; Questionnaires; Relevance (Education); Retraining; Secondary Education; Skill Development; Unemployment; Vocational Education; Work Attitudes.


Structural change in the economy has seen the emergence of human resource skills as an important intangible input to the value-adding process. The fastest growing sectors of the economy employ workers with high levels of skill. This has led to the development of a lifelong learning policy agenda that argues lifelong learning is the key to economic prosperity in the future. The lifelong learning policy agenda assumes that because education is important to worker productivity, industries and employees will be willing to finance the cost of workers' participation in education and training. The lifelong learning policy agenda emphasizes the need to motivate people and their employers to invest more in education and training. But there is a significant difference between the amount of training undertaken by high- and low-skilled workers and a disparity in the extent to which these groups of individuals attract employer support. People in highly skilled jobs are more likely to participate in continuing education and training than people in low-skilled occupations. People in low-skilled occupations are less likely to receive employer support for their participation in continuing education and training. The policy goal of "lifelong learning for all" is unlikely to be achieved unless governments actively support education and training participation among people with lower levels of skill.

**KEY WORDS:** Access to Education; Adult Education; Continuing Education; Corporate Support; Developed Nations; Educational Finance; Educational Policy; Educational Status Comparison; Employer Attitudes; Federal Aid; Foreign Countries; Government

Some new work is good work. Quality is ultimately defined by the individual. However, these perceptions are inevitably colored by the circumstances in which people find themselves, by the time, place, and wide range of motivations for having to do a particular job in the first place. One person's quality may be another's purgatory and vice versa. Four important changes in Great Britain's labor market are a major decline in the number of people in manual employment; a rise in skilled employment of people performing managerial, professional, and technical jobs; a rise in mixed but essentially low formal skilled employment performed by "personal and protective" workers; and the continued increase of women in the labor force. The point may be not that newer work is bad or worse because it has replaced older, more traditional industrial and manual jobs but that women do these emerging jobs. Retail has been one of the most maligned types of work, but popular perceptions have been misplaced. ASDA/Walmart has been voted the best place to work in Britain. Some reasons are its approach to its employees or colleagues and the vast range of benefits on offer to them. Retailers like ASDA have been at the forefront of business in restoring job opportunities to parts of Britain that need them the most. Britain needs more good jobs because Britain need to perform better as an entire labor market.

**KEY WORDS:** Adult Literacy; Compensation (Remuneration); Demand Occupations; Economic Impact; Employee Attitudes; Employees; Employment Opportunities; Employment Patterns; Foreign Countries; Job Satisfaction; Job Skills; Job Training; Labor Conditions; Labor Market; Poverty Areas; Public Opinion; Quality of Working Life; Retailing; Unskilled Occupations; Work Environment.


Changes in demand & supply in segments of the labor market will affect the labor market position of workers with an educational background in a related field of study. In one economic tradition such discrepancies between supply & demand are thought to lead to unemployment in the case of excess supply & to unfilled vacancies or skill shortages in the case of excess demand. The other neoclassical-oriented tradition expects wage adjustments to take fully account of these labor market imbalances, leading to higher wages for studies with excess demand & lower wages in case of excess supply. In practice the labor market might, on the one hand, be more flexible than suggested by the first approach, but on the other hand adjustment might be incomplete & not only wages but also other aspects of the employment relationship might be affected by a friction between supply & demand. This study examines the relationship between discrepancies between labor demand & supply on the one hand & manifestations of these tensions in the labor market experience of school-leavers on the other hand. To investigate this relationship, a random coefficient model has been used that allows for different adjustment processes for the various educational types, but still makes full use of all the information available. The analyses provide insights about the importance of different adjustment processes & their complementarity & substitutability. We show that on average, supply surpluses lead to pressure to accept jobs at a level lower than the school-leavers educational level, jobs with relatively low wages, & jobs with part-time contracts. A direct link between supply surpluses & unemployment is only found for a few specific fields of study. Unemployment seems to occur mostly when school leavers do not take temporary jobs or jobs below their educational level in case of excess supply.
KEY WORDS: Supply and Demand; Employment Opportunities; Labor Market; Education Work Relationship; Occupational Qualifications; Wages; Unemployment; Underemployment; Labor Supply.


This book examines what makes a “knowledge worker” employable and argues that the demand for “knowledge workers” is not nearly so great as is often claimed by governments. The authors also examine government policies aimed at encouraging employability, particularly UK higher education policies and argue that employability policies must take account of the positional conflicts of candidates.

KEY WORDS: Knowledge Workers; UK; United States.


In this article, we investigate the determinants of job mismatches with regard to the field of education among school-leavers in Europe. We also examine the effects of job mismatches on the labour-market position of school-leavers. Special attention is paid to cross-national differences in this respect. The data used are from the EU LFS 2000 ad hoc module on school-to-work transitions. The empirical results show that a number of individual, structural and job characteristics affect the likelihood of having a job mismatch. Moreover, in countries in which the education system is vocationally oriented, the incidence of job mismatches among school-leavers is higher than in countries in which the education system is mainly general. With respect to the labour-market effects of job mismatches, it is found that school-leavers with a non-matching job achieve a lower occupational status, more frequently look for another job, and more often participate in continuing vocational training than those with a matching one. These labour-market effects of job mismatches are smaller in countries in which the vocational orientation of the education system is stronger.

KEY WORDS: Education Work Relationship; European Union; Dropouts; Occupational Status; Crosscultural Differences; Vocational Education; Job Training; Educational Programs.


Recent educational approaches that have career and technical education (CTE) components have integrated work-based learning (WBL) with traditional academics. Among positive effects of the association between WBL and secondary students' educational outcomes are: (1) increased attendance, (2) decreased dropout rates, (3) increased number of academic courses; and (4) higher grade point averages. The longer-term effect in students' postsecondary experiences has been too little investigated. Additional positive effects of WBL are seen in students' attitudes toward such programs and in some employment statistics. Researchers are cautious about isolating the effects of WBL, but acknowledge that it may play a crucial indirect role in improving outcomes for at-risk students.
KEY WORDS: Academic Achievement; Academic Education; Career Academies; Career Education; College Students; Curriculum Design; Effective Schools Research; Employment Level; Employment Potential; Experiential Learning; Grades (Scholastic); High Risk Students; High School Students; Integrated Curriculum; Job Skills; Learning Motivation; Literature Reviews; Longitudinal Studies; Outcomes of Education; Postsecondary Education; Program Effectiveness; Qualitative Research; Secondary Education; Socioeconomic Status; Student Attitudes; Student Employment; Student Motivation; Student Needs; Tech Prep; Vocational Education; Work Experience Programs.


This article explores the diversity of time perspectives in academic work. The background of the study stems from recent changes in university management and funding, which impose new demands for academic work, including its temporal order. Drawing on focused interviews with 52 academics, we discern four core time perspectives according to which academics experience their work: scheduled time, timeless time, contracted time and personal time. Scheduled time refers to the accelerating pace of work, timeless time to transcending time through immersion in work, contracted time to short-term employment with limited future prospects and finally, personal time to one’s temporality and the role of work in it. In addition, we discuss the relationships between the different time perspectives, focusing on dilemmas and tensions between them.

KEY WORDS: Academic Work; Autonomy; Dilemmas; Higher Education; Time.


Responses from 51 Fortune 500 training and development executives identified 28 information technology skills strongly recommended for business graduates. A similar 1995 survey identified only 11 skills. The largest increase occurred in Internet/Web telecommunications and discipline-specific information systems.

KEY WORDS: Corporations; Employer Attitudes; Employment Qualifications; Information Systems; Information Technology; Job Skills; Telecommunications.
Section 4.6  Power Relations and Social Inequality in Work and Learning

This study explores how rural women in the village of Srefultoli, Bangladesh describe, from their own point of view, their experiences with nonformal education (NFE). Feminist research has revealed that existing NFE programs in developing countries give women traditional knowledge of family planning, nutrition, and health care, but they do not deal with the need to increase women’s understanding of their oppression and exploitation. This study examines whether current NFE programs in this village in Bangladesh give women new knowledge about their present situation in society and in the family and whether these women are aware of their strategic and practical needs.

KEY WORDS: Developing Nations; Educational Research; Empowerment; Foreign Countries; Nonformal Education; Perspective Taking; Research Methodology; Rural Women; Social Science Research; Social Mapping.


This book reveals the influence of federal and metropolitan policies and practices on the poverty that plagues schools and communities in American cities and segregated, low-income suburbs. Public policies - such as those regulating the minimum wage, job availability, tax rates, federal transit, and affordable housing - all create conditions in urban areas that no education policy as currently conceived can transcend. In this first book since her best-selling Ghetto Schooling, the author argues that we must replace these federal and metro-area policies with more equitable ones, so that urban school reform can have positive life consequences for students. The author provides a much-needed new paradigm for understanding and combating educational injustice. Radical Possibilities reminds us that historically, equitable public policies have typically been created as a result of the political pressure brought to bear by social movements. Basing her analysis on new research in civil rights history and social movement theory, Anyon skillfully explains how the current moment offers serious possibilities for the creation of such a force. The book powerfully describes five social movements already under way in U.S. cities, and offers readers interested in building this new social movement a set of practical and theoretical insights into securing economic and educational justice for the many millions of America's poor families and students.

KEY WORDS: Poverty; United States; Public Policy; Social Movements.


Neoliberalism claims that privatization, marketization, uniform standards, and accountability - some important dynamics surrounding globalization in education - increase choices and quality in education. However, numerous studies show that the market has consistently devalued alternatives; increased the power of dominant models; and exacerbated racial, gender, and class differences in access and outcome. Context-specific effects are emphasized.

KEY WORDS: Accountability; Comparative Education; Educational Change; Educational Discrimination; Educational Philosophy; Equal Education; Free Enterprise System;
Middle Class Standards; National Standards; Politics of Education; Power Structure; Privatization; Role of Education; School Choice; Social Bias; Work and Learning.


This paper focuses on the ways Basil Bernstein's positions can help understand questions of the autonomy of schools and of the "class belongingness" of its cultural dynamics. The article demonstrates how differences of various social fields of power & of the complex ways in which class relations work within them enabling a considerably more subtle perspective on "who controls what" & on what that "what" actually is. An example of the pedagogic device in one specific nation is used to demonstrate how we can employ it to more rigorously focus our attention on the possible effects education itself has.

**KEY WORDS:** Class Relations; Power; Sociological Theory; Educational Systems; Social Reproduction; Work and Learning.


The issue of social class-related patterns of access to higher education (HE) has become a matter of public debate in the UK recently, but is on the whole portrayed one-sidedly in terms of issues of selection (elitism) and the social dimensions of choice are neglected. Drawing on an Economic and Social Research Council research study, examines choice of HE using Bourdieu's concepts of "classification" and "judgment". HE is viewed in terms of its internal status differentiations. Students' positive and negative choices are addressed using qualitative and quantitative data, and the "accuracy" of status perceptions is also tested. Argues that choices are infused with class and ethnic meanings and that choice-making plays a crucial role in the reproduction of divisions and hierarchies in HE, but also that the very idea of choice assumes a kind of formal equality that obscures "the effects of real inequality". HE choices are embedded in different kinds of biographies and institutional habituses, and different "opportunity structures".

**KEY WORDS:** Higher Education; Access; Inequalities; Social Class; UK; Social Change; Change.


Class Strategies and the Education Market looks at the ways the middle classes maintain and improve their social advantages in and through education. Working with an extensive series of interviews with parents and children, this book identifies key moments of decision making in the construction of the educational trajectories of middle class children. The author organises his analysis around the key concepts of social closure, social capital, values and principles and risk, while bringing a broad range of up-to-date sociological theory to bear upon his subject. From this thorough analysis, valuable and thought-provoking insights emerge into the diligent care and considerable effort and expenditure which goes into ensuring the educational success of the middle class child. This book provides a set of working tools for class analysis and the examination of class practices. Above all, Class Strategies and the Education Market offers new ways of thinking about class theory and the relationships between classes in late modern society.
KEY WORDS: Middle Class; Education; Social Aspects; Educational Sociology; Educational Equalization; Work and Learning.


Research literature on job performance from both management-oriented and industrial relations/sociology of work models is synthesized to produce a more comprehensive understanding of how supervisors manage employee performance problems. Two assumptions are derived from the synthesis: (1) employees are active in accepting and resisting definitions of performance issues made by supervisors; (2) informal interactions regarding the interpretation of performance issues are pivotal in understanding how performance problems are resolved. This study of university library supervisors focuses on the informal exchanges and characterizes them as negotiations over the definition of job performance. Results are reported from a qualitative study of supervisors' interactions with employees identified as having performance problems. Three types of interactions in informal negotiations were found among 15 supervisor-employee dyads. The supervisors' interpretations of their interactions with employees are labeled as conformist, confrontational, or rebellious, designating how supervisors enact their role as agents of the organization.

KEY WORDS: Conflict; Cooperation; Job Performance; Resistance; Supervisor Employee Interaction; Librarians; Changes in Paid Work.


This book is a resource for women who want a role in shaping this new technology, as well as for those who want to use the Internet to reach women. Although the Internet is still male-dominated, communication in cyberspace is particularly suited to a woman's way of acting using cooperation, collaboration, sharing and constant communication. The author addresses how women are using the Internet today, and how they can take charge of the "virtual global village". It includes stories of women around the world from Silicon Valley to Eastern Europe, from urban Japan to rural Australia who are discovering the power of the Internet and helping to shape its future.

KEY WORDS: Work and Learning; Women.


Women are disadvantaged when it comes to opportunity and learning. Adult educators can take steps to begin changing women's secondary status in the workplace.

KEY WORDS: Women; Adult Education; Workplace; Inequity.


Wage gaps using nonparametric matching methods and detailed measures of field of study are estimated for university graduates. Found was a modest portion of the wage gap that is the consequence of measurement error in the Census education measure.
Hispanic and Asian men, the remaining gap is attributable to premarket factors - primarily differences in formal education and English language proficiency. Black men, only about one-quarter of the wage gap is explained by these same factors. A subsample of black men born outside the South, these factors do not account for the entire wage gap.

**KEY WORDS:** Studies; Wage Differential; Education; Regression Analysis; Minority; Ethnic Groups; Labor market.


Examined the educational experiences of nontraditional, ethnic minority, women students in the United Kingdom who were involved in a community-based, flexible access to higher education project in the inner city, highlighting financial and institutional barriers they experienced. Students were frustrated participants in an unresponsive institutional context, struggling against poverty, lack of time, tutor indifference, and institutional marginalization.

**KEY WORDS:** Access to Education; Adult Students; College Students; Females; Foreign Countries; Higher Education; Inner City; Minority Groups; Nontraditional Students; Poverty; Time Factors (Learning); Barriers to Participation; United Kingdom.


The controversial issue of “meritocracy” can be most productively addressed if it is treated as one of direction of change over time: i.e. whether individual merit, understood in terms of ability, effort, or educational attainment, is growing in importance in processes of social selection. To test the thesis of “increasing merit selection”, the authors analyse data from two British cohort studies relating to children born in 1958 and 1970 respectively. They find that, from the later to the earlier cohort, the pattern of relative rates of class mobility changed little; and that individual merit, as they are able to measure it, did not play a greater part in mediating the association between class origins and destinations. In fact, the effects of ability and educational attainment on individuals' relative mobility chances diminished somewhat. These findings, the authors argue, are less surprising than they may at first appear if viewed in the context of the problematic relationship between the idea of meritocracy and the operation of a free-market economy.

**KEY WORDS:** Class; Class Mobility.


This book in the Critical Perspectives Series (Macedo, general editor), a series dedicated to Freire, focuses on new developments in education capable of promoting social/political change. Leading educators critically address crucial issues in light of communications technologies, the information society, globalization, multiculturalism, ecology, feminism, the media, & individual liberty. Contributors are committed to a pedagogy of social justice in their search for new ideas to inform the practice of education & contribute to a more humane civil society. It is maintained that postmodern capitalism is facing a structural crisis that is mirrored in new educational inequalities exacerbated by new networks & identities that are products of the information society. Themes of postmodernism,
commodity fetishism, politicized pedagogies, & the crippling impact of globalization on democracy are threaded through the essays. It is argued that the crisis in capitalism reflects a radical rupture with the past induced by globalization. Current discourses of postmodernism are examined in light of insights that emerge from the dialectical relationship between modernism & postmodernism.

**KEY WORDS:** Critical Pedagogy; United States; Popular Education; Social Aspects; Work and Learning.


In this article, we employ ethnographic data to show that disabled children encounter discriminatory notions of "normality" & "difference" in both "special" & "mainstream" schools, & that these experiences relate to the structural forces in schools & the everyday individual & cultural practices of adults & children. In contrast to much of the literature in the field, this article examines the daily life experiences of adults & disabled children from their own perspective. We bring to light disabled children's own criticisms of "special" & "mainstream" schools to illustrate the fluid nature of disabled children's lives within educational settings. We argue that schools will be prevented from becoming fully inclusive until adults who control schools recognize children's views of specific educational processes & until educational policymakers take on a more nuanced multilevel approach to inclusion.

**KEY WORDS:** Handicapped; Children; Discrimination; Mainstreaming; Educational Inequality; Educational Policy; Adults; Policy Making; Learning Disabilities.


The change in gender roles has been predominantly asymmetric: the roles of women have changed more than the roles of men. To investigate the reflection of such asymmetry in the popular culture, we examined how books recommended to teachers & parents as "nonsexist" differed from books categorized as "sexist." Multiple participants read a sample of elementary-level novels & rated the portrayals of various forms of sexism, including stereotypic personality, segregated work & family roles, status inequality, gender segregation, the traditional idealization of femininity, & unequal representation of the sexes. Although nonsexist books were more likely than sexist books to represent female characters who adopted male-stereotypic characteristics & roles, both types of books similarly portrayed female-stereotypic personality, domestic chores, & leisure activities. Such representations may contribute to the perpetuation of gender inequality, particularly if they are held up as examples of equality.

**KEY WORDS:** Literature; Children; Sex Stereotypes; Socialization Agents; Sexism.


This paper examines how schooling affects inequality in cognitive skills. Reproductionist theory has argued that schooling plays an important role in reproducing & even exacerbating existing disparities. However, seasonal comparison research has shown...
that gaps in reading & math skills grow primarily during summer vacation, suggesting that non-school factors (eg, family & neighborhood) are the main source of inequality. Using the Early Childhood Longitudinal Study - Kindergarten Cohort of 1998-99, this paper improves upon past seasonal estimates of school & non-school effects on cognitive skill gains. Like previous research, this study considers how socioeconomic & racial/ethnic gaps in skills change when school is in session vs when it is not. This study reaches beyond past research by examining the considerable inequality in learning that is not associated with socioeconomic status & race. This "unexplained" disparity is more than 90% of the total inequality in learning rates and is much smaller during school than during summer. The results from the analysis suggest that schools serve as important equalizers: nearly every gap grows faster during summer than during school.

KEY WORDS: Schools; Cognitive Development; Socioeconomic Status; Skills; Seasonal Variations; Educational Inequality; Black White Differences.


Surveys the actual and perceived role elementary school counselors in North Carolina have in working with students with disabilities. Data reveals that many school counselors acquired some formal education about students with disabilities prior to entering the profession, yet many have found the demands for them to possess expertise in this domain have exceeded their perceived level of knowledge.

KEY WORDS: Counselor Attitudes; Counselor Role; Counselor Training; Disabilities; Elementary Education; School Counseling; School Counselors; Special Needs Students; Surveys.


Policies hailing lifelong learning in the so-called New Economy promote equitable knowledge work & work-related learning opportunities for all. Gender is hardly mentioned in these discourses; some might assume gender is "resolved" in a new economy emphasizing entrepreneurism, technology, knowledge creation, & continuous learning. However, a closer look reveals that gendered inequity persists both in access to & experience of these learning opportunities. Indeed, familiar issues of women, work, & learning are exacerbated in the changing contexts & designs of work comprising the so-called New Economy. This is argued in the frame of Canada's most recent policies on work & learning, drawing from contemporary Canadian studies & statistics to underline the point. Current provisions for girls' & women's vocational education in Canada are assessed in light of these issues, focusing on particular learning needs of girls & gendered issues they face in entering the labor market of the New Economy. To move beyond a critical analysis & outline a possible way forward, four directions for change are suggested: more gender-sensitive career education for girls; sponsored vocational education for women; management education in gendered issues arising in the changing economy; & critical vocational education in both schools & workplaces.

KEY WORDS: Canada; Women's Education; Vocational Education; Education Work Relationship; Educational Policy; Educational Opportunities; Economic Change; Labor Market.


Examines how negotiating local control of schooling can be an effective force of resistance against the market-economy paradigm of education, describing the policies of the popular administration in Porto Alegre, Brazil. Focuses on the Citizen School, "which provides quality education to impoverished people." Also examines proposals that are explicitly designed to radically change both the municipal schools and the relationship between communities, the state, and education.

KEY WORDS: Citizenship Education; Democracy; Educational Change; Educational Policy; Elementary/Secondary Education; Foreign Countries; Governance; Politics of Education; Poverty; Social Change; Work and Learning.


This book is a collection of essays that develops a poststructuralist Marxian conception of class in order to theorize the complex contemporary economic terrain. Both building upon and reconsidering a tradition that Stephen Resnick and Richard Wolff—two of this volume’s editors—began in the late 1980s with their groundbreaking work Knowledge and Class, contributors aim to correct previous research that has largely failed to place class as a central theme in economic analysis. Suggesting the possibility of a new politics of the economy, the collection as a whole focuses on the diversity and contingency of economic relations and processes. Investigating a wide range of cases, the essays illuminate, for instance, the organizational and cultural means by which unmeasured surpluses-labor that occurs outside the formal workplace, such as domestic work-are distributed and put to use. Editors Resnick and Wolff, along with J. K. Gibson-Graham, bring theoretical essays together with those that apply their vision to topics ranging from the Iranian Revolution to sharecropping in the Mississippi Delta to the struggle over the ownership of teaching materials at a liberal arts college. Rather than understanding class as an element of an overarching capitalist social structure, the contributors—from radical and cultural economists to social scientists—define class in terms of diverse and ongoing processes of producing, appropriating, and distributing surplus labor and view class identities as multiple, changing, and interacting with other aspects of identity in contingent and unpredictable ways.

KEY WORDS: Poststructuralism; Class Analysis; Marxism; Political Economy.


Critical and feminist analyses illustrate how the marketplace has influenced lifelong learning discourses to emphasize competition and individualism. Justice, equity, and critical thinking are suppressed when the marketplace prevails in education.

KEY WORDS: Competition; Critical Theory; Discourse Analysis; Economic Factors; Equal Education; Individualism; Lifelong Learning; Role of Education.


This article distinguishes social capital from societal cohesion and argues that education
acts in different ways for each. The article goes on to develop a distributional model showing the relationship between equality of educational outcomes and various measures of social cohesion. A discussion of theories explaining country trends and variations in educational inequality and social inheritance in education is also presented.

KEY WORDS: Adult Literacy; Comparative Analysis; Comparative Education; Cultural Pluralism; Educational Policy; Equal Education; Foreign Countries; Global Approach; Learning Processes; Life Style; Secondary Education; Social Capital; Social Integration; Socialization.


This document contains 41 plenary papers, speeches, papers, abstracts, and workshop presentations from a conference on continuing education, lifelong learning, equity, and inclusion in further education (FE) and higher education (HE). Some papers contain substantial bibliographies.

KEY WORDS: Access to Education; Adjustment (to Environment); Adult Learning; Articulation (Education); Case Studies; Change Agents; Community Education; Continuing Education; Corporate Education; Disabilities; Distance Education; Education Work Relationship; Educational Change; Educational Needs; Educational Policy; Educational Technology; Equal Education; Ethnic Groups; Experiential Learning; Foreign Countries; Inclusive Schools; Individual Development; Lifelong Learning; Mainstreaming; Minority Groups; Needs Assessment; Open Education; Parent School Relationship; Partnerships in Education; Postsecondary Education; Rural Education; School Business Relationship; Sex Differences; Social Integration; Staff Development; Student Educational Objectives; Technology Education.


This paper describes significant legal & policy system changes in America's 50-year crusade to curtail or eliminate racially segregated public school. In retrospection, a more forceful initial policy system stance regarding judicial enforcement may well have resulted in greater desegregation success. After 5 decades of judicial & operational compliance trial & error, American public schools presently appear almost as racially segregated as before the landmark case, *Brown v. Board of Education*. The modern-day cause of school segregation relates more with income & housing patterns than with explicit apartheid policies. Regardless of cause, however, even if something much closer to equal educational opportunity exists now than was true 50 years ago, there clearly is not anything close, nationally, to racial parity of educational achievement. Aware of the remaining achievement gap, this paper posits that it is time to reconsider past policies built almost exclusively around busing & achieving physical mixes of Black & White students. It is now time to rely on new strategies involving elevated expectations, explicit learning standards, notions of financial "adequacy," & effective accountability. In effect, it is time to measure racial policy progress by student success, not by transportation & school resource processes.

KEY WORDS: Educational Inequality; Racial Segregation; Educational Policy; Judicial Decisions; School Desegregation; United States of America.

D.W. Livingstone, M. Raykov, K. Pollock, F. Antonelli

Teaching about social stratification & social inequality is essential to any curriculum in sociology. Yet time and again students are not as excited about these courses as they are about others. In order to involve students in active learning, the author developed a course that used a variety of pedagogical strategies designed to provide experiential & service-learning situations to help students connect readings such as those by Marx, Olin Wright, & Davis & Moore with the situation of social class in contemporary US. Students were required to keep journals of their experiences to provide the data for this paper. Though there is considerable room for improvement, the data suggest that the teaching tools employed were successful in promoting a deeper level of learning around issues of inequality, particularly social class inequality, as it exists in the US.

**KEY WORDS:** Sociology; Education; Social Stratification; Social Inequality; Teaching Methods; United States of America.


Argued is that despite the rhetoric that surrounds lifelong learning, barriers to participation for working-class women are too often ignored or made invisible. From a critique of current policies and practices of lifelong learning, the article addresses the diversities of working-class women's multiple identities while considering some of the (apparent) wider benefits of learning for working-class women. Concluded is that many working-class women are trapped in a cycle of lifelong earning that centers on low-paid, low-status jobs. In a learning society driven by market forces based in inequalities of gender, race, & class, there is no political escape.

**KEY WORDS:** Adult Education; Women's Education; Females; Working Class.


This article examines the social class differences among students and its impact students' engagement with literacy practices in the classrooms. The article stresses that teachers must hear and validate stories of poverty as an effective strategy to gain class-specific understanding.

**KEY WORDS:** Social Differences; Poverty; Literacy Education; Social Class; Language Teachers; Teaching Methods; Relevance (Education).


As part of a special journal symposium on the George W. Bush administration's 2001 No Child Left Behind (NCLB) Act, the author argues that this legislation was implemented with poor funding & an even worse implementation plan. Most egregiously, NCLB is based on an insufficient understanding or complete contradiction of a large body of sociological & other research that has identified factors in schools & communities that impact the academic achievement of children from disadvantaged backgrounds. The NCLB provisions are examined & potential contributions that sociologists can make in its
implementation & evaluation are reviewed. Particular attention is paid to the ways that the social structure of inequality in the US shapes children's achievement, a fact that the NCLB's focus on test scores as a measure of school success ignores.

**KEY WORDS:** Academic Achievement; Educational Policy; Disadvantaged; Opportunity Structures; Learning; Schools; Achievement Tests; Sociological Research; Sociology; Education.


A study examined access and equity in vocational education and training (VET) in Australia for youth from different social and educational backgrounds using data from a program of national longitudinal surveys. Secondary VET participation was low; youth from lower socioeconomic backgrounds were more likely to enroll; and students were more likely to proceed to further studies in the postschool VET sector. Post-school education and training participation had grown, with substantially increased rates of entry to higher education for girls and to postschool VET for boys; higher education was the main destination for youth from higher status origins, VET for those from lower socioeconomic backgrounds and early school leavers; and rural youth were more likely to participate in VET. Apprenticeship continued to be male dominated; it was stronger among lower socioeconomic groups and was chosen by middle and low achievers. Traineeships were important for females. Technical and further education (TAFE) completion rates varied by course, rural or urban location, and level of schooling attained. Work-based findings showed younger employees received less formal and more informal training, and higher educational qualifications were associated with higher levels of training. Durations of unemployment were shorter and earnings higher for males with apprenticeship training or who participated in TAFE diploma courses; female higher education graduates had a substantial earnings advantage; and males with a TAFE diploma training or who completed apprenticeship had the highest average weekly earnings.

**KEY WORDS:** Academic Achievement; Access to Education; Apprenticeships; Educational Background; Educational Benefits; Educational Discrimination; Enrollment Influences; Enrollment Rate; Enrollment Trends; Equal Education; Foreign Countries; Geographic Location; Longitudinal Studies; Postsecondary Education; Secondary Education; Vocational Education; Youth; Australia.


This article analyses the value of the "No Child Left Behind Act of 2001" (H.R.1) which is intended to "close the achievement gap" among America's children. The main goals of the program are to increase standardized test scores, decrease student/teacher ratios, & improve the quality of teachers. Although well intentioned, the law is likely to fail because it is based on five questionable assumptions: (1) school attendance is valued by all individuals; (2) school practices significantly affect academic achievement; (3) cognitive skills are learned almost exclusively in school; (4) socioeconomic success is largely determined by the possession of cognitive skills; & (5) education creates opportunities.

**KEY WORDS:** United States of America; Educational Policy; Educational Reform; Theoretical Problems; Academic Achievement; Social Inequality; Income Inequality; Educational Opportunities; Social Influence.

This article uses a sociology teaching method that communicates the reality of social inequality through attention to everyday body language & proxemics. By using role playing & nonverbal exercises, students are reminded that power relations are an intimate & intuitive experience. Body language, as observed by Edward Sapir (1949), is "an elaborate & secret code that is written nowhere, known by none & understood by all." Body language maintains an intricate role in maintaining social order, through subtly communicating dominance, threat, & submission (Henley 1977). Along with assigned readings in body & social class, gender, & power, as part of a third-year sociology course called "Body & Society," developed by the author, the exercises offer a moving understanding of dominance & subordination in intimate relationships & in formal status hierarchies.

**KEY WORDS:** Sociology; Education; Nonverbal Communication; Social Inequality; Spatial Behavior; Power; Hierarchy; Role Playing; Teaching Methods.


Considering the cultural and economic positions of working-class men in the context of Merseyside, their attitudes towards education and the effects on their levels of participation in higher education. Taken from research into mature students in British universities, the author suggests that universities themselves need to change if they are to offer an image and environment that will appeal to the adult working class, and in particular the adult working-class male and the universities must reassess their "community" role.

**KEY WORDS:** Lifelong Learning; Males; Men; British University; Working-Class.


This article analyses the significance of participation in the educational work of the Landless People’s Movement of Brazil (MST), a social movement for agrarian reform that has established a network of schools in its communities. In contrast to the tokenist approaches of many government and supranational agencies, the MST’s view of participation is grounded in principles of radical democracy and social justice. The movement aims to enable the landless to participate fully as citizens in society and to be active in challenging and reformulating societal structures. Education in the MST is related to participation in two ways: first the education system itself is participatory, allowing the involvement of all stakeholders in planning, implementation and evaluation; second, education is a means by which landless people can develop the skills and knowledge to participate more effectively in the wider society. While there are certain areas, such as gender, where the MST is still developing an effective strategy, the movement demonstrates high levels of internal participatory equality, and has developed a pedagogy designed to enable transformatory participation in the political, economic and cultural spheres.

**KEY WORDS:** Work and Learning; Globalization; Class Struggle; Class Relations; Brazil; Education and State.

Examines literacy education for women in postrevolutionary Iran and whether it empowers women. Discusses seemingly contradictory roles demanded of Muslim women (traditional wife and mother plus social and political supporter of revolutionary ideology) and the role of literacy education in linking women to the sociopolitical network. Analyzes content of textbooks and reading materials in literacy classes.

**KEY WORDS:** Adult Basic Education; Content Analysis; Cultural Maintenance; Empowerment; Females; Foreign Countries; Islamic Culture; Literacy Education; Muslims; Propaganda; Sex Role; Textbook Content; Traditionalism; Women's Education; Iran.


Adult education in the United Kingdom is historically connected with working-class movements in the nineteenth century. Recently, with the popularity of postmodernism, social class has become a neglected concept among sociologists & adult educators. An increase in participation strategies has raised the number of adult students returning to education, many from the working class. This article examines the biographies of working-class learners to illustrate the continued centrality of class & class inequalities in the lives of adult learners. Biographies reveal how class inequalities confine learning in many ways, making it a risk; however, through the utilization of agency, education can also be transformative. Adult educators need to take note of the voices of working-class adult learners & challenge the structures, policy & practices in their institutions in order to improve the learning experiences as well as to reassert class in academic debates.

**KEY WORDS:** Adult Education; Learning; United Kingdom; Autobiographical Materials; Social Class; Working Class; Social Inequality.


A comparative study of the impact of violence on immigrant women's learning was conducted among immigrant women of two communities in the Toronto area: the Spanish-speaking community and the Kurds. The two authors of the study each worked with one of the communities in which they had knowledge of the language. An in-depth, non-structured, conversational interview was used with 14 women of each group in order to document the life histories of these women as they experienced them. The Spanish-speaking women also participated in a workshop wherein they focused on learning about the law. All the women had been involved in violence, whether the mostly-domestic violence that the Spanish-speaking women had experienced or the political violence in which the Kurdish women or their husbands, sons, and brothers had participated. The study, reported separately for each group, found that the experience of violence places stress on the women that impedes their learning. The study also found that learning should be viewed as larger than just the learning of content - it includes learning to trust and act on their own behalf and take charge of their own learning. Some of the recommendations of the study included having peer-oriented learning groups to teach women about the legal system and the provision of legal materials in their native languages.
KEY WORDS: Adult Basic Education; Adult Literacy; Anxiety; Battered Women; Cognitive Style; Developed Nations; Educational Attitudes; Fear; Females; Foreign Countries; Functional Literacy; Immigrants; Informal Education; Kurdish; Language of Instruction; Law Related Education; Laws; Learning Processes; Learning Strategies; Legal Problems; Literacy Education; Minority Groups; Peer Teaching; Personal Narratives; Refugees; Spanish Speaking; Stress Variables; Teaching Methods; Victims of Crime; Violence; War; Women’s Education; Kurds; Ontario (Toronto).


Discusses the benefits of an enlarged view of learning that emphasizes the abilities of the individual learner and the role of the teacher as partner in a joint educational process and includes informal acquisition of skills on-the-job. Argues that much is to be learned from popular educational movements in Latin America.

KEY WORDS: Case Studies; Conference Papers; Disadvantaged Youth; Education Work Relationship; Entrepreneurship; Foreign Countries; Informal Education; Inservice Education; Nonformal Education; On-the-Job Training Popular Education; Vocational Education; Latin America; Nicaragua.


A work-based learning initiative was examined in interviews and focus groups with 110 disaffected/at-risk British youth. Results show how configurations of networks and values at macro, meso, and micro levels enhance or constrain social learning and the ability to develop forms of cultural practice and social capital that aid school-to-work transition.

KEY WORDS: Adolescents; Cultural Influences; Disadvantaged Youth; Foreign Countries; High Risk Students; Networks; Postsecondary Education; Social Capital; Sociocultural Patterns; Student Development; United Kingdom; Work Based Learning; Work and Learning.


Analyzes the impact of neo-liberal corporate accountability on educational governance since the demise of professional accountability in the mid-1970s. Argues that corporate accountability is inappropriate for educational governance. Proposes an alternative model: democratic accountability.

KEY WORDS: Accountability; Democratic Values; Elementary/Secondary Education; Governance; Liberalism; Work and Learning.


Interviews with 209 Australian young people who chose not to complete secondary education reveal the complexity of this decision is based on their individual agency in constructing alternative lives. They resist credentialing, which poses an impediment rather than serves as an access mechanism.

The extent and manner in which youth's description of work reflects their location in the social structure is examined using face-to-face structured interview responses from 1,209 17-year-olds. In this paper, the authors show that social class is the primary organizing principle when youth look at their parents' work, whereas it is gender with respect to their own expected work. The fundamental cognitive principle when youth looks at parental occupations is an evaluative one, juxtaposing desirable with undesirable work characteristics. This evaluative opposition evaporates when youth contemplate their own future jobs, except among working-class boys, who are more likely to expect work with undesirable characteristics.


The introductory article to this special issue on sociocultural perspectives in special education focuses on sociocultural theory in the 21st century, especially cultural shifts as a function of history, demographic shifts, power shifts to such groups as non-government organizations, and the importance of assuring equal access to education for children with disabilities.


This study is an examination of family interdependence and its implications for academic adjustment among late adolescents and young adults in college (18 to 25 years). Survey data and university records were collected on 998 American youth with Asian Pacific, Latino, African/Afro-Caribbean, and European backgrounds. Results indicate that Asian Pacific Americans placed more importance on family interdependence than did European Americans. Across all pan-ethnic groups, youth with immigrant parents placed greater emphasis on family interdependence than did youth with U.S.-born parents. The study distinguished between family interdependence attitudes and behaviors and found that they had counteracting influences on academic adjustment: Family obligation attitudes contributed to greater academic motivation among youth from immigrant as compared with U.S.-born families, but greater behavioral demands detracted from achievement.

Changes in the welfare state in the last 20 years leading to the new social inequality are reviewed, using Mexico as a case. The new social inequality is the product of capitalist accumulation utilizing privatization & deregulation within a neoliberal perspective. Neoliberal policy introduced market logic into social services administered by the welfare state, so that the state is now in a position of serving only a limited population, with the consequent deterioration of the collective welfare. High levels of unemployment & underemployment have also led to new modes of social inequality. Contradictions between the logic of capital & the logic of state have reduced the capacity of the state to guarantee social rights. Poverty and limited access to basic services have serious negative effects on the excluded population, who are even criminalized for their role in the problem.

**KEY WORDS:** Neoliberalism; Mexico; Social Inequality; Privatization; Deregulation; Social Services; Welfare State; Social Closure.


Studies of physical education teacher training have already established that hegemonic forms of masculinity are reinforced and reproduced both in the hidden curriculum (Flintoff, 1997) and the informal student culture (Skelton, 1993). Given this, an important feminist concern is whether male PE teachers whose own masculine identities are anchored in their athletic prowess simply "teach" their young male charges to construct hegemonic forms of masculinity through PE and school sport and/or whether they necessarily marginalize and inferiorize female students. This paper provides a life history case study of a male PE teacher's role both in reproducing and challenging gendered norms in his capacity as coach of a schoolboy and schoolgirl Australian Rules football team.

**KEY WORDS:** High Schools; Masculinity; Hidden Curriculum; Physical Education Teachers; Gender Issues; Males; Foreign Countries; Sex Stereotypes; Sex Role; Teacher Influence; Women's Athletics.


This book is a collection of essays from Adult and Community Educators in Australia, New Zealand, England, Scotland, Canada, America and South Africa. There is a general belief here that democracy is about people consciously sharing power and that such deliberate choices to share power, draw on ideals and values of sharing with and including others. In modern life this generous and equitable stance has to be learned and re-learned against competing cultures of individualism and competition. Such learning needs more than logical argument. It occurs when powerful evocations of human equality and dignity capture the human imagination and move the heart. The work of this book is to pursue what needs to be done to generate suitable pre-dispositions for this unselfish sociable spirit to take root and grow. The book has five sections. The first concerns visions of democratic imagining: the second looks at predispositions for democratic imagining. The last three explore the educational work of imagining democracy in three learning arenas: community and work locations, higher and work-related education and schools.

**KEY WORDS:** Lifelong Learning; Australia; New Zealand; England; Scotland; Canada; America; South Africa; Democratic Values; Work; Higher Education.

Few concepts have been as central to sociology as "class" and yet class remains a perpetually contested idea. Sociologists not only disagree on how best to define the concept of class but on its general role in social theory and as well on its continued relevance to the sociological analysis of contemporary society. Some people understand that classes have largely dissolved in contemporary societies; others think class remains one of the fundamental forms of social inequality and social power. Some view class as a narrow economic phenomenon whilst others adopt an expansive conception that includes cultural dimensions as well as economic conditions. This book examines the theoretical foundations of six major perspectives of class with each chapter written by an expert in the field. It concludes with a conceptual map of these alternative approaches by posing the question: "If class is the answer, what is the question?"

**KEY WORDS:** Sociology of Work; Work and Learning; Class Analysis.


Data from the U.S. National Education Longitudinal Survey of 1988 (NELS: 88) is analyzed investigating macro-level effects on adolescent educational expectations. Consistent with hypotheses derived from the logic of life history theory, adolescents living in economically disadvantaged neighborhoods (i.e., high mortality contexts) are more likely to discount the value of intermediate or advanced levels of education (as reflected in expectations of future educational attainment) when compared with peers from more advantaged areas. Neighborhood influence is robust to individual and macro-level controls. Adjusting for the effects of familial SES, child achievement, parental support, and several aspects of the school environment, neighborhood context, an average of within-neighborhood familial SES scores remained the strongest macro-level influence on adolescent expectations. To assess whether adolescents with short educational time horizons are more likely to engage in behaviors that bring short term gain, data from the longitudinal component of NELS:88 are analyzed. Analysis of follow-up data indicate that adolescents who report low educational expectations in the eighth grade are more likely to later drop out of school, engage in risky sexual behavior, and begin reproducing when considered relative to peers with high educational expectations.

**KEY WORDS:** Educational Aspirations; Expectations; Socioeconomic Status.
Section 4.7
Work, Learning and the Labour Movement- Unions

This article provides a detailed case study of a nonunion steel company in England that adopted a comprehensive human resource management approach. Similar records of such workplaces identify benefits for employees, e.g., a perceived lack of need for union membership. A rather different picture is revealed here in a case where some gains for employees proved deceptive. The strategies taken by managers were geared toward attitudinal compliance, work intensification, & suppression of any counterbalancing trade union activity. Non-compliance was punished & management was exceptionally harsh on individuals who could not or would not fit in.

**KEY WORDS:** Unions; Human Relations Movement; Metal Industry; Management Styles; Personnel Policy; Compliance; England.


A study of 66 British participants at the beginning of and 2 years into labor education revealed that 80% had left school at age 16 and had negative schooling experiences. However, continual engagement in union activities and education, opportunities to see connections between work and learning activities, and the mutual reinforcement of these activities contributed to new perspectives on learning for these formerly disaffected adults.

**KEY WORDS:** Adult Education; Educational Experience; Enrollment Influences; Foreign Countries; Labor Education; Learning Motivation; Negative Attitudes; Participation.


Trade unions are frequently criticized for excluding women from skilled crafts by denying them training. This article examines this argument by estimating the retention & attrition probabilities of men & women in the joint union-management & the unilateral employer-sponsored apprenticeship programs. While men, on average, have higher retention & lower attrition rates than women, joint sponsorship raises women's graduation probability above (& lowers their quit probability below) those of men or women apprentices in unilateral programs.

**KEY WORDS:** Unions; Females; Job Training; Apprenticeships; Vocational Education; Attrition; United States of America.


Trade unions in the US have a track record of exclusionary behavior toward women & people of color who seek to enter the skilled trades via apprenticeship. This study evaluates this argument by comparing women's representation in apprenticeship programs organized with & without union participation. Using a national-level dataset on new apprentices over 1989-1995, it finds that women's share in training is higher in the
union programs & that this result holds for white women, black women, & Latinas. Moreover, compared to their respective shares in the labor force, black women are better represented among new apprentices than white women.

KEY WORDS: Unions; Working Women; Apprenticeships; Job Training; Affirmative Action; Black Americans; Latin American Cultural Groups; Whites; United States of America.


Used are individual-level data on registered apprenticeship for 10 largest construction occupations from 31 states in the U.S. to evaluate the variations in the entry and exit of women apprentices, overall and by race/ethnicity, over the 1995-2003 period. Examined are how women's are represented among new apprentices, and their attrition and retention rates varies with individual, training program, and occupational characteristics. Women's representation among new trainees is very low and deteriorating. Findings confirm previous findings based on data for the early 1990s that program sponsorship has significant impact on women's representation and retention. Women have better chances of joining the high-skill construction workforce if they enroll in union-contractor joint programs. Joint programs feature higher shares of women in the incoming classes and higher odds of graduation in comparison with the unilateral contractor programs. The union impact on shares of enrollees is the largest for Black women and the lowest for White women, while White women have higher completion rates than Latinas and Black women. In conclusion, union sponsorship enhances women's integration into the skilled trades, but it is not sufficient. Increasing participation of women in apprenticeship and skilled workforce requires major changes in policies, priorities, and behavior of contactors, unions, and the government to actively recruit women and improve working conditions at the construction site.

KEY WORDS: Economics; Minorities and Races; Non-labor Discrimination; Economics of Gender; Non-Labor Discrimination; Human Capital; Skills; Occupational Choice; Labor Productivity; Formal Training Programs; On-the-Job Training; Trade Unions; Apprenticeship Training; Skilled Trades; Women; Unions.


The increasing employment of contingent (non-tenure track) faculty in U.S. higher education has become one of the major issues in higher education since the 1970s. Higher levels of activism among the contingent faculty themselves has recently become a coordinated national movement. The rich literature on contingent faculty is largely from the point of view of administrators. Minimal published works have yet attempted to set forward a comprehensive national strategy for contingent faculty organization, though the discussion has begun. This PDE draws upon 2 decades of personal experience. Current statistical data bases and published studies, as well a personal experience, were consulted in order to create a map of the workforce nationally and in more detail for Metro Chicago. Personal interviews were conducted with organizers, covering nearly all of the relevant campaigns in the Chicago area over twenty years. Interview findings are reported and discussed. The core of this PDE is a strategic plan for a social action project, namely the organization of contingent faculty. Major considerations for a national strategic plan are then applied to the Chicago area in the form of a specific proposal, along with a brief local history. The main focus of the strategy is that the particular
characteristics of this workforce demand a unique combination of elements to make an effective strategy and to maximize the evident readiness of these workers for organization. The metro strategy, as it’s sometimes called, must include collective bargaining with individual employers, as well as broader organization. The author describes how the metro strategy might be applied to the over 16,000 contingent faculty in Chicago. The author adds to the recent literature on new strategies for union organizing by applying the emerging principles of member mobilization and decision-making, tactical and organizational flexibility and community alliances to the situation of one of the largest groups of contingent workers. It is hoped that the study can be applied usefully by organizers and organizational leaders.

**KEY WORDS:** College Faculty; Temporary Employment; Chicago, Illinois; Unionization; Labor Movements.


Using data for the years 1991-96 from the British Household Panel Survey, the authors investigate how union coverage affected work-related training & how the union-training link affected wages & wage growth for a sample of full-time men. Relative to noncovered workers, union-covered workers were more likely to receive training & also received more days of training. Among workers who received training, those with union coverage enjoyed greater returns to training & higher wage growth than did those without. While some of these results have been found in previous studies, others are new. The wage results, in particular, suggest a need for rethinking the conventional view that union wage formation in GB reduces the incentives to acquire work-related training.

**KEY WORDS:** Unions; Wages; Great Britain; Job Training; Workers.


Explores worker flexibility, through learning, union strategies, and resistance to learning issues of flexibility, learning, and quality are subject of much debate, negotiation, and conflict in the Canadian pulp and paper industry. A key bargaining issue for management has been to harness flexibility among the manual craft workers, to improve labour productivity. Within this context, workplace learning is not neutral or independent of day-to-day union-management relations: it is a contested issue. Learning new skills is viewed as a threat to job control and security and presents a paradox: learning new trade skills enhances individual workers' flexibility and employability but collectively weakens the union through job losses. Data were collected from pulp mills in British Columbia between 1996 and 1999 survey and qualitative data provides evidence that workers' resistance to learning is part of the contested arena of productivity and job control.

**KEY WORDS:** Trade Unions; Collective Bargaining; Workplace Learning.


Two UK business services companies are compared both to each other and to their common state-owned industry background in order to assess the implications of trade
union recognition and changed bargaining structure. Union recognition had been abandoned by one company under the agenda of ‘individualization’ and ‘personal contracts’ but retained by the other under the agenda of ‘partnership’. Changes in the level at which employment relationships are regulated occurred at both companies relative to their ancestral public enterprises. The similarity of the companies in terms of products, technologies and institutional history provides an approximation to a natural experiment. The evidence suggests only secondary effects from union presence upon operational attributes and economic performance, but major effects from the decentralization of employment relations, which formed part of a wider and more radical set of changes in the relevant markets, technologies, ownership structures and labour law.

**KEY WORDS:** Labor Unions; Unions Recognition; Union Presence; Bargaining; Institutional Relations; Great Britain.


This study examines how union organizational characteristics influence union behavior. This study starts with a criticism of Freeman and Medoff's theory of "the two faces of unionism." I show that union membership exclusion is related to union usurpation, i.e., union organizing drives. Organized labor's contradictory behavior (exclusionary behaviors undermining usurpationary activities) is argued to be a primary cause of union decline in the U.S. Union bureaucracy and unresponsive union leadership have been critical barriers to strengthening worker power and to enhancing class solidarity among the working class. The growth of union bureaucracy controlled by union leadership and the decline of union democracy by the rank-and-file weakened class solidarity among the working class and precipitated the withering of the labor movement. This model of union dual closure as a new paradigm for unionism provides an infrastructure for sociological theorizing in the analysis of organized labor's contradictory behavior. The conceptualization of union dual closure was mainly derived from a historical analysis from the mid-nineteenth century to the modern period. I found that there have existed two different types of union dual closure: positive union dual closure and negative union dual closure. This study applied these historical insights to develop a new model of the labor movement. Based on this theory building, I examined the reciprocal relationships between contemporary measures of exclusion and usurpation for the population of 111 U.S. national unions in 1990. Findings show that union democracy and rank-and-file participation greatly increase usurpationary activities. These results indicate that union democracy, rank-and-file internal voice, and the inclusion of all the levels of the working class are a catalyst for creating a robust labor movement. My analyses generally support the theory of negative union dual closure. In order to build a strong labor movement, it is ideal for all unions to pursue a collective voice-usurpation model, which is based on the theory of negative union dual closure. This implies that responsive union leadership and active rank-and-file involvement in union activities are essential and must develop further in order to revitalize the U.S. labor movement.

**KEY WORDS:** United States of America; Unions; Organizational Behavior; Unionization; Working Class; Labor Movements; Social Closure.


Employers have long turned to behavioral science for guidance on making their organizations more effective. Labor scholar Paul F. Clark believes union leaders should
also take advantage of the valuable discoveries made in this field, and he offers a straightforward account of how they can do so. Much of the behavioral science research relevant to unions relies on complex statistical analyses and is disseminated through scholarly journals. This clearly written book makes the findings of behavioral science accessible to those committed to building a stronger labor movement. It describes behavioral science's understanding of such topics as organizational commitment and member participation and suggests how this knowledge can best be applied to unions. Building More Effective Unions offers practical strategies unions can use to their advantage in a number of areas, including: Union participation -Organization and retention -Union orientation and socialization -Political action -Grievance procedures -Information and communications -Union image-building -Union culture -Union leadership The book features examples of how unions and their leaders have benefited from putting the principles of behavioral science into practice.

KEY WORDS: Labor Unions; United States; Labor Union Members; Attitudes; Organizing.


Private-sector collective bargaining in the United States is under siege. Many factors have contributed to this situation, including the development of global markets, a continuing antipathy toward unions by managers, and the declining effectiveness of strikes. This volume examines collective bargaining in eight major industries; airlines, automobile manufacturing, health care, hotels and casinos, newspaper publishing, professional sports, telecommunications, and trucking; to gain insight into the challenges the parties face and how they have responded to those challenges. The authors suggest that collective bargaining is evolving differently across the industries studied. While the forces constraining bargaining have not abated, changes in the global environment, including new security considerations, may create opportunities for unions. Across the industries, one thing is clear: private-sector collective bargaining is rapidly changing.

KEY WORDS: Industrial and Labor Relations; Unions; Labor Studies; Collective Bargaining; Private Sector.


For many years, US trade unions declined in density, organizing capacity, level of strike activity, & political effectiveness, a decline variously attributed to demographic factors, inaction by unions themselves, the state & legal system, globalization, neoliberalism, & the employer offensive that ended a labor-capital accord. The AFL-CIO (American Federation of Labor-Congress of Industrial Organization) New Voice leadership elected in 1995, headed by John Sweeney, seeks to reverse these trends & transform the labor movement. Innovative organizing, emphasizing the use of rank-&-file intensive tactics, substantially increases union success; variants include union building, immigrant organizing, feminist approaches, & industry-wide non-National Labor Relations Board organizing. The labor movement must also deal with participatory management or employee involvement programs, while experimenting with new forms, including occupational unionism, community organizing, & strengthened alliances with other social movements.

KEY WORDS: Unions; Membership; United States of America; Labor Relations; Labor Movements; Organizational Effectiveness; Organizational Development.

The U.S. labor movement may be on the verge of massive growth, according to Dan Clawson. He argues that unions don't grow slowly and incrementally, but rather in bursts. Even if the AFL-CIO could organize twice as many members per year as it now does, it would take thirty years to return to the levels of union membership that existed when Ronald Reagan was elected president. In contrast, labor membership more than quadrupled in the years from 1934 to 1945. For there to be a new upsurge, Clawson asserts, labor must fuse with social movements concerned with race, gender, and global justice. The new forms may create a labor movement that breaks down the boundaries between "union" and "community" or between work and family issues. Clawson finds that this is already happening in some parts of the labor movement: labor has endorsed global justice and opposed war in Iraq, student activists combat sweatshops, unions struggle for immigrant rights. Innovative campaigns of this sort, Clawson shows, create new strategies, determined by workers rather than union organizers, that redefine the very meaning of the labor movement. The Next Upsurge presents a range of examples from attempts to replace "macho" unions with more feminist models to campaigns linking labor and community issues and attempts to establish cross-border solidarity and a living wage.

**KEY WORDS:** Sociology; Industrial and Labor Relations; Labor Unions; Organizing; Social Movements; United States.


Papers included in this review of contemporary popular education and social movements in Scotland address issues related to adult education and learning; community education; consciousness and social movements as well as general issues related to educational policy and scientific methodology.

**KEY WORDS:** Adult Education; Adult Learning; Community Education; Consciousness Raising; Cultural Context; Cultural Differences; Democracy; Disabilities; Educational Change; Educational Objectives; Educational Theories; Educational Trends; Empowerment; Essays; Foreign Countries; Instruction; Labor Education; Minority Groups; Muslims; Politics of Education; Popular Education; Racial Discrimination; Religion; Social Action; Social Change; Teaching Methods; Trend Analysis; Unions; Women's Education; Latin America; Scotland; Social Movements.


These 28 essays recount popular education's history and its multiple uses in the labor movement today: to organize the unorganized, to develop new leaders and activists, and to strengthen labor and community alliances. They explore its other facets: theater and culture, economics education, workplace safety and health, and classroom use and address experiences from Canada and the United States (US)-Mexico border.

**KEY WORDS:** Activism; Adult Education; Collective Bargaining; Community Involvement; Consciousness Raising; Economics Education; Employer Employee Relationship; Empowerment; Labor Education; Labor Relations; Leadership Training; Literacy

A report to the TUC’s Promoting Trade Unionism Task Group, written by two distinguished research academics. This report is the first analysis of data from the British Workplace Representation and Participation Survey - the most extensive poll of workers and their attitudes to their job, trade unions and their employer, that has been conducted in the UK for many years. Presented to Congress 2001.

**KEY WORDS:** Labor unions; Great Britain; Industrial Relations; Management; Employee Participation; Works Councils.


Australian unions entered the national training reform agenda in the late 1980s, promising themselves a high-skill, high-wage economy in which lifetime learning was an integral part of paid employment. Here, data obtained via interviews with workers & trainers & national statistics indicate that the regulatory arrangements that the union movement used to realize these goals have instead been used to promote the marketization of vocational training, in which the business community has gained increased leverage over training design, delivery, & assessment. As a result, unions have seen one of their traditional strongholds - the male-dominated apprenticeship system - cut back, while training access remains sharply defined by class & gender. Unions now face questions of how best to participate in the training market in ways that promote union identity.

**KEY WORDS:** Vocational Education; Job Training; Unions; Australia; Business; Regulation; Markets; Commodification; Apprenticeships.


For years, unions in Anglo-American countries have suffered stagnant or declining memberships. They have experienced diminishing political and economic influence and many are going through crises in the representation of members. During the 1990s a number of unions and labour federations began to debate these problems, and as a result have experimented with a host of new ideas and practices aimed at rebuilding membership and restoring their political and economic strength.

Trade Unions in Renewal brings together a series of studies of union renewal from five different countries - the United States, Australia, New Zealand, the United Kingdom and Canada. Although unions in the five countries have all been influenced by recent debates surrounding the organizing model, several unions and the five national federations have charted their own course of renewal. These range from internal union democratization and membership mobilization to new partnership models with employers and governments.

The contributors to this volume are among the leading researchers and commentators on trade unionism in their countries. The introduction offers a rare comparative analysis of convergence and divergence in union renewal strategies across these five countries, while the separate chapters offer a penetrating, critical analysis of union renewal.
strategies and pose some difficult questions about the likely success of unions as they try to regroup.

**KEY WORDS:** Trade Unions; Renewal; United States; Australia; New Zealand; United Kingdom; Canada.


Low-wage workers in the United States face obstacles including racial and ethnic discrimination, a pervasive lack of wage enforcement, misclassification of their employment, and for some, their status as undocumented immigrants. In the past, political parties, unions, and fraternal and mutual-aid societies served as important vehicles for workers who hoped to achieve political and economic integration. As these traditional civic institutions have weakened, low-wage workers must seek new structures for mutual support. Worker centers are among the institutions to which workers turn as they strive to build vibrant communities and attain economic and political visibility. Community-based worker centers help low-wage workers gain access to social services; advocate for their own civil and human rights; and organize to improve wages, working conditions, neighborhoods, and public schools. In this path-breaking book, Janice Fine identifies 137 worker centers in more than eighty cities, suburbs, and rural areas in thirty-one states. These centers, which attract workers in industries that are difficult to organize, have emerged as especially useful components of any program intended to assist immigrants and low-wage workers of color. Worker centers serve not only as organizing laboratories but also as places where immigrants and other low-wage workers can participate in civil society, tell their stories to the larger community, resist racism and anti-immigrant sentiment, and work to improve their political and economic standing.

**KEY WORDS:** Sociology; Industrial and Labor Relations; Political Science; United States; Canada; Alien Labor; Immigrants Services; Employment Agencies; Community Centers; Community Organization; United States.


A review of labor education in Britain examines the role of expert systems and an environment characterized by risk and reflexivity. Concludes that union education is hampered by the emphasis in lifelong learning rhetoric and policy on individuals and full-time, younger learners as well as by employer reluctance to participate.

**KEY WORDS:** Foreign Countries; Labor Education; Lifelong Learning; Modernization; Public Policy; Unions; United Kingdom.


Argues that trade union education has tended to mirror the wider fortunes and complexities both within the particular union (or unions) and within the wider socio-economic environment. The present period is, arguably, one such "moment" where the conceptions and practices informing trade union education are strongly informed by wider societal considerations. This paper examines this "moment".

**KEY WORDS:** Trade Unions; Education; Workplace Learning.

Recent policy developments have involved adult educators and unions in work-related learning. However, an uncritical analysis of learning in the workplace risks aligning these activities with new forms of oppression and managerial control.

**KEY WORDS:** Adult Education; Employee Attitudes; Lifelong Learning; Public Policy; Research and Development; Unions.


New research into the political attitudes and behaviours of union activists challenges traditional beliefs about the prospects for politicizing unionists in Canada. This study of union activists in Alberta finds two significant results. First union activists are more politically active than the average Canadian. This challenges conventional wisdom about union activists. Second, unions can play a direct and important role in fostering political participation among their activists, a finding that has the potential to extend to the general membership. However, to be effective in mobilizing unionists politically, unions need to approach the project differently than they do at present. It is a project of action, not words, and it must be grounded in the lived experience of union workers. In particular, perceptions of class play a central role in shaping the political decisions of unionists. Relational articulations of class lead to political mobilization, and thus union actions must reflect the lived experience of being working class in Canada.

**KEY WORDS:** Unions; Activism; Political Mobilization; Alberta; Canada; Labour Movement; Work and Learning.


Drawing on case study evidence from the automotive, steel, & glassmaking industries, this article examines the role played by the national union in shaping local unions' abilities to develop & sustain the capabilities critical to managing ongoing workplace restructuring. The author presents evidence suggesting the importance of five national union characteristics. These characteristics are the breadth of the national union's representational coverage; the extent of its education & training focus on new workplace issues; the resources it devotes to research on the implications of new workplace practices; the presence of multiple communication channels; & its structuring of local union representation.

**KEY WORDS:** Manufacturing Industries; Unions; Workplaces; Organizational Change; Employment Changes.


U.S. pension funds are now worth more than $7 trillion, and many people believe that the most important task for the labor movement is to harness their share of this capital and develop strategies that will help, rather than hurt, workers and unions. Working Capital challenges money managers and today's labor movement by asking how workers' hard-
earned savings can be put to use in socially and economically progressive ways. Responsible management of pensions will create greater growth and prosperity in America, and the authors of Working Capital show that the long-term interests of pension plan beneficiaries are well served through a "worker-owners" view of the economy. This book builds on the work of the Heartland Forum supported by the United Steelworkers of America, the AFL-CIO’s Center for Working Capital, and several foundations, including the Ford Foundation and the Rockefeller Foundation, to draw together the wisdom of a number of experts on labor's next best moves in the pension market.

KEY WORDS: Pension Trusts; Investments; United States; Labor Unions; Economics & Finance; Industrial and Labor Relations.


After many years of indifferent decline, trade union membership is now being revitalized; strategies known as “union organizing” are being used to recruit and re-energize unions around the globe. This book considers exactly how trade unions are working to do this and provides a much-needed evaluation of these rebuilding strategies. By comparing historical and contemporary case studies to assess the impact of various organizing campaigns, this book assesses the progress of unions across Europe and America. It raises key debates about the organizing culture and considers the impact of recent union recognition laws on employers and the government's Fairness at Work policy. A topical and in-depth study into the experiences of trade unions across Europe and America, this is a comprehensive and thought provoking book which is essential reading for those in the industrial relations field.

KEY WORDS: Labor Unions; United States; Great Britain.


The questions of what and how working people learn about labor organization and activity in Canada were explored through a review of available literature and face-to-face interviews with more than 30 education officers and union leaders. Unions continue to be the principal source of labor education. Of the many courses and educational experiences that unions offer their membership, steward-training courses tend to be the best developed and documented. However, steward-training courses constitute only a small portion of the labor education that is currently being made available to trade union members and staff. Many unions are offering a sophisticated and integrated educational experience that is allowing union members to learn a variety of skills and knowledge that could be recognized by the formal education system. Special events and schools range from modest 1-day affairs to week-long functions. The measure of the various courses/programs is their success in preparing union members and activists to deal with the concrete demands they face in the workplace, their union, and their community. Some unions insist that labor education be provided primarily by rank-and-file members, others deliver courses through an educational officer, and yet others have "specialists" deliver courses.

KEY WORDS: Adult Education; Educational Needs; Educational Opportunities; Educational Practices; Educational Quality; Educational Supply; Educational Trends; Employee Attitudes; Employees; Information Sources; Labor Demands; Labor Education; Needs Assessment; Nonformal Education; Participation; Training; Union Members; Unions.

British labor-force survey data indicated that the probability of receiving training and the amount of training received were substantially higher in unionized workplaces.

**KEY WORDS:** Employment Practices; Foreign Countries; On-the-Job Training; Unions.


The White House and congressional conservatives has decided to make the approaching four years memorable, and it is easy to miss some of their less conspicuous exploits. Many of those have taken place at the National Labor Relations Board, which has issued multiple decisions that are costing millions of Americans their best chance to join the middle class. A fast growing contingent workforce could benefit from labor and management partnerships, but the NLRB stands in the way.

**KEY WORDS:** Workforce; Labor Relations; Temporary Employment; Labor Unions; United States; US; National Labor Relations Board; NLRB.


A growing interest in methods that trade unions can use to organize and represent the substantial proportion of the workforce engaged in "contingent work." Examined are trade union representation of self-employed freelances in the UK. Empirical material is given from case studies of the media and entertainment unions, with their long history of representing freelances, and more recently established unions representing freelance tour guides, interpreters, and translators. Analysis suggest that there is a distinctive form of freelance unionism in the UK which is distinguished by organizing and representing workers in the external labour market where they seek work and develop a mobile career. This orientation "beyond the enterprise" distinguishes freelance unionism from the dominant form of unionism in Britain.

**KEY WORDS:** Entertainment Industry; Freelance; Labor Unions; Studies; Recreation; Western Europe; Experimental/Theoretical; Labor Relations; United Kingdom.


How can trade unions make sense of social partnership? What are the implications of partnership for union renewal? This volume takes an international perspective to explore these issues based on an ongoing dialogue between researchers and union practitioners in eight countries. The authors develop the metaphors “boxing” and “dancing” to denote contrasting strategic choices to the employment relationship, yet argue that neither approach alone can offer an exclusive trajectory for union development. The authors conclude by identifying lessons for union renewal.

**KEY WORDS:** Unionization; Labour Economics; Industrial Relations.

For twenty years now, it has been common to refer to a crisis of trade unionism. What the future holds for labour movements – or indeed, whether they even have a future – seems increasingly uncertain. For many trade unionists as well as academics, unions in most countries appear as victims of external forces outside their control, and often also of their own conservative inertia. However, unions hold the capacity to shape their own future. In all countries, they possess powerful traditions and inherited structures; these all too frequently constitute a straitjacket, but can also provide a resource for creative initiative.

**KEY WORDS:** Unions; Labour; Globalization.


This original and timely book focuses on critical issues surrounding work and labour in Canada. It is an ideal text for sociology of work courses, which often integrate labour, industry, and the global economy from a Canadian perspective. This book will also be relevant to a wide range of courses in Labour Studies and Industrial Relations programs across Canada. Outside of the academy, policy makers and labour activists will be keenly interested in this new book.

The thesis is change. Work and Labour in Canada examines changes in the labour market, and in workplaces, with a strong empirical component based upon recent Statistics Canada data. The chapters are tailored to an undergraduate audience. They are masterfully written from a labour perspective - that is, concerned with the impacts of changes on workers - but also written on the basis of empirical evidence with supporting summaries of the academic research literature.

**KEY WORDS:** Work; Labour; Canada; Sociology of Work; Labour Studies; Industrial Relations; Employment Policy; Workplace Change; Labour Market.


Building on the study of innovation in American national unions, this article specifies & tests a model of the determinants of innovation in Australian trade unions. The results generally support the principal Delaney, Jarley, & Fiorito (1996) finding that the degree of union innovative activity is positively associated with rationalization & size - an indicator of resource availability. Several contrasts between the Australian & American findings are also noted & discussed.

**KEY WORDS:** Innovations; Unions; Australia; United States of America; Rationalization; Organization Size.


This book suggests that teachers and teacher unions should take the lead in making changes to promote educational quality and prepare students for the 21st century, where knowledge rather than industry will be the organizing principle. Part 1, "A Call to Action," describes how American society is changing and how these shifts necessitate the transformation of American education. It discusses educational challenges and what teachers and unions can do to deal with the challenges. Part 2, "A Commitment to
Quality," explores the role that teachers and unions must take in bringing about educational change, discussing how to improve the craft of teaching, upgrade educational standards, and evaluate the work of peers. Part 3, "Organizing Around Transforming Schools," lays out a proposal for how unions can organize around a primary commitment to improving education. It discusses new contracting strategies, hiring and rewarding teachers, creating more career flexibility for teachers, and what teachers can do now to begin the process of change.

KEY WORDS: Change Strategies; Educational Change; Educational Improvement; Educational Quality; Elementary/Secondary Education; Peer Evaluation; Public Education; Standards; Teacher Associations; Teacher Competencies; Teacher Evaluation; Teacher Role; Teachers; Unions.


Unions have a substantial impact on the compensation and work lives of both unionized and nonunionized workers. This report presents current data on unions’ effect on wages, fringe benefits, total compensation, pay inequality, and workplace protections.

KEY WORDS: Unions; Compensations; Work Lives; Unionized Workers; Nonunionized Workers; Wages; Fringe Benefits; Pay Inequality; Workplace Protections.


This paper surveys the economic literature on the impact of trade unions on innovation. There are many theoretical routes through which unions may have an effect on innovation, for example through their effects on relative factor prices, profitability and their attitudes towards the introduction of new technology. Recent theoretical work has focused on the possibility that trade unions will “hold up” firms by expropriating sunk R&D (research and development) investments through demanding higher rewards. The hold up problem may be mitigated (or exacerbated) by strategic incentives to compete in R&D races. In an attempt to resolve the theoretical ambiguity we focus on surveying recent micro-econometric results in the areas of R&D, innovation, technological diffusion and productivity growth. North American results find consistently strong and negative impacts of unions on R&D. By contrast, European studies (mainly in the UK) generally do not uncover negative effects of unions on R&D. There is no consensus of the effects of unions on our other main measures: technological diffusion, innovation or productivity growth even in the North American studies. These cross-country differences in the R&D impact of unions could represent either unsolved econometric problems or genuine institutional differences between nations in union attitudes and ability to bargain. We suspect the latter is the main reason.

KEY WORDS: Labor Unions; Technological Innovations; Research; Industrial Relations.


In order to recruit new members on a scale that would be required to significantly rebuild union power, unions must fundamentally alter their internal organizational practices. This means creating more organizer positions on the staff; developing programs to teach current members how to handle the tasks involved in resolving shop-floor grievances;
and building programs that train members to participate fully in the work of external organizing. Such a reorientation entails redefining the very meaning of union membership from a relatively passive stance toward one of continuous active engagement.

**KEY WORDS:** Sociology; Labor Industrial; Labor Relations.


Addresses the concepts of modernization and risk society in relation to trade unions. Discusses the role of unions in education and training. Argues the need for a coherent union strategy regarding education and places the discussion within the context of globalization.

**KEY WORDS:** Foreign Countries; Labor Education; Lifelong Learning; Modernization; Unions; Global Economy; United Kingdom.


Analysis of British government, employer, and union policies on lifelong learning reveals different emphases. A case study of a union-sponsored workplace basic skills program illustrates the competing agendas of competitiveness, equality, and union organizing. The role of further research to influence policy and practice was emphasized.

**KEY WORDS:** Basic Skills; Foreign Countries; Labor Education; Labor Relations; Lifelong Learning; Public Policy; Unions; United Kingdom.


The findings of two major research projects examining the tensions between employees’ lives at and outside of work are discussed. Both studies were based on large scale survey data and focus group discussions in finance and education sectors. In spite of improved flexible working provisions and policies in both industries, balancing work and family is becoming more difficult. Work intensification, restructure and pressure to work longer hours combined with uncooperative management attitudes towards employee use of entitlements, even when good provisions exist, exacerbate the difficulties. Employee ignorance of entitlements also exists. Strategies to combat these problems, such as legislative action to provide for citizenship rights, are canvassed.

**KEY WORDS:** Finance Sector Union; Australian Education; Union; Work; Life; Flexible Entitlements; Paid Maternity Leave; Family Leave; Part-Time Work; Job-Sharing; Working Day; Working Hours; Work Intensification.


Based on a review & comparison of recent developments in organizing, collective bargaining, & political action, this paper considers the potential for union revival in Canada & the US. Although unions have devoted considerable energy & resources to new initiatives, the overall evidence leads us to generally pessimistic conclusions. The level & direction of union density rates indicates the two labor movements lack the
institutional frameworks & public policies to achieve sustained revival. Significant gains in union membership & density levels will require nothing less than a paradigm shift in the industrial relations systems: a broadening of the scope & depth of membership recruitment, workplace representation, & political activities.

**KEY WORDS:** Unions; Labor Movements; United States of America; Unionization; Collective Bargaining; Political Action; Canada.


The last two decades of the twentieth century were a tumultuous time of innovation for business and labor. Perhaps the boldest and most far-reaching experiment in industry was the creation of the Saturn Corporation. Working together as partners, the UAW and General Motors built a new small car in Spring Hill, Tennessee, with American suppliers and American workers. Saturn's locally designed manufacturing system featured self-directed teams and the integration of union representatives into management's strategic and operational decision-making processes. Saul A. Rubinstein and Thomas A. Kochan have followed the Saturn story since its beginning in 1983. Through surveys as well as hundreds of interviews with company managers, union representatives, and employees, and with leaders of GM and the UAW, they trace the history of, and the lessons to be learned from, this "Different Kind of Company." The Saturn experiment embodied a new concept of labor-management relations, management, and organizational governance. Has it been a success or a failure? Is it relevant in the current industrial environment? What effect has it had on GM and the UAW? The authors resist overly simplistic conclusions; Saturn's strengths and limitations must be fairly assessed before the company's experience can provide lessons on the future of unions, labor-management relations, work organization, and corporate governance.

**KEY WORDS:** Saturn Corporation; Automobile Industry; Trade Unions; United States; Management; Employee Participation; International Union; United Automobile Workers of America (CIO); Economics & Finance; Industrial and Labor Relations; Business Management; Human Resources.


Analysis of 18 worker education programs in several countries found that constraints of neoliberal globalization (funding, university-union relations, lack of grassroots outreach) outweigh enablers (commitment, technology, political changes, increased consciousness). Although constraints hamper union challenges to transnational corporations, the potential for a golden age of worker education exists.

**KEY WORDS:** Adult Education; Corporations; Foreign Countries; Labor Education; Unions; Globalization; Neoliberalism.


Analysis of 10 worker education programs indicated that their responses to globalization ranged from accommodation to transformative learning. There was no consensus on
whose interests were served by globalization. Some programs promoted international solidarity, which can challenge the dominance of neoliberalism. The disunified provision of worker education hampers this effort.

**KEY WORDS**: Adult Education; Course Content; Foreign Countries; Labor Education; Unions; Globalization; Multinational Corporations; Neoliberalism.


A case study of Canada's telecommunications industry found the union engaged in education and research that helped build the potential for workplace democracy. However, scarce resources for these activities and management concerns about worker empowerment constrained progressive change.

**KEY WORDS**: Democracy; Foreign Countries; Labor Education; Labor Relations; Organizational Change; Telecommunications; Unions; Workplace Learning.


A study explored informal learning in relation to online communications and working class people's use of computers as a socially situated practice rooted in collective, communal relationships. It drew on analysis of online learning workshop participation in specially initiated sessions among Canadian labor activist/educators. Findings were based on analysis of interview and survey data and content and interaction analysis of online postings. Survey data indicated participants had computer literacy levels exceeding those of the general population; the majority had access to home and/or workplace computers for workshop participation; and communication with participants and non-participants beyond the formal structure of the workshop was crucial. Interviews showed a better understanding was needed of the dynamics of informal learning in virtual space; key barriers to online learning among activist/educators were resources, time, distance, and extensive reading and writing requirements; and a less obvious barrier concerned "communication literacy," a basic appreciation of the mechanics of interaction, turn-taking, and explicit framing and re-framing of the situation. Strong evidence suggested online learning could be a valuable addition to the labor movement's education/communication capacity, an important part of which revolved around recognition of informal learning, tacit dimensions of participation, broader context of participants' lives, and linkages between the online and offline worlds.

**KEY WORDS**: Activism; Adult Education; Communication Skills; Computer Assisted Instruction; Computer Attitudes; Computer Literacy; Developed Nations; Educational Research; Foreign Countries; Informal Education; Interaction; Labor Education; Online Courses; Online Systems; Telecommunications; Unions; Working Class; Workshops.


Findings from qualitative & quantitative research in Canada are combined to explore the links between adult participation in progressive trade unionism & patterns of learning. Progressive trade unionism is defined partially by an organization's commitment to member education & the effective "buffering' of supervisory discipline within the labor
process. With a focus on computer learning specifically, the data suggest that involvement in such organizations & community formations encourages different subjective appreciation for learning & education, more effective informal learning practice, as well as greater access to material resources & greater involvement in formalized courses. Informal learning networks among manufacturing workers are described comparatively. Central to this effect is the formation of a proletarian public sphere articulated by culturally & materially stable forms of class-based community.

**KEY WORDS:** Unionization; Adult Education; Learning; Computers; Industrial Workers; Ontario.


Labour education is one of the most important forms of adult education, and in many countries it attracts more participants than any other form of non-vocational adult education. But it is also a field that is often under-reported in discussions about adult learning, labour relations or generally in discussions about the role of unions in society.

With contributions from eight different countries, this is the first book to offer international and comparative perspectives on labour education. It provides context, discusses issues and examples, and reports on new initiatives, programming and courses. The authors are leading labour and adult educators and all have union and labour relations backgrounds.

This book will be of special interest to labour educators, union officials and members; and those working in the field of industrial relations and applied economics. Students of adult education will draw from it a deeper understanding of the contribution of labour education and the role it will continue to play in the twenty-first century.

**KEY WORDS:** Labor Unions; Labour Education; Adult Education; Globalization.


Over 100,000 Canadian workers participate annually in educational programs conducted by their union or the broader labour organizations to which their union belongs. Union-based education is the most significant nonvocational education available to working people. This activity has been going on for decades, and Jeffery Taylor's Union Learning: Canadian Labour Education in the Twentieth Century is the first comprehensive history of it.

Union Learning chronicles the rise and decline of the Workers' Educational Association, the development of internal union educational programs, the consolidation of the Canadian Labour Congress's educational system after 1956, the origin and growth of the Labour College of Canada, and the patchy history of university and college involvement in labour education. Taylor argues that a new emphasis on broad-based and activist education today promises to rekindle the sense of an educational movement that was present in the labour movement in the 1930s and 1940s.

**KEY WORDS:** Labor Unions; Education; Canada; History; Working Class.

From 1950 to 1980, labor markets grew increasingly organized in advanced industrial societies. Union membership in most countries expanded at a faster rate than the labor force, centralized wage setting became more common, and union members became increasingly concentrated in a small number of large unions. From 1980 to 1992, however, union density fell on average, and centralized wage setting became rare. Only union concentration increased in the 1980s. Existing theories of union organization and collective bargaining institutions largely explain both the trends over time and much of the cross-national variation from 1950 to 1980, but they fail to account for the dramatic declines in union strength that some (but not all) countries have experienced since 1980.

KEY WORDS: Unions; Labour; Globalization.


The British trade union movement is at a cross-roads and this fellowship research seeks to map current and future developments. After two decades of decline British unions are refocusing on organising, seeking workplace renewal through local activism and/or partnership agreements with employers. Taking a geographical perspective, this research will explore the extent to which these new developments vary across Britain and the implications this has for the trade union movement, employers and the national economy. Moreover, by undertaking qualitative research into union renewal in particular places, this fellowship will look at the degree to which new unionism and partnership complement and/or contradict one another in practice. The British trade unions have recognised the need to change their cultures and structures of organisation if they are to survive into the next millennium: this research is designed to chart their progress in this endeavour.

KEY WORDS: Trade Union; British Trade Union Movement; Union Renewal; Activism; Partnership; Employers; Geographical Perspective.


The Chicago-area Building Bridges Project is a cooperative effort involving construction trades unions, churches in minority communities, & the Chicago Interfaith Committee. Goals of the project are to increase awareness of union apprenticeship programs in minority communities, broaden access to those programs, & organize construction work in these same communities. This study focuses on the experience of graduates of the Building Bridges Project preapprenticeship class as they apply to apprenticeship programs. It reports the ongoing negotiations among partners in the project as they identify, explain, &, in some cases, address factors that emerge as barriers to access to those programs. It argues that the key factor in the success of the project is that it is guided by the primary goal of organizing.

KEY WORDS: Chicago, Illinois; Apprenticeships; Minority Groups; Unions; Community Involvement; Access; Outreach Programs; Graduates; Construction Industry.

How do the policies & practices of rival workers' organizations affect the level of racial inequality under advanced capitalism? This article addresses this theoretical question by assessing how the interracial unions of the Congress of Industrial Organizations, as opposed to the racially exclusionist affiliates of the American Federation of Labor, affected the level of employment equality between black & white workers during the 1940s. The study finds that in the 37 non-southern states, & especially in the 15 highly unionized states, the stronger the CIO unions were, the more equal were the reductions in the unemployment rates of white & black workers, 1940-1950.

**KEY WORDS:** Unions; Unemployment Rates; Black White Differences; Social Inequality; Working Class; United States of America; Black White Relations.
Section 4.8
School-to-Work Transitions

Interviews with 139 secondary teachers, 60 students, and 32 employers showed that employers provided work experience for public relations and recruitment purposes. Teachers felt students developed skills and experience of the world of work. Students gained skills and information and were able to sample jobs. Distinctions between structural and attitudinal limitations on work experience were identified.

**KEY WORDS:** Economic Change; Foreign Countries; Secondary Education; Skill Development; Student Employment; Work Experience; England.


Unemployment and labour market adjustment have featured prominently in the problems of transitional economies. However, the position of young people and their transitions from school to work in these new market economies has been virtually ignored. This paper examines a new large longitudinal data set relating to young people in Hungary over the period 1994-98. Using data on each individual's labour market state over 4 years we estimate a panel econometric model that explicitly allows for duration dependence and individual unobserved heterogeneity to capture the diversity of initial conditions faced by these young people in the labour market. In modeling the education and employment decisions in the transition from school to work we find strong evidence of the importance of individuals making good initial career decisions and an enduring effect of academic achievement on labour market and education outcomes.

**KEY WORDS:** Foreign Countries; Young Adults; Youth Employment; Unemployment; Labor Market; Education Work Relationship; Academic Achievement; Longitudinal Studies.


Argues that while the special June 1999 issue of "The Career Development Quarterly" that dealt with school-to-work transitions was an admirable attempt to link theory to practice, both the theories used and practices suggested failed to take into account the special concerns of cultural minorities. Provides suggestions for improving theory and practice to make them more culturally sensitive.

**KEY WORDS:** Career Development; Culturally Relevant Education; Education Work Relationship; Minority Groups; Student Needs; Theory Practice Relationship.


In this paper, responses from more than 1,100 Portuguese doctoral students and Ph.D. graduates in science and technology indicated that 79% preferred jobs in academia; 70% wanted primarily research and development (R&D), but only 45% wanted industrial R&D.
They generally feel overqualified for most jobs in industry and anticipate a difficult adjustment to that environment.

**KEY WORDS:** Doctoral Degrees; Education Work Relationship; Foreign Countries; Industry; Occupational Aspiration; Research and Development; Scientists; Vocational Adjustment.


This article presents findings from a comparative study that examined English & Irish adolescents’ transition from school to work. The article presents an overview of the context in which the study was performed, emphasizing the fluctuations in the Irish & English labor markets since the mid-1980s & their effects upon employment patterns for Irish & English young people. Data collected from the English & Irish Labour Force Surveys from 1988 through 1997 were analyzed to illustrate the school-to-work transition of young people in both nations; in addition, interviews (N = 46 total) with personnel directors, employer & employee representatives, youth organizers, & policy officials were conducted. The study revealed that high levels of English & Irish students are remaining in post-compulsory education; however, a substantially larger percentage of English students ages 16-19 were attending school full time while maintaining full-time jobs. It is concluded that young people who have left the educational system early in either nation should return to school in order to take advantage of new developments in both labor markets.

**KEY WORDS:** England; Ireland; Life Stage Transitions; Labor Market; Adolescents; Youth Employment; Education Work Relationship; Work and Learning.


This article is based upon research which examined the youth labour market in Cumbria, a predominantly rural labour market located in north-west England. It argues that individual and structural considerations must be extended to incorporate employer behaviour and attitudes towards young men and women. Employers' assessment of young people's skills; their willingness to consider both young males and females for jobs; and the extent to which they are prepared through education/training to address skill gaps and/or enhance career opportunities, can have significant implications for young people's labour market opportunities. While these issues affect all young people, those living in restricted rural labour markets can face particular difficulties. Those who have poor social networks are at risk of marginalisation and/or exclusion because rural employers rely almost exclusively upon local labour that is recruited through a mix of local formal and informal networks. Therefore young people's ability and/or willingness to seek opportunities outside their local area is an important consideration. While employed young people are concentrated in relatively low-skilled jobs, the extent to which they have access to formal career and education/training opportunities is dependent upon the size and profile of local employers. There are also significant inter-county differences in the type of employment opportunities available to young people. Young people in west Cumbria, especially males, are reliant upon a declining manufacturing sector. Movement into service sector employment is likely to prove difficult because of the type of skills being demanded by employers. The findings suggest that young males knowledge and
understanding of labour market change are issues that may need attention. However, there may be a reluctance and/or bias on the part of some local employers to recruit young men because they are not considered to have the requisite skills.

**KEY WORDS:** Foreign Countries; Employment Opportunities; Social Networks; Males; Manufacturing; Labor Market; Educational Opportunities; Education Work Relationship; Rural Areas; Employer Attitudes.


The school-to-work transition in Korea was examined in a comprehensive study that included an overview of the realities of the school-to-work transition in Korea and a survey of 694 Koreans aged 15-29 years who had completed high school. The sample included 366 respondents who were in enrolled in a two-year college or higher level of postsecondary education. The study established that Korean schools and society are not systematically helping Korean youths make the transition from school to work but are instead leaving responsibility for a successful school-to-work transition to graduates themselves. Many Korean students were being forced to seek employment individually through informal means. Even after entering the workforce, many Korean graduates faced problems adjusting to the environment, adverse work conditions, and bleak future prospects. The following were among the seven recommendations for establishing a school-to-work transition network: (1) provide all students with preparation for the workplace, including workplace experience and field training; (2) provide the diversity and flexibility required to ensure opportunities for employment and continued education after high school; (3) establish an institutional mechanism for networking schools and enterprises; and (4) establish a local network to enable all members of society to share the responsibility of smoothing students' transition into the workplace.

**KEY WORDS:** Adjustment (to Environment); Articulation (Education); Colleges; Definitions; Delivery Systems; Developing Nations; Education Work Relationship; Educational Attainment; Educational Planning; Educational Policy; Educational Quality; Employment Opportunities; Employment Patterns; Employment Qualifications; Employment Services; Enrollment Trends; Entry Workers; Foreign Countries; High Schools; Higher Education; Job Placement; Labor Market; Literature Reviews; Outcomes of Education; Policy Formation; Systems Approach; Trend Analysis; Two Year Colleges; Universities; Vocational Education; Work Environment; Youth Employment; Korea; Work and Learning.


It is not conceivable that young people can acquire social status without a general education and professional training. By developing a person's socially significant natural talents, abilities, and personal inclinations, the system of education is preparing him or her not only to take part in production activity but also to become a full-fledged member of the socium. For the young men and women themselves, becoming an independent adult entails making a series of decisions that depend on the education that they already have and that foster its further growth.

**KEY WORDS:** Professional Training; Young Adults; Social Status.

This article synthesizes essays on Italy, Sweden, Germany, and the United States that were presented at a conference seeking to explain the school, work, and family findings outlined in these foregoing chapters. Three essays were written per country by a social historian, by a developmental scientist, and by someone in social policy. This article synthesizes these country-specific accounts. For Italy, the synthesis constructed stresses the accommodations the Italian family has to make because of the protracted period during which adult children live at home. For Sweden, the synthesis emphasizes the willingness of many formal and informal institutions to support youthful experimentation, so long as it does not go over into the early twenties. For Germany, the synthesis stresses the strains the apprenticeship system is under because of the increasing strength of market-oriented labor policies in German business. And for the United States, the synthesis emphasizes how race and poverty create particularly difficult transitions in a nation that stresses individual initiative, and where second or third chances are available but are not easily attainable.

KEY WORDS: Italy; Sweden; Federal Republic of Germany; United States of America; Youth; Adults; Young Adults.


Findings from the 1992 Generation survey carried out by Creq in 1997 among young people exiting the French school system demonstrates that work-related disparities encountered by young labor market entrants in France can be characterized according to the worker's gender. Obstacles facing women include the following: (1) risk of unemployment or imposed part-time work; (2) lower wages; and (3) more difficult access to managerial posts. These inequalities are often interpreted to be the result of gender segregation or unequal access in the educational process. Under specific conditions, non-traditional education and training (in programs usually reserved for men) can benefit young women in the school-to-work transition. However, in the most mixed training programs (programs traditionally chosen by men and women alike), women still face more workplace disparities than men. Gender inequities do tend to diminish as training levels increase. Gradual improvement is also happening due to labor market influences such as the 35-hour work week and other government policies and changing perceptions about gender roles and stereotypes.

KEY WORDS: Equal Opportunities (Jobs); Degrees (Academic); Developed Nations: Education Work Relationship; Employment Opportunities; Educational Opportunities; Employment Patterns; Entry Workers; Equal Education; Females; Gender Issues; High Schools; Job Placement; Job Security; Labor Market; Males; Managerial Occupations; Nontraditional Occupations; Outcomes of Education; Part Time Employment; Postsecondary Education; Public Policy; Salary Wage Differentials; Sex Bias; Sex Differences; Sex Discrimination; Sex Fairness; Sex Stereotypes; Skilled Occupations; Socioeconomic Status; Tenure; Unemployment; Vocational Education; Women's Education; Working Hours; Youth Employment; France; Work And Learning.


Discussion of school-to-work (STW) transitions for youth with mild disabilities first summarizes current research and models of practice on STW transition in special education, then identifies implicit yet infrequently named theories in research and
practice, makes connections to STW theories outside special education, and suggests how emerging perspectives can shape future research.

**KEY WORDS:** Education Work Relationship; Educational Practices; High Schools; Mild Disabilities; Models; Research Needs; Research Utilization; Special Education; Theory Practice Relationship; Transitional Programs.


The education-to-labor market transitions experienced by young people in England and in eastern and western Germany were compared. The eastern German portion of the study was based on a 1996 study that included a survey of 100 trainers and 1,000 apprentices in 12 companies; in-depth interviews with 18 trainers, career advisers, and others; and interviews with 12 young eastern Germans who had experienced relatively smooth education-to-work transitions and 12 young eastern Germans whose education-to-work transitions had not been smooth. The findings were compared with those of earlier interviews with 12 western German and 12 English youths who had recently completed the education-to-labor market transition. The analysis of transition behaviors and experiences in eastern Germany revealed considerable resonances with the problems and contradictions that have beset British education and training policy in recent decades. It was concluded that the erosion of the dual system of vocational education and training (employer-sponsor apprenticeships and government-sponsored vocational schools) documented in eastern Germany might portend future trends in western Germany. (Twenty tables/figures are included. The following items are appended: chronicle of events in 1989-1990; information about Leipzig's school system; diagrams illustrating school-to-work trajectories in West Germany and England; and a report on a study of transitions, careers, and destinations in West Germany and England.

**KEY WORDS:** Adult Education; At Risk Persons; Career Choice; Career Development; Career Ladders; College Graduates; Comparative Analysis; Delivery Systems; Economic Climate; Education Work Relationship; Educational Environment; Educational Needs; Educational Policy; Educational Trends; Employment Patterns; Entry Workers; Foreign Countries; Graduate Surveys; Job Training; Labor Market; Labor Supply; Needs Assessment; Outcomes of Education; Politics; Postsecondary Education; Social Change; Systems Approach; Tables (Data); Teacher Attitudes; Trainers; Trend Analysis; Unemployment; Vocational Adjustment; Vocational Education; Youth Employment.


Examines the role of school counselors and school counseling programs in preparing students for learning and work transitions. Offers advice for students to respond effectively to changing workplace needs and information on work skills that are required for graduates and job applicants. Addresses strategies in developing comprehensive career development programs.

**KEY WORDS:** Career Development; Counselor Role; Education Work Relationship; Employment Patterns; Employment Potential; Job Skills; Program Development; School Counseling; School Counselors; Work Environment.

This article reports the results of an empirical analysis of the early labor market outcomes of Canadian postsecondary graduates based on the National Graduates Surveys, representing those who finished their college or university programs in 1982, 1986, and 1990. The major findings include that postsecondary graduates have generally been doing quite well as a group, with most finding full-time and permanent jobs, receiving reasonably high earnings, and otherwise successfully moving into the labor market according to the various outcomes measured here; that the school-to-work transition is clearly a process, rather than an event, with most outcomes improving significantly from two to five years following graduation; that these outcomes vary by level (College, Bachelor's, Master's, PhD) and sex; and that successive cohorts of graduates did not experience any widespread decline in their labor market fortunes over this period.

**KEY WORDS:** Education Work Relationship; Labor Market; Canada; College Graduates; Wages; Labor Force Participation; Employment; Occupational Status; Sex Differences; Work and Learning.


Evaluates educational and occupational variables in a target population of youth in four Latin American countries. Argues that poor youth miss the formal education necessary for entry into the labor market. Questions whether training systems compensate for this limitation and whether these training courses connect with the labor market.

**KEY WORDS:** Comparative Education; Economics; Education Work Relationship; Educational Environment; Foreign Countries; Job Training; Occupational Information; Poverty; Qualitative Research; Secondary Education; Vocational Education; Youth.


Many recent comparative studies of school-to-work transitions have revolved around the notion of an institutional dichotomy of transition arrangements that distinguishes the occupational labor markets of countries exhibiting extensive systems of vocational training and apprenticeships from the organizational markets found in countries with less integrated education and employment systems. This study scrutinizes this idea by assessing the extent to which patterns of labor market entry in twelve European Union countries empirically conform to the expected dichotomy. Based on cluster and discriminant analyses, three rather than two typical patterns emerge from the analyses: first, the continental European countries running extensive vocational training systems; second, those Northern European countries lacking such systems, and, finally, a homogeneous set of Southern European countries. While the first contrast is apparently broadly consistent with current institutionalist arguments about the impact of linkages between training systems and labor markets, the explanation for the deviation of the Southern European case is wanting. The results suggest both the need to incorporate additional institutional aspects into current transition research, but also stress the limitations of typological approaches in explaining cross-national differences in transition processes more generally.

The French secondary hierarchical educational system resting upon strong structuring dualisms, has been modified by the creation of the vocational baccalaureat. This aims at offering students who failed in general education a path for continuing their studies or catching up through tracks that are socially more prestigious. Some 20 years after its creation, do students find in this diploma a chance to create their own pathway? Has it changed the social perception of vocational education and training (VET)? From our research, this track seems to be, for students, a space, time and period for a plural transition: from failure to success, from weak self-esteem to self-confidence, from dependence to autonomy, from childhood to adulthood, from school to work. Using case-studies, we analyse the diverse transitions occurring, mainly during the school period, through the dynamic of social representation of VET.


Data from a survey of 4,809 Russians were used to examine the association between educational attainment and first occupation for Russians who completed their education and entered the labor market between 1970 and 2000. The results confirm previous findings of continuity in social stratification in post-Soviet Russia, despite rapid, major institutional changes connected with market transition.


Researchers analyzed 500 never-before-analyzed interviews from a study conducted by Norbert Elias and other researchers at University of Leicester in 1962, which was one of the first studies of the transition from school to work. The Elias study explored how young people in England experienced work and adjusted their lives to the work role. All of the interviews analyzed were from males, most of whom were aged 15 and in their first jobs. About 100 were from males 16 or older, and 12 of the interviewees were in at least their fourth job. The data suggest that the workers' pre-work home and school experiences were important in their expectations and experiences of work. For the majority, school was largely negative and most wanted to leave, despite having low and negative expectations of work. Earning money was a key dimension of work, although the extent to which the young workers realized their desires to earn and spend money depended a great deal on the household allocation of resources. The data suggest that young people in the 1960s had concerns similar to present day youths' about the school to work transition.
KEY WORDS: Education Work Relationship; Employer Employee Relationship; Entry Workers; Expectation; Family Role; Family-Work Relationship; Field Interviews; Foreign Countries; Job Satisfaction; National Surveys; Noncollege Bound Students; Qualitative Research; School Attitudes; Secondary Education; Social History; Student Attitudes; Vocational Adjustment; Work Attitudes; Work Life Expectancy; Youth Employment; Allowances (Pocket Money); Life Transitions; 1960s; Work and Learning.


In this paper, the authors seek to examine the gendered nature of boys' school to work transitions for a group of young male workers entering employment for the first time in the 1960s. They argue that such an enquiry is important because past studies of transitions have not problematised boys' school to work transitions in terms of gender. Moreover, where gender has been employed as an analytical category, it has been used as shorthand to describe the experiences of women. They drew upon data from Norbert Elias's largely unknown "Adjustment of young workers to work situations and adult roles" project to examine the boys' experiences of the transition process in terms of reflections on school, thinking about work, finding and adjusting to work and thinking about the future. Analysis of these data reveals that young males do experience the transition to work as a gendered process and paid employment confirms aspects of their male identity.

KEY WORDS: Males; Education Work Relationship; Foreign Countries; Sexual Identity; Gender Differences; Early School Leavers; Occupational Aspiration; Masculinity; Labor Market.


Young people are facing an unprecedented global situation, given several recent developments, such as population increases & technology that have reduced the requirements for general labor & for entry jobs. As a result, many young people are disenchanted, disillusioned, & frustrated. All too many are caught up in disastrous social situations, & some commit suicide. However, given diminished resources, rapid population increases, emergence of the proverbial powers-that-be & their stranglehold on the economy & society, & other factors, significant change in the global system appears difficult. Long-range remedies must look to young people themselves, unless the vested powers that be, or more liberal & progressive leadership, create more vocational & lifestyle opportunities.

KEY WORDS: Youth; Life Stage Transitions; World Problems; Employment Opportunities; The Family and Socialization; Adolescence & Youth; Work and Learning.


The author looks at the growing influence of today's newest "Creative Class," which derives its identity and values from its role as purveyors of creativity and comprises nearly 40 million Americans and 25 percent of all employed people. The author also provides innovative and practical lessons for businesses and employees.
KEY WORDS: School-to-work Transitions; Formal Education; Paid Employment; Work and Learning.


In this book, 20 leaders in workforce/vocational education and training from around the world detail how different countries are changing their schools and workplaces to strengthen employment-related education.

KEY WORDS: Vocational Education; Occupational Training; Work and Learning.


After two years of operation on a national scale, the New Deal Welfare to Work (WtW) program for young people aged 18-24 (New Deal for Young People [NDYP]) has been extensively evaluated both by official government & independent researchers. This research is analyzed within a policy framework and the main findings are examined against the background of a case study of the NDYP by Coventry Employment Services. The article concludes with suggestions for the improvement of NDYP program.

KEY WORDS: Welfare Reform; Young Adults; Great Britain; Vocational Education; Public Policy; Workfare; Job Training; Welfare Policy.


In recent years there has been a growing interest in the comparative study of youth transitions. National and international studies have analysed the role of individual and institutional (education and labour market) factors in shaping the transition from school to the labour market. Using data drawn from a cross-national database of secondary school leavers and multilevel modelling, this paper aims to improve upon the existing research through the analysis of the effect of school factors (as well as individual factors) on pupils' post-school outcomes. Results show that school variations in pupils' post-school outcomes are mainly accounted for by curriculum type in the Netherlands, individual factors in Scotland and a mix of individual and school factors in Ireland.

KEY WORDS: Foreign Countries; Comparative Analysis; International Studies; Students; Labor Market; Education Work Relationship.


Examines high school students' (N=500) values and attitudes toward work and employment. Assesses participants’ status on two mental health measures and discusses the practical implications of the findings. Students with low confidence in finding work had more mental health problems than students with high confidence.

KEY WORDS: Adolescents; Cultural Differences; Economic Climate; High School Students; High Schools; Mental Disorders; Socioeconomic Status; Student Attitudes; Unemployment; Values; Work Attitudes; Work Ethic.

Describes a survey of post-secondary students that assessed conceptions of learning and their preparation for the workplace. Highlights include use of information technology; perceptions of the learning environment; perceptions of learning needs and skills; perceptions of the demands of the future workplace; and lifelong learning.

**KEY WORDS:** Education Work Relationship; Educational Environment; Educational Technology; Futures of Society; Information Technology; Job Skills; Job Training; Learning Processes; Lifelong Learning; Postsecondary Education; Student Attitudes; Student Surveys.


Although schools may “damage” visible minority immigrant students in unseen ways, in general these students have high educational aspirations. National survey data from the 2000 Youth in Transition Survey (YITS) show that the educational aspirations of 15-year old visible minority immigrant Canadians are much higher than those of their native-born non-visible minority counterparts, even when we control for a wide range of socio-demographic, social psychological, and school performance factors. While these factors account for much of the observed difference between the aspirations of visible minority immigrant students and others, future research is required to better understand these differences and their implications for educational and occupational achievement.

**KEY WORDS:** Young Adults; Canada; Immigrants; Occupational Aspiration.


The pathways of Australian graduates in their transition from school to further study and work were examined by analyzing Australian Youth Survey data regarding graduates who obtained a university degree or technical and further education (TAFE) diploma and who were enrolled for such qualifications in their seventh postschool year. Ninety-four percent of young Australians who obtained tertiary qualifications made relatively successful transitions to full-time work. Only 6% recorded experiencing major difficulty in obtaining stable full-time work or extended episodes of unemployment, part-time work, or periods out of the labor force. Characteristics associated with difficulty finding stable full-time employment were as follows: graduating a TAFE rather than with a university qualification; being from a low socioeconomic background; graduating in the fields of arts and humanities, social sciences, or education; and graduating from government schools. Although labor market benefits for graduates varied depending on pathway and study, tertiary qualifications appeared to smooth young people’s transition to work. The study results supported recent policy efforts to expand the number of tertiary places and alter policies regarding government income support so as to encourage more young Australians to participate in tertiary education. Definitions of the study variables and two additional tables are appendix.

**KEY WORDS:** Graduates; High School Students; Life Stage Transitions; Labor Force
Participation; Higher Education; Education Work Relationship; Australia; Work and Learning.


This article examines three school-to-work initiatives developed in the 1990s in Alberta, Canada as reflections of a new vocational discourse that challenges traditional academic/vocational divisions. Our purpose is to consider whether new initiatives have the potential to be more progressive than earlier approaches. Drawing on policy documents and interviews with representatives from government, industry, education, and organised labour, the article focuses on the extent to which the policy discourse appears to support the kind of progressivism envisioned by more critical or reflective proponents of new vocationalism. Findings suggest that policy debates in Alberta surrounding vocational high school education continue to be largely focused on employer expectations and workplace socialisation, while more progressive perspectives that focus on the integration of academic and vocational learning as well as a deeper exploration of the social relations at work generally remain unexplored.

**KEY WORDS:** High Schools; Initiative; School-to-Work Transition; Vocational Education; Employer Attitudes.


Little is known about how young people rationalize their educational and occupational plans and what this might tell us about structure and agency in school-work transitions. Based on a multi-method comparison of youth apprentices in Canada and Germany, the range of school-work transition alternatives realistically under consideration was circumscribed by socio-economic status, habitus, cultural capital, and institutional factors. While vocational choices reproduced class position, youth apprentices saw their entry into the trades as an expression of a preference for, and identity with, working-class ideals of manual work. Further analysis suggests that these narratives can also be interpreted as post-facto rationalization strategies in response to public discourses that equate life course success with ever higher levels of educational attainment.

**KEY WORDS:** Education; Youth; Occupational Choice; Comparative Analysis; Case Studies; Labour; Agency; Schools; Sociology; Germany; Canada.


Investigated antecedents, correlates, and consequences of adolescent employment among low-income, African American youth. Found that those who had repeated a grade were more likely to enter the workforce at later ages, those who entered the workforce earlier were more likely to complete high school, and stable employment during adolescence had beneficial effects on male college attendance.

**KEY WORDS:** Adolescent Development; Adolescents; Black Employment; Blacks; Education Work Relationship; Employment Patterns; Longitudinal Studies; Student Employment; Urban Environment; Young Adults; Youth Employment.

This paper examines current knowledge, current research capacity, and possibilities for increased capacity and a focused research agenda on the links between schools and work. The paper first describes the political and economic context for thinking about school-work issues, noting the difficulties this issue has provided and continues to present to policy-makers and practitioners. The article describes research capacity in Canada in light of an ideal-type model, noting both strengths and weaknesses in current arrangements. The paper provides a brief review of main findings from literature in Canada and other literature which highlight the complexity of the relationships between schools and the labour market.

**KEY WORDS:** School-to-work Transitions; Paid Employment; Formal Education; Work and Learning.


University graduates in Canada have been significantly stratified by fields of study (FOS) in terms of income, unemployment rates, job prospects, and job satisfaction. Debates over the differential outcomes afforded by a university education focus on the tension between cultural and instrumental values, or the tension between liberal and vocational education. This dissertation, under an assumption that liberal education and vocational education are compatible, argues that an embedded liberal education, which reconciles liberal and vocational education, will more effectively prepare Canadian university graduates for the new century.

**KEY WORDS:** Coping; Risk; Education Work Relationship; College Graduates; Academic Disciplines; College Majors; Occupational Choice; Educational Mobility; Canada; Work and Learning; School-to-work Transition; Paid Employment; Formal Education.


High school students in formal work-based mentoring (n=15), informal workplace mentoring (n=24), no mentoring (n=23), or no employment (n=28) were compared. At year's end, formally mentored students believed more strongly in school's relevance to work. Mentored students had higher self-esteem than the unemployed. Those highly satisfied with mentoring had higher self-esteem.

**KEY WORDS:** Education Work Relationship; High School Students; Longitudinal Studies; Mentors; Relevance (Education); Satisfaction; Self Esteem; Student Employment; Work and Learning.

A study examined the role of school culture in student transitions to postcompulsory education in Scotland. Findings from 36 focus groups with 152 secondary students, college students, and job trainees indicate that schooling offered limited opportunities for identification with the world of work and for pathways other than staying on, and precluded rather than opened up choice.

**KEY WORDS:** Aspiration; Education Work Relationship; Foreign Countries; Negative Attitudes; Postsecondary Education; Relevance (Education); School Culture; Secondary Education; Social Class; Student Alienation; Student Attitudes; Student Experience; Teacher Attitudes; Vocational Education.


To address the difficult problem of transition from school to adult community services for students with learning disabilities (LD), this article provides information on available community agencies, the resources they offer, and ways school personnel might work with these agencies in an effort to enhance successful transitions for individuals with LD.

**KEY WORDS:** Agency Cooperation; Ancillary School Services; Community Services; Education Work Relationship; Learning Disabilities; Postsecondary Education; School Community Relationship; Secondary Education; Student Personnel Services; Transitional Programs.


Group work has been identified as an important intervention to prepare children and adolescents for a variety of transitions. Students with disabilities can benefit from participation in psychoeducational groups as they prepare for their transition to postsecondary school. This article describes a psychoeducational group model designed to increase disability self-awareness, increase postsecondary education knowledge, and promote self-advocacy skills for students with learning disabilities.

**KEY WORDS:** Self Advocacy; Attitudes toward Disabilities; Learning Disabilities; Psychoeducational Methods; Transitional Programs; Group Counseling; School Counselors; High School Students; Intervention.


This booklet, which is intended for individuals responsible for organizing student placements in work experience programs in Australia, provides an overview of the basic issues regarding work experience programs. The following are among the topics discussed in the 14 sections: (1) understanding the characteristics and purposes of industry placements (general work experience placements, vocational placements); (2) reviewing research findings; (3) identifying needs and objectives (identifying needs, setting objectives, describing goals and objectives); (4) planning placements (deciding who will be involved, fulfilling legal and insurance obligations, developing budgets, involving employers in planning placements, catering to students with special medical conditions); (5) clarifying student and employer expectations; (6) organizing placements (exploring student preferences, resources and information sessions); (7) arranging
placements (school- versus student-negotiated placements); (8) communicating information (informing employers, students, parents, other teachers, and nonparticipating students); (9) preparing for placements (preparing students, workplace supervisors, teachers, and coordinators and conducting workshops for teachers and coordinators); (10) implementing training; (11) monitoring student performance (visiting students in the workplace, assessing student performance, conducting observations); (12) reporting on student performance; (13) conducting follow-up activities; and (14) evaluating placements (major and minor evaluations).

KEY WORDS: Annotated Bibliographies; Budgets; Compliance (Legal); Cooperative Planning; Decision-Making; Definitions; Delivery Systems; Educational Objectives; Educational Practices; Educational Research; Educational Trends; Experiential Learning; Foreign Countries; Instructional Development; Instructor Coordinators; Job Training; Needs Assessment; Partnerships in Education; Postsecondary Education; Program Development; Program Evaluation; Records (Forms); School Business Relationship; Secondary Education; Special Needs Students; Student Evaluation; Student Placement; Teacher Role; Technical Writing; Training Methods; Trend Analysis; Vocational Education; Work Experience Programs.


Reports the results of a national study assessing the impact of community colleges on school-to-work transition and the effects of race, gender, and socioeconomic status on student outcomes. Concludes that several variables, including transfer rate and the availability of career counseling, were related to the effect of gender and class background on wages and use of training on the job.

KEY WORDS: Community Colleges; Racial Differences; Sex Differences; Socioeconomic Status; Education Work Relationship; Governance; State Role; United States of America; Work and Learning.


This book compiles an integrated series of comparative empirical analyses of education-to-work transitions in European Union countries. Individual chapters describe the educational background of young people entering the labour market, address the scope of educational expansion over the past century, and chart basic structures of transition patterns in European labour markets. Moreover, several chapters look at the role of individual qualifications, and also the impact of recent employment turbulences and structural change in the economy on school leavers' integration into the labour market. From these, the structure of education and training systems surfaces as a key institutional factor for facilitating smooth transitions into the labour market. At the level of intermediate skills, vocational training and apprenticeships have kept their advantages, in particular with respect to youth unemployment. As devaluation trends have empirically been limited so far, tertiary level qualifications similarly continue to provide a most attractive inroad into the higher segments of the occupationalal structure.

KEY WORDS: School-to-work Transition; European Union; Youth Employment; Labour Market; Work and Learning.

Three 7-year follow-up studies compared Swedish young adults without further education to those who had 2 years of vocational education. Employment rates decreased for all groups. The gap in employment opportunities increased between women with and without vocational training. Vocational graduates had increasing difficulty finding jobs for which they trained.

**KEY WORDS:** Employment Opportunities; Followup Studies; Foreign Countries; Labor Market; Salary Wage Differentials; Secondary Education; Vocational Education; Young Adults; Sweden.


This article examines how the related concepts of risk factors, protective factors, and resilience relate to postschool outcomes for youth with disabilities, especially the adult transitions of youth with high-incidence disabilities. Issues related to research and practice are identified, including building resilience through support at the individual, family, school, and community levels.

**KEY WORDS:** Adolescents; At Risk Persons; Education Work Relationship; Mild Disabilities; Models; Needs Assessment; Research and Development; Resilience (Personality); Theory Practice Relationship; Transitional Programs.


In postindustrial society, masculinities at school must be understood in the context of family, history, locality, and global change. An ethnography of white working-class male school subculture shows how they resist globalization by asserting traditional masculinity, providing the illusion of stability.

**KEY WORDS:** Change; Education Work Relationship; Employment; Ethnography; Foreign Countries; Males; Masculinity; Sexual Identity; Working Class.


This study examines actual employment patterns of Ph.D.s in an effort to provide a basis for policy responses to what is felt to be a continuing crisis in the academic job market for humanities Ph.D.s. The study involved almost 6,000 Ph.D. candidates from 61 doctoral-granting institutions across the United States. Six disciplines were chosen to represent major fields of study: life science, engineering, humanities, physical science, humanities, and social science; the survey population accounted for 57 percent of Ph.D. degrees awarded. Some of the issues examined include: different career paths of Ph.D.s; characteristics of English Ph.D. respondents (expectations and goals, paths to the professoriate, postdoctoral appointments); career paths of English Ph.D.s within and outside academe (nonprofessional positions in academe, business, government, and nonprofit sectors); satisfaction with current employment and value of the Ph.D.
(dimensions of job satisfaction/dissatisfaction); median 1995 total annual salary by sector and gender; usefulness of the doctoral education; value of the Ph.D.; and the lack of assistance by university departments/advisors in their job search. The study suggests a Career Management program for English doctoral students that would ease the transition from education to meaningful employment, citing the career workshop developed at the University of California Berkeley.

KEY WORDS: Career Awareness; Career Choice; Career Counseling; Career Exploration; Career Planning; Doctoral Programs; Education Work Relationship; Employment Opportunities; Employment Patterns; Graduate Study; Higher Education; Humanities; Interest Inventories; Labor Market; Outcomes of Education; Professional Recognition.


Tested is whether school-to-work (STW) programs are particularly beneficial for those least likely to go to college in their absence - often termed the "forgotten half" in the STW literature. Empirical analysis is based on the NLSY97, which allows us to study 6 types of STW programs, including job shadowing, mentoring, coop, school enterprises, tech prep, and internships/apprenticeships. For men there is quite a bit of evidence that STW program participation is particularly advantageous for those in the forgotten half. For these men, specifically, mentoring and coop programs increase post-secondary education, and coop, school enterprise, and internship/apprenticeship programs boost employment and decrease idleness after leaving high school. Less evidence that STW programs are particularly beneficial for women in the forgotten half, although these programs do lead to positive earnings effects concentrated among these women.

KEY WORDS: Education; Government Policy; Economics of Minorities and Races; Non-Labor Discrimination; Human Capital; Skills; Occupational Choice; Labor Productivity (Formal Training Programs; On-The-Job Training.


In the early 1960s researchers at the University of Leicester conducted a unique survey on the school-to-work transition experiences of nearly 900 young adults. The survey documented most aspects of the school leavers' lives; however, most of the data from this Young Worker Project remained unanalysed and unpublished for nearly 40 years. Recently 851 of the original interview schedules were discovered and, as part of a broader ESRC-funded project, re-analysis has commenced. Little is understood about the transition from school to work at this time and what research does exist has focused on the experience of boys. Utilizing data from the original survey, which included interviews with 260 girls, this article examines the female experience of transition from school to work, concluding that gender played a significant role in influencing the way in which it was experienced.

KEY WORDS: School-to-work Transition; Work and Learning; Sex Differences; Career Development.

The Organisation for Economic Cooperation and Development (OECD) conducted a thematic review to identify changes in young people’s transition to working life during the 1990s and to identify those policies and programs that are effective in delivering successful transition outcomes for young people. The review focused on 14 countries with widely different economic contexts, populations, and forms of government. The following items were identified as key ingredients of successful transition systems: a healthy economy; well-organized pathways connecting initial education with work and further study; widespread opportunities to combine workplace experience with education; tightly knit safety nets for those at risk; good information and guidance; and effective institutions and processes.

**KEY WORDS:** School-to-work Transitions; Paid Employment; Formal Education; Work and Learning.


Analysis of interviews with 17 high school juniors indicated that availability of work-based learning, supportive adults, and orientation to the adult world are associated with readiness for school-to-work transition. Whether motivated by anxiety or interests, resource use resulted in clearer transition plans. Multiple pathways to readiness were apparent.

**KEY WORDS:** Career Planning; Education Work Relationship; High School Students; Readiness; Resources; Student Attitudes; Work and Learning.


This paper proposes a theoretical perspective of individualized systems of social capital to explain the relationship between the agency exercised by socially excluded young people & the contribution made by social “structures” in shaping their school-to-work transitions. An individualized system of social capital is a dynamic, social, & spatially, culturally, temporally, & economically embedded group, network, or constellation of social relations, that has the young person at the core of the constellation & that provides authentic opportunities for everyday learning. This theory recognizes that such systems of social relations both support & constrain individual actions & outcomes. It identifies the ability for some control by young people over their development & change, but also accepts that the extent of individual development & change is heavily dependent on how the individualized system of social capital evolves for each individual young person; this in turn is conditioned by the material & symbolic resources available to these networks or constellations. Different typologies of weak, strong, changing, & fluid individualized systems of social capital are examined in relation to our empirical data & a range of theoretical perspectives, including socialization, individualization, & underclass theses.

**KEY WORDS:** Social Change; Social Closure; Youth; Cultural Capital; Education Work Relationship; Social Structure; Socialization; Underclass; School-to-work Transitions; Formal Education; Paid Employment; Work and Learning.

Examines four career theories: developmental theory, person-environment fit, social cognitive career theory, and social learning theory. Highlights the potential of each to inform school-to-work practices. Presents practical interventions.

**KEY WORDS:** Adolescents; Career Development; Education Work Relationship; Employment Opportunities; Theory Practice Relationship; Developmental Theory; Person-Environment Fit; Social Learning Theory; Work and Learning.


This book discusses problems facing U.S. high school graduates who do not continue their education, noting that many cannot find jobs, and those who do are often stuck in low-wage, dead-end positions. At the same time, employers complain that high school graduates lack the necessary skills for today's workplace. The book looks at new studies of the interaction between U.S. employers and high schools, concluding that each fails to communicate its needs to the other, leading to a predictable array of problems for young people following graduation. It contrasts the U.S. situation with that of two other industrialized nations - Japan and Germany - which have formal systems for aiding young people seeking employment. Virtually all Japanese high school graduates obtain work, and in Germany, 18-year-olds routinely hold responsible jobs. While the U.S. system lacks such formal linkages, the book uncovers one lesser-known system that helps many high school graduates find work. It explains that some teachers, particularly vocational teachers, create informal networks with employers to guide students into the labor market. The book suggests new policies based on such practices.

**KEY WORDS:** School-to-work Transition; Vocational Education; United States; High School Graduates; Employment; Youth; Labour Market; Occupational Training; Work and Learning.


This article analyzes several misconceptions about a "college-for-all" policy. These misconceptions range from those about the desirability of college for everyone and the undesirability of jobs after high school. Highlighted are rules of college and the labor market and the role of counselors in preparing students for learning and work transitions.

**KEY WORDS:** Access to Education; College Attendance; Counselor Role; Decision-Making; Education Work Relationship; Educational Policy; Higher Education; Labor Market; School Counselors.


This volume discusses "alternation," various combinations of classroom (organized, theoretical) knowledge and workplace (practical) learning in Canada intended to adequately prepare secondary and postsecondary graduates for work in the new economy.

**KEY WORDS:** School-to-work Transition; Education; Cooperative Education; Occupational Training; Canada; Work and Learning.

This project aimed to develop a more comprehensive conceptual framework of school-to-work transitions in different national contexts and apply this framework to the empirical analysis of transition processes across European countries. It drew on these two data sources: European Community Labor Force Survey and integrated databases on national school leavers' surveys in France, Ireland, the Netherlands, Scotland, and Sweden. Three broad types of national systems were identified: countries with extensive vocational training systems at upper secondary level, linked to occupational labor markets (Germany, the Netherlands); countries with more general education systems with weaker institutionalized linkages to the labor market (Ireland); and Southern European (SE) countries with less vocational specialization and lower overall attainment than the other groups. In "vocational" systems, young people tended to make a smoother transition into the labor market, while those in SE countries found it more difficult to achieve a stable employment position. Educational level was highly predictive of transition outcomes, which varied by gender, social class, and national origin. Early educational failure had serious negative consequences for young people across all systems.

KEY WORDS: Apprenticeships; Comparative Analysis; Comparative Education; Demography; Education Work Relationship; Educational Attainment; Educational Status Comparison; Employment Patterns; Entry Workers; Foreign Countries; Immigrants; International Studies; Labor Market; Outcomes of Education; Postsecondary Education; Secondary Education; Sex Differences; Social Status; Transitional Programs; Unemployment; Vocational Education; Young Adults; Youth.


Reviews five books that illustrate the diversity in the paths youth take as they move from adolescence to adulthood: "Opportunity and Uncertainty" (Anisef et al.), "Children on the Streets of the Americas" (Mickelson), "No Shame in My Game" (Newman), "The Exploited Child" (Schlemmer), and "The Ambitious Generation"(Schneider and Stevenson). Discusses the inequality in life chances and risks.

KEY WORDS: Adolescents; Child Labor; Education Work Relationship; Equal Education; Equal Opportunities (Jobs); Foreign Countries; Global Approach; Homeless People; Student Employment.


Working youth over the age of seventeen are the ignored workers of 21st century America. To draw attention to this group of workers, the authors report a study of the work experiences of young (ages 18-25) community college students in Northern California - students who are predominantly working class, immigrant and people of color, and who have long histories of cycling back and forth between work and school. The authors describe the workplace demands and needs of these working students and call on educators, unionists, policy makers, community, and youth organizers to address and improve the conditions of all working youth.
KEY WORDS: Community Colleges; Young Adults; School-to-work Transition; Work and Learning.


In Canada, as in other countries, there has been increasing interest in developing the employability skills of students during compulsory education. While the notion of certifying skills does not necessarily translate into greater interest in differentiating the high school credential, the number of credentials offered in Alberta high schools has grown in recent years. This paper examines the increased interest in credentialing the Alberta high school focusing on these trends and their probable effect. Theoretical influences behind the credentialing trend are outlined, and a number of academic and vocational credentials are described in terms of why they were introduced, enrollment patterns, students targeted, and students served. The concluding sections draw on theoretical writings to analyze credentialing initiatives and their effects. The examination suggests that introducing new vocational credentials to make the high school diploma more relevant for certain groups of students does little to challenge hierarchical social relations in spite of progressive rhetoric. Suggestions are made for making forms of closure based on high school credentials more equitable.

KEY WORDS: College Bound Students; Credentials; Employment Qualifications; Equal Education; Foreign Countries; High Schools; Job Skills; Vocational Education; Work and Learning.


Examination of old and new vocational initiatives in Alberta suggests that educators and employers support new school-to-work programs (Tech Prep; Registered Apprenticeships; Careers, the Next Generation). However, these programs are hampered by mixed policy messages; the resilience of existing practices; and lack of provincial resources, research, attention to equity, and clarity in objectives.

KEY WORDS: Career Exploration; Education Work Relationship; Educational Change; Educational Objectives; Educational Policy; Equal Education; Foreign Countries; Higher Education; Labor Force Development; Partnerships in Education; Policy Analysis; School Business Relationship; Secondary Education; Tech Prep; Track System (Education); Vocational Education; Work Experience Programs.


This article situates recent school-to-work transition policy in Ontario, Canada, within the historical context of secondary school reform in the past 50 years. This understanding informs our analysis of interviews with representatives from government, business, organised labour, education and partnership brokers. Data suggest tensions between the rhetoric of corporatism and the reality of a market model, the rhetoric of enhancing opportunities for all students and the reality of lower graduation rates associated with new curriculum. We argue that these tensions reflect historical and continuing struggles
around education and training and the adoption of neo-liberal policy approaches that
decrease rather than enhance opportunities for non-college-bound students.

**KEY WORDS:** School-to-work Transition; Vocational Training; Ontario; Career.


This paper examines what happens to "vocational education" within an education market.
We ask the question: how does the policy emphasis on competition and choice fit with
the rhetoric of facilitating school-to-work transitions for all students? Findings from
interviews with high school principals and representatives from the Edmonton Public
School Board in Alberta, Canada confirm that policies which promote parental choice and
partnerships with employers and post-secondary institutions create pressures on schools
to attract high academic students (the "bright lights") while reducing their numbers of low
achieving students. Differences across schools in student populations and programming
reflect these influences. As a result, what is offered to low achieving students and those
without concrete career plans ("twinkies") to facilitate their transitions is arguably less
valuable than what is offered to high academic students. After examining the current
situation, possibilities for the development of a high skill, high trust system is discussed.

**KEY WORDS:** Vocational Education; Urban Schools; Equal Education; School Choice;
Competition; Educational Policy; Educational Change; Education Work Relationship;
Partnerships in Education; Interviews; Foreign Countries.


Uses a microeconomic model to explain behavior of actors in school-to-work transition
that proposes optimal strategies and explains causes of failure. Suggests that
metafunctional criteria (personality, behavior, employment stability, productivity,
adaptability, social involvement) are crucial factors in recruitment decisions.

**KEY WORDS:** Education Work Relationship; Employment Practices; Microeconomics;
Personnel Selection; Recruitment; Economic Theory; Work and Learning.

In *Aging and Demographic Change in Canadian Context* (pp. 190-222).
Toronto: University of Toronto Press.

An examination of the current state of knowledge about patterns of participation in work &
leisure in Canada focuses on the balance between work & leisure during the life course.
The many complex definitions of leisure, work, & time are explored. A review of the time
use literature draws on John Robinson's & Geoffrey Godbey's, *Time for Life: The
Surprising Ways Americans Use Their Time* (1997); Canada's General Social Surveys
conducted by Statistics Canada in 1986 & 1992; & participation surveys related to leisure &
work. The demographic implications of work over the life course are discussed in
relation to Canada's aging population. Time use in Canada is compared to that in the US.
A discussion of the policy implications indicates a need to strike a balance between the
differing perspectives of shareholders, corporate CEOs, & un/underemployed individuals.
Suggestions for possible workplace strategies & further research stress the need for
multidimensional demographic analyses that address both demographic changes &
shifting workplace realities.

Interviews with 30 student apprentices, 12 vocational educators, and 15 employers indicated that (1) students were motivated by hands-on experiences and a head start on employment; (2) all groups felt the program developed social skills and work attitudes; and (3) teachers perceived problems not observed by students in school-to-work transitions and the status of vocational education.

**KEY WORDS:** Apprenticeships; Cognitive Style; Motivation; Student Attitudes; Vocational Education; Work Attitudes.


The authors discuss five questions. First, how do individual- and labor-market-level factors influence high school students' paid employment behaviors? Second, to what extent is student employment associated with high school dropout net of these factors? Third, does the association between student employment and dropout vary by students' race/ethnicity and other socio-demographic characteristics? Fourth, to what extent do local labor-market opportunities influence high school dropout? Fifth, does the association between student employment and high school dropout vary by local labor-market circumstances? Using data from the National Educational Longitudinal Study, we find that many individual and labor-market-level factors influence students' employment behaviors; that adolescent employment and dropout are strongly associated, even after adjusting for individual- and labor-market-level factors; that this association doesn't vary by individual-level attributes; and that this association doesn't vary across labor markets. Described are 2 perspectives on the mechanisms linking adolescent employment and dropout.

**KEY WORDS:** Economy; Employment Status; High School Students; Individual Differences; School Dropouts; Demographic Characteristics; Racial and Ethnic Differences; Regional Differences.
Section 4.9
Work and Learning through the Adult Life Course

After the publication of Florian Znaniecki's and William Thomas's, The Polish Peasant in Europe and America (1918-20), many researchers of the Chicago School studied the "social mosaic" of the changing American society by using a variety of methods, such as participant observation, open or semistructured interviews and life history. In the decades following World War II, the life history method lost much of its prominence. It was not until the 1980s that life history returned to the sociology of education, this time in the context of the growing interest in the biographical method in sociology in general.

**KEY WORDS:** Life History; Biographies; Sociological Research; Sociology of Education; Research Methodology; History of Sociology.


In this article, we are interested in what kind of opinions people belonging to different generations have on work experience and formal education. Mannheim's theory on generations is used as a general frame of reference. The questions asked in the article are: is education appreciated more by young people who have been able to participate in it on a large scale, or by older people to whom further education often remained an unfulfilled dream? Do older people put more emphasis on work experience, because on average they have much more work experience than schooling? The starting point of the article is that the changing educational circumstances have arguably shaped the thinking and world view of generations, and their opinions on formal education and work experience. In addition, the value of education as a currency on the labour market has changed continuously.

**KEY WORDS:** Foreign Countries; Opinions; Work Experience; Labor Market; Education; Work Relationship; Age Differences; Work Attitudes; Educational Attitudes; Educational Attainment.


The occurrence of 7 life events within the last 2 years and the top three 3 reasons for return were identified by 61 women returning to higher education. Motivations clustered in the following categories: financial improvement, personal goals and aspirations, self-fulfilment/self-esteem, and family considerations.

**KEY WORDS:** Adult Education; Females; Higher Education; Life Events; Motivation; Participation; Reentry Students.

This nine-chapter book, written in Europe by a French-speaking Swiss educator, explores the rationale for using educational biography approaches in adult education and presents examples that illustrate various uses of these life history activities. Chapter 1 provides an introduction and overview of educational biography, and Chapter 2 describes practitioners' experience with major educational biography approaches, including written and oral narratives. Chapter 3 presents a review of the literature, concentrating on examples of educational biography approaches that occur in particular contexts and address particular themes. Chapter 4 explores how adults educate themselves in various settings, including family and school. The main theme of Chapter 5 is adults' ways of thinking as men and women functioning in family, school, and workplace, and the influence of various subcultures. Learners' needs and motivations are the focus of Chapter 6, and, in Chapter 7, the main theme is helping learners name their experiences and their world and deal with issues that emerge from this interpretation. Chapter 8 addresses how educational biography can help adult learners gain a new understanding of evaluation by examining the power relationships that influence education and educational goals, the uses of evaluation decisions, and formative evaluation as interpretation. Chapter 9 concludes with a discussion of ways of creating conditions for successful adult learning based on the main themes raised by the educational biography approach.

KEY WORDS: Adult Basic Education; Adult Education; Adult Learning; Adult Students; Autobiographies; Biographical Inventories; Empowerment; Family Influence; Informal Education; Learning Theories; Personal Narratives; Postsecondary Education; Self Disclosure (Individuals); Self Evaluation (Individuals); Self Expression; Social Influences; Student Motivation; Teaching Methods; Writing Instruction.


Examines whether retirement is associated with mental health and how daily pursuits mediate this association. It tests 2 perspectives from the sociology of work and mental health. Using data from 2 surveys, the 1995 Aging, Status, and Sense of Control and the 1987-1988 National Survey of Families and Households, regression analysis was used to examine retirement, activities, and well-being. In support of the view that work is alienating and retirement liberating, retirees experienced less anxiety and distress and higher positive affect. Retirees' lower anxiety and distress were explained by activity characteristics. In support of the view that work is empowering and retirement demoralizing, retirement is associated with lower sense of control in both data sets. Retirement was not associated with depressive symptomatology. Suggestions for creating opportunities that enhance well-being are discussed.

KEY WORDS: Interpersonal Interaction; Mental Health; Retirement; Well Being.


The authors attach the 1995 Adult Education Data File to Bureau of Labor Statistics data to examine the structural conditions under which adult workers (ages 35-61) perceive their jobs to be insecure. They then examine whether concerns about job loss motivate adult workers to participate in further education, after controlling for the already established effects of human capital, contemporaneous life course roles, minority status, & other labor market conditions. The authors find that the perceived job insecurity of both advantaged & disadvantaged categories of workers are affected by labor market factors,
but in different ways. On the one hand, ethnic minorities, union members, workers without employee benefits, & workers in restructuring sectors are explicitly more concerned about job insecurity. On the other hand, workers in once-advantaged stratification categories demarcated by higher education, more job experience, gender (male), & seniority (age) do not perceive significantly less job insecurity than other workers & thus are no more protected from these concerns. Adult work-related educational participation reflects perceived insecurity & industrial restructuring more than prior human capital or competing life course roles.

**KEY WORDS:** Adults; Workers; Labor Market; Human Capital; Adult Education; Vocational Education; Education Work Relationship; Occupational Structure; United States of America.


Informal learning by Canadian seniors was examined through semi-structured interviews with a purposefully selected group of 51 older Canadians (28 women and 23) who ranged in age from 58 to 95 years (average age, 73.7). All were retired or semi-retired, and all had engaged in several learning projects over the previous year in topics such as the following: self-knowledge, health, relationships, current affairs, social justice, history, spirituality, the arts, philosophy, computers, homemaking, and genealogy. Equal numbers of interviewees preferred learning alone and learning in groups. A few preferred one-on-one coaching or dialogue. When asked about their methods of learning, the interviewees mentioned learning by doing (32 times), by reading (33 times), through discussion (35 times), by watching (26 times), and by listening (27 times). The resources they used depended on topic and circumstances, with print media, people, and computers being mentioned by 44, 32, and 14 interviewees, respectively. Thirty-five adults stated that learning had always been important to them. Most participants were enthusiastic about the contributions that learning made to their lives, with 20 describing it as vital to their survival. Thirty-one interviewees stated that they spent more time on learning now than in their younger years, and 11 said they spent less time learning now than previously.

**KEY WORDS:** Access to Education; Adult Education; Adult Learning; Education Work Relationship; Educational Attitudes; Educational Benefits; Educational Opportunities; Educational Trends; Independent Study; Informal Education; Interviews; Learning Motivation; Learning Processes; Lifelong Learning; National Surveys; Older Adults; Outcomes of Education; Participation; Trend Analysis; Canada; Learning Patterns.


Data from a South Wales study (n=1,104) and British adult learner survey (n=5,885) found little clear evidence supporting the economic imperative for lifelong learning. Policies have not resulted in increased training opportunities. Many employers are not supporting work-based learning; participation is largely predictable from individuals’ social and family characteristics.

**KEY WORDS:** Educational Opportunities; Foreign Countries; Influences; Participation; Predictor Variables; Public Policy; Sociocultural Patterns; Training.


D.W. Livingstone, M. Raykov, K. Pollock, F. Antonelli
Analysis of statistics since 1994 on the use of study leave as allowed by a 1974 Swedish law indicates that about 1% of the work force takes leave at any time. Women and manual workers benefit more than men and salaried workers. Leave application causes employees few problems with employers but financial assistance is a concern.

**KEY WORDS:** Financial Support; Foreign Countries; Leaves of Absence; Legislation; Lifelong Learning; Public Policy.


This article describes the reflections of 25 adults from the United Kingdom who returned to formal education. Results supported the argument that vocational institutions should attempt to develop broader student interests rather than trying to improve the relevance of vocational knowledge.

**KEY WORDS:** Foreign Countries; Life Events; Reentry Students; Technical Institutes; Vocational Education.


In evaluating the continued utility of the concept of socialization, the author argues that macrosocial transformation forces in modern societies have decreased the influence of the family, school, work, & other social institutions as socializing agents, as they were in traditional societies. Nonetheless, the concept can still be valuable if it is used in conjunction with an appreciation of the enhanced position of the individual in modern society & the continuity of the socialization process across the life course. After exploring the ascendency of the individual & the individualization of the self in post-traditional societies, the author examines the idea of "self-socialization." In contrast to the traditional process by which external norms & values were internalized through contact with or the intervention of external social agents, self-socialization describes the process by which individuals acquire an internal system of values & set their own life course through learning from & coming to terms with their own actions & their consequences. The concept captures the interaction between individual intentions, actions, & self-identity across changing social contexts throughout the life course. Some preliminary research results are presented that describe the utility of the self-socialization concept through an analysis of "biographical agency" in a study of individual work transitions.

**KEY WORDS:** Socialization; Life Cycle; Socialization Agents; Modern Society; Individual Collective Relationship; Internalization; Norms.


Many districts have a vision or mission statement that includes the importance of lifelong learning. The alternative, school-long learning, is exemplified by curricula and instruction that are generally only useful while the student is in school; it does little to stimulate or fulfill that element in those who find pleasure in the process and the end result of the accomplishment of a learning goal. Here, the author presents the so called Three As. In
this era of the Three As - Achievement, Accountability, and Assessment - finding educators immersed in a state of the Three Cs - Concern, Consternation, and Confusion - is a typical occurrence. The beauty of teaching for lifelong learning while trying to accomplish the benchmarks of state standards is that in many ways both of these goals are compatible, overlapping, and of mutual benefit. The most critical element in promoting lifelong learning in the classroom is to assure that everyone are lifelong learners. According to Theodore Sizer and Nancy Sizer (1999), teaching that promotes lifelong learning involves skilled professionals who know that the best learning is learning where students are invested in their work because it is interesting and relevant. A congruence between the planning, implementing, and assessing of instruction is crucial in effective teaching and learning. Feedback that is prompt, meaningful, and gives students an opportunity to rethink and rework the errors of their efforts is another strategy instrumental in focusing on the learning process. Positive and practical habits of the mind are the bedrock of one becoming a lifelong learner. Educators have a unique opportunity to strengthen and promote this in students. Regardless of all other issues that present themselves with such urgency during a school day, in the grand scheme of things the chief and overriding purpose is the achievement of the students and success in instilling lifelong learning skills. Both constitute the bottom line for the students to enjoy a fulfilling, purposeful, and satisfying experience during their short time with educators in the school setting and for the remainder of their lives. Lifelong learning or school-long learning - the choice is made in schools daily by word and deed.

**KEY WORDS:** Position Papers; Lifelong Learning; Teaching Styles; Feedback; Student Interests; Congruence (Psychology); Relevance (Education); Study Habits; State Standards; Academic Standards; Teacher Effectiveness; Academic Achievement; Student Evaluation.


Uses the NLS Mature Women's Cohort to examine Labor Market effects of education and training at preretirement age. Younger, more educated women tend to train more than older women. On-the-job training is more strongly associated with wage growth than is formal education.

**KEY WORDS:** Education Work Relationship; Elementary/Secondary Education; Females; Higher Education; Labor Force; Middle Aged Adults; Participation; Salary Wage Differentials; Training; National Longitudinal Survey Mature Women.


The connection between linearity, sequence normality, and the concept of work as only paid work results in a weak life-course analysis. This is clear when the lives of two Polish immigrant families living in Canada are looked at. These families, which became linked by marriage, depended on many different avenues to achieve integration & economic survival. The families were willing to relocate to find work, diversify to enlarge their income, obtain new skills, & develop coping strategies in their efforts to make a living. The case study also demonstrates that human capital (identity-formation, training, education) & social capital (job availability & community support) influence the options
available to individuals & families. In addition, it is evident that individual decisions are constrained by political processes, economic cycles, societal factors, & luck.

**KEY WORDS:** Canada; Immigrants; Human Capital; Socioeconomic Factors; Labor Force Participation; Cultural Capital; Slavic Cultural Groups.


Interviews focused on the learning of two British young adults examined processes of identity transformation and transition to work. Their experiences suggest that technical/rational educational approaches fail to meet developmental needs and are inadequate for prevocational, vocational, and lifelong learning. Curriculum should focus on the agency of the learner as a driving force.

**KEY WORDS:** Economic Change; Education Work Relationship; Educational Change; Foreign Countries; Individual Development; Postsecondary Education; Student Needs; Vocational Education; Young Adults.


Career exploration by Antioch College students who graduated between 1946 and 1955 (N=73) was studied to determine relationships between the occupational categories of cooperative education jobs taken in college (obtained from a campus archive) and subsequent work histories (obtained from surveying the graduates at about 70 years). Five hypotheses were tested. Results supported four of the hypotheses, with partial support for the fifth. Co-op jobs taken by the sample represented each of 23 occupational classifications, and most graduates took post-graduate jobs in occupational functions and contexts they had explored as co-op students. High levels of individuality in use of the co-op program and in career paths were found. Four co-op-to-career patterns were described, based on the degree to which functions and contexts were explored during college and career; a case study was included to exemplify each pattern. Gender differences were revealed in the patterns, but not the group data. Job context was particularly important in defining these patterns. Implications for research and practice were discussed tentatively, however given the lack of a control group, characteristics of the study sample, and particularities of the historical era studied, the ability to generalize beyond the study sample is limited.

**KEY WORDS:** Career Exploration; Cooperative Education; Career Choice; College Graduates; Hypothesis Testing; Gender Differences; Lifelong Learning; Career Education; Work Environment; Gender Differences.


In this chapter, the authors consider varied definitions of socialization, how the concept is tied to fundamental sociological issues, and how its original conceptualizations provided a framework for later investigations. Specifically, the authors focus on socialization through the adult life course, with emphasis on heterogeneity and contingency in life experiences. To develop a theoretical and methodological perspective that is sensitive to
temporality, the authors call attention to individuals’ biographies and temporal orientations, as well as historical variability in the ways people adapt to new social roles and circumstances. While the authors touch on themes deriving from early work on childhood and adolescent socialization, the primary focus is on adult socialization, or that which occurs after the completion of general education, whether secondary school or college.

**KEY WORDS:** Adult Development; Life Experiences; Psychosocial Development; Socialization.


Canadian population trends were examined from a life course perspective to identify needed social policy changes. First, the following principles underpinning the life course perspective were discussed: (1) aging involves biological, psychological, and social processes; (2) human development and aging are lifelong processes; (3) individuals’ and cohorts’ life courses are embedded in and shaped by historical time and place; (4) the antecedents and consequences of life transitions and events vary according to their timing in a person’s life; (5) lives are lived interdependently; and (6) individuals construct their own life courses through the choices and actions they take within the opportunities and constraints of history and social circumstances. Next, the following policy domains were analyzed from the life course perspective: (1) education, the transition to employment, and lifelong learning; (2) family and the relationship between work and family; (3) work-to-retirement transitions; (4) income security in the later years; and (5) intergenerational relations and social cohesion. It was recommended that Canadian policymakers responsible for public, corporate, union, and educational policy focus on the increasing inequality that develops over the life course, avoid the error of assuming a model life course, and move toward consideration of need rather than age.

**KEY WORDS:** Adult Day Care; Age Differences; Age Groups; Aging (Individuals); Career Development; Child Care; Definitions; Educational Policy; Employment Practices; Family Caregivers; Family-Work Relationship; Foreign Countries; Geriatrics; Income; Individual Development; Labor Force Development; Life Events; Literature Reviews; Older Adults; Policy Formation; Population Trends; Position Papers; Research Design; Retirement; Retirement Benefits; Social Change; Social Environment; Social Science Research; Theory Practice Relationship; Canada; Income Security; Life Course; Life Span Development; Population Aging; Social Policy.


Knowledge Management (KM) and knowledge sharing are important factors that support lifelong learning, and enable people to continue developing throughout their careers. The concept of a Community of Practice (Wenger, 2000) is attractive in drawing together people whose work shares similar aspects, and consideration is given here to how technology can be used to develop and support such a community. In this paper, concepts from the Community of Practice literature are used to consider the development of a software environment for people working as a community in the area of lifelong learning. The intention was to design the system in an evolutionary way, using a minimal set of essential elements which would be elaborated according to user feedback. Three
key design questions are considered: Who can contribute resources to such a system? What happens to existing practices? How is the community engaged? We conclude that, in lifelong learning, knowledge management supported by a software environment offers a good way to bring together communities, resources and experience, but to achieve these benefits, great care needs to be exerted in introducing the system and maintaining existing work practices.

**KEY WORDS:** Educational Technology; Computer Software; Lifelong Learning; Systems Development; Information Management.


Interviews with 39 workers over 40 addressed their conceptions of work (job, challenging experience, personal empowerment, life-structuring device) and of learning at work (acquiring survival skills, observing/experiencing, taking courses, learning lifelong, and changing personally). Their conceptions were mostly incongruent with their levels in the Australian Qualifications Framework.

**KEY WORDS:** Credentials; Educational Attitudes; Foreign Countries; Middle Aged Adults; Work Attitudes.


Traditional Ojibway education is currently being delivered by eight First Nations communities on Manitoulin Island and the north shore of Lake Huron, in Ontario. Integration into the formal school system, with the exception of language programs, is not formally established. Elders and traditional teachers are only invited by individual teachers. Integration of the formal education system into the traditional Ojibway system also takes place, through field trips, albeit to a limited extent. Cultural knowledge is transmitted via one-to-one transmission, home-based learning, talking circles, community cultural events, workshops and conferences, and traditional Ojibway institution-based learning. Traditional educational approaches are profoundly different from those of the mainstream educational system. Wholistic (physical, mental, spiritual, emotional) growth and development of the person, experiential learning, oral tradition, and student-centeredness are key elements of the traditional approach. Further, and of vital importance, is the fact that education is grounded in spirituality. Western mainstream education has a narrower scope in that it emphasizes intellectual development to the exclusion of other dimensions. There are a number of concerns related to integrating informal Native education into the formal education system. These include research methodologies utilized; protection of cultural and intellectual property rights; and recognition of traditional indigenous knowledge, traditional teachers, and elders.

**KEY WORDS:** American Indian Education; Canada Natives; Chippewa (Tribe); Cultural Education; Cultural Maintenance; Educational Practices; Foreign Countries; Holistic Approach; Intellectual Property; Lifelong Learning; Nonformal Education; Tribally Controlled Education; Odawa (Tribe); Ontario; Potawatomi (Tribe).

Recent research on entrepreneurship education has emphasised school, college and university students, with less attention being paid to entrepreneurial learning among people in older age groups. However the ageing population of the UK and other developed countries means that there is a need for an increasing proportion of the existing working population, from a broad social and demographic background, to develop entrepreneurial skills in mid-career in order to find new opportunities for economic activity and to extend their working lives. This goal requires better understanding of the learning needs and processes of mid-career entrepreneurs MCEs between the ages of 35 and 55. This article aims to enhance the understanding of mid-career entrepreneurial learning by exploring how and why people develop entrepreneurial skills in mid-career, how these skills are deployed in working on opportunities, what types of learning are most effective, and conclusions for the design of MCE learning experiences. A research method was used with emergent MCEs participating in a postgraduate entrepreneurship module. This evaluated learning, skill acquisition and practice to inform both learner and educator. This paper explores the types of opportunities identified and the learning methods used. It proposes implications for mid-career learners based on a framework for entrepreneurial learning, in the context of the broader perspectives of mid-career and mid-life change and development. It develops a career stage model for entrepreneurship, and discusses the implications for the design of learning programmes for MCEs. MCEs have enhanced lifelong and work-based learning and experience compared with younger people, but display great variety in their aspirations, work and career experience, educational attainment, ethnic and national diversity, and participation in social networks. The article proposes ways of enhancing mid-career entrepreneurial learning. This paper makes a distinctive contribution to the understanding of entrepreneurial learning in a significant age group.

KEY WORDS: Entrepreneurship; Business Education; Skill Development; Adult Education; Learning Strategies; Lifelong Learning; Adults; Educational Opportunities; Foreign Countries; Career Development.


This book focuses on the ways in which the life course of individuals is affected by the historical contexts in which they live. The editors, along with contributors, explore the following pivotal concerns: how historical changes, such as immigration, affect the life course; the impact of historical transitions within societies, such as the collapse of the Soviet Union; the linking mechanisms, such as how coming of age in wartime affected young people during World War II. One of the goals of this book is to help readers gain a better understanding of the immediate and long-range effects of historical events on lives and aging.

KEY WORDS: Life Cycle; Human Social Aspects; Life Change Events; Social Change Psychological Aspects; Emigration and Immigration; Developmental Psychology; Social Psychology; Aging.


Lifelong learning is a primary factor for knowledge diffusion and productivity growth in Colombia. With no long-term longitudinal data, the authors estimate rates of return for simulated re-entry into the education system; the findings suggest that adult formal
education initiatives should focus on twenty through forty year olds and be designed flexibly to allow for part-time work.

**KEY WORDS**: Education; Adult; Colombia; Equity; Teaching and Learning; Gender; Primary Education; Tertiary Education.


Although the work force is aging, views regarding older workers remain negative. As a result, complaints of discrimination on the basis of age have increased. This situation prompts the following questions: what leads aging workers to acknowledge disparities between younger workers and themselves, and what are the consequences for aging workers of integrating into their self-image some of the characteristics commonly associated with their cohort? These questions are examined in light of a new approach to the link between identity and relative deprivation. The following hypotheses were included in a predictive model: the more individuals include characteristics of their group into their self-descriptions, the more they experience personal deprivation when comparing their own situation to that of younger workers. These feelings, in turn, affect them during retirement in terms of lowered self-esteem and decreased satisfaction with their life. This model was tested among 149 young retirees. Hypotheses were confirmed, and it was shown that end-of-career experiences have an impact on the situation of young retirees. The more individuals integrated characteristics of aging workers, the more they felt personally deprived as a result of invidious comparisons with young co-workers. The latter also had a negative impact on self-esteem and life satisfaction. Implications of results and new avenues of research are discussed herein.

**KEY WORDS**: Ageism; Deprivation; Life Satisfaction; Retirement; Self Concept; Employee Characteristics; Quality of Work Life; Changes in Paid Work.


Sociologists all too often study changes across cohorts in the consequences of family background, gender, education, & cognitive ability for occupational outcomes. However, this study focuses on how the consequences of these variables change within the course of individuals’ lives. To accurately estimate changes across the life course in the determinants of occupational standing, corrections are made for measurement errors in variables, & data on siblings are used to account for all aspects (measured & unmeasured) of family background. The analyses use data from the Wisconsin Longitudinal Study, which provides multiple measures of siblings’ occupational standing at four moments in their lives. Models of sibling resemblance demonstrate that the effects of family background on occupational standing operate entirely through their effects on education & cognitive ability. The effects of education decline across the life course, at the same time the effects of ability remain small but persistent. In comparing men & women, significant differences are found in career trajectories & in life course changes in occupational returns to schooling.

**KEY WORDS**: Life Cycle; Cognitive Functioning; Educational Attainment; Social Background; Occupational Status; Wisconsin; Siblings; Sex Differences.

This paper describes the use of an activity theory (AT) framework to analyze the ways that distance part time learners and mobile workers adapted and appropriated mobile devices for their activities and in turn how their use of these new tools changed the ways that they carried out their learning or their work. It is argued that there are two key strengths in using an activity theory framework in this context. The first strength is the emphasis activity theory places on tools, including computer artifacts, as mediators of activity. This emphasis focuses attention on the activity itself rather than, for example, simply the interaction between the human and the computer. The focus is on the learner or user's objectives and activities and the computer is the tool through which the user achieves her objectives. The second strength was referred to briefly above. The AT perspective also enabled analysis of an interactive dynamic process of users or learners and their tools - in this case personal digital assistants (PDAs). It revealed a two way process in which the user adapts the tools they use according to their everyday practice and preferences in order to carry out their activities; and how, in turn, the tools themselves also modify the activities that the user is engaged in. Three case studies illustrate these processes. The first case study is of distance learners' use of e-books on PDAs, to supplement their access to other static media such as books and computers. The second case study investigated how mobile workers in the energy industry used mobile devices to access information when away from the office. The third and final case study investigated the use of mobile devices in an art gallery. The paper concludes with a discussion of the information access needs that are apparent in each of these learning contexts, and highlights the pertinent issues in the use of mobile technologies to support lifelong learners' information needs.

**KEY WORDS:** Arts Centers; Case Studies; Information Needs; Internet; Lifelong Learning; Telecommunications; Computers; Distance Education; Work Environment; Case Studies.


This paper considers the significance of the term “skills” in recent policy documents concerning the future developments of post-16 education. This paper argues that the skills debate, as outlined in "Success For All" and "21st Century Skills", comprises two dominant discourses: it is considered necessary for youngsters to gain skills for their personal employability and the nation's increased prosperity; and the acquisition of skills by students is judged vital for social inclusion and a coherent society. The documents present these dual objectives as being inextricably linked. Treating the signifier ‘skill’ as a metaphor helps expose the ideology behind the Labour Government's thinking on further education (FE). Skills are used to symbolize something of material worth, with a specific exchange value; a tangible product, like a natural resource; social capital; or education and learning. This paper deconstructs these four metaphorical uses of the term skills, within an analysis of "Success For All" and "21st Century Skills".

**KEY WORDS:** Employment Potential; Figurative Language; Adult Education; Social Capital; Skill Development; Education Work Relationship; Lifelong Learning.
Chapter 5.0
Other Topics in Learning and Work

Section 5.1
Technological Change, Learning and Work

What do teachers learn about their teaching when their students engage in curriculum-based online learning projects? This qualitative study explores beliefs about on-the-job, profession-related learning - or "authentic professional development" - among eight teachers whose students participated in educational projects hosted by five well-established programs: The Electronic Emissary, iEARN, KidLink, ThinkQuest, and ThinkQuest Jr. Telecomputing alone does not change teachers' teaching styles. Instead, teachers who are innovative, inquiry based, and student centered may find telecomputing to be a useful tool for helping their students become more confident, self-directed learners.

**KEY WORDS:** Teaching Styles; Professional Development; Online Courses; Beliefs; Teacher Attitudes.


This book is a compilation of essays "inspired by" a 1998 conference called "Work, Difference, and Social Change: Two Decades after Braverman's Labor Supply and Monopoly Capital" that was organized by Baldoz (sociology, Univ. of Hawaii), Charles Koeber (sociology, Wichita State Univ.), and Philip Kraft (sociology, SUNY at Binghamton), challenges the reality of globalization in the workplace. The book is comprised of four parts - "The Global Perspective: Continuity and Change," "Service and Service Sector Workers," "Production and Industrial Workers," and "Professional and Technical Workers" - with two or more essays in each part.

**KEY WORDS:** Working Class; History; 20th Century; Work Environment; Technological Innovations; Work and Learning.


New software and driven by internal budgets, managers' "just-in-time" is emerging as an interesting aspect of workplace learning, not least because it provokes re-consideration of adult learning, and perhaps of educative understanding itself.

**KEY WORDS:** Just-in-Time; Training; Management Development; Workplace Learning.


Presents data demonstrating the disproportionately low numbers of female technology teachers, teacher educators, and students in British Columbia. Discusses recruiting inequities, history of gendering in industrial technology classrooms, and resistance to gender-specific interventions. Outlines a technology education curriculum for all students.

**KEY WORDS:** Design; Enrollment; Foreign Countries; Higher Education; Secondary

Outlines four ways in which the relationship between the learner and everyday technology might be analyzed using early childhood studies as examples. The four individual-technology relationships are described as affording, anchoring, distributing, and appropriating.

**KEY WORDS:** Elementary/Secondary Education; Higher Education; Learning Theories; Science and Society; Science Education; Technological Literacy; Technology Education; Work and Learning.


This article describes the role played by self-directed learning communities to bridge the digital divide between those who have access to new information technologies and those who are not able to access the information. In terms of education digital equity means ensuring that every student has equitable access to advanced technologies, communication and information resources, and the learning experiences they provide. Research on the digital divide or digital equity is diffuse and typically appears in three forms: policy studies, theoretical considerations and societal impacts, and examination of patterns of use, on-line content, and the expressed needs. Given the lack of digital divide research solely dedicated to pedagogy, researchers should begin to examine the application of the lifelong learning framework in informal learning environments.

**KEY WORDS:** Self-directed Learning; Digital Divide; Information Technologies; Learning Environments; Information Resources; Learning Experiences; Lifelong Learning.


The goal of this exploratory research study was to use the self-directed learning framework in a nonformal learning environment to determine how an underserved community would use technology. The factors that support self-directed learning in a nonformal learning environment were the ability to communicate, access information, and acquire knowledge. The primary focus was on the needs of the residents as learners; looking at why, when, what, and how community members wanted to involve technology in their learning and living. Residents identified needs that included issues related to housing, health care, child care, finances, education, and community unity.

**KEY WORDS:** Community Programs; Educational Technology; Nonformal Education; Access to Computers; Computer Uses in Education; Independent Study; Self Management; Low Income Groups.


The article provides a theoretical overview of the relationship between gender, education, & computing. It explores the role of education in the continued reproduction of computing,
& latterly information communications technology, as masculine domains. Gendered
social relations are inscribed into the development of computing technology & the
ideological separation of the "expert" from end-users. The article offers a critique of the
strong sociology of science & postmodernist analyses of technology for reducing
technology to the social, & of technological determinism. It argues instead that we need
to understand how computing is constituted historically & the ways computing can be
understood as a concrete science. The article brings together perspectives on technology
derived from a critical realist perspective with some aspects of the feminist standpoint
paradigm. The author examines three key educational locales in the reproduction of
gender ideologies of the machine. These are schools, universities, & the multiple sites of
lifelong learning. The article concludes that the gendering of computing as a masculine
discourse continues, & that the analysis of technology & the sociology of education needs
to reconnect within a broader critique of society if women's continuing marginalization in
the dominant discourse is to be understood & challenged.

**KEY WORDS:** Education; Computation; Sexual Inequality; Sociology of Science;
Postmodernism; Feminism; Paradigms; Social Reproduction; Sociology of Education.

and employee development in public and private organizations. *Journal of
Organizational Behavior, 23*, 511-532.

This article employs a grounded theory methodology to compare the impact
telecommuting has on public and private employees' perceptions of professional
isolation. Ninety-three semi-structured interviews were conducted with telecommuters,
non-telecommuters, and their respective supervisors (all aged 28-62 yrs) in 2 high
technology firms and 2 city governments. These organizations had active telecommuting
programs and a strong interest in making telecommuting a successful work option,
providing an opportunity to investigate the challenges of telecommuting. The interviews
demonstrate that professional isolation of telecommuters is inextricably linked to
employee development activities (interpersonal networking, informal learning, and
mentoring). The extent to which telecommuters experience professional isolation
depends upon the extent to which these activities are valued in the workplace and the
degree to which telecommuters miss these opportunities. Public respondents appeared
to value these informal developmental activities less than private employees. Therefore, it
is stipulated that telecommuting is less likely to hinder the professional development of
public sector employees than that of employees in the private sector. A partial interview
protocol and examples of codes are appended.

**KEY WORDS:** Telecommuting; Professional Isolation; Employee Development;
Public Organizations; Private Organizations; Employee Perceptions.


Discusses the Standards for Technological Literacy: Content for the Study of Technology
and their importance to the professional development of teachers. Includes an activity to
be used to illustrate the role of design technology, explain the standards, and solves a
problem likely to be encountered by teachers.

**KEY WORDS:** Design; Professional Development; Standards; Technological Literacy;
Technology Education; Work and Learning.

4-7.
Information and communication technologies, especially the Internet, have vastly increased access to information and educational opportunities. Steadily increasing consumer demand is driving the development of online educational materials. The end result may be a “fragmentation” of learning involving multiple learning providers and delivery modes, where the autonomous learner chooses the learning experience that meets his or her needs.

**KEY WORDS:** Access to Information; Distance Education; Educational Demand; Educational Opportunities; Educational Trends; Informal Education; Information Technology; Internet; Learner Controlled Instruction; Personal Autonomy.


This small-grant funded project was intended to act as a pilot study looking at the use of information and communications technology (ICT) in adult education. In particular, the project aimed to investigate the use of ICT in extending patterns of participation in adult education to those social groups presently excluded from learning; one of the oft-stated rationales for the funding of such programs in the United Kingdom and United States. Over the course of the year, the project followed the development of the Digital College ICT-based program in Wales, alongside the concurrent implementation of the UK-wide national government initiatives "University for Industry" and "learndirect." In doing so, a range of research instruments were developed, used and refined, primary and secondary data were collected and analyzed, and directions for future research formulated. The scope of the data collected allowed a series of tentative conclusions to be reached regarding the effectiveness of ICT-based education to achieve its aims. The overall preliminary finding from the project is the wide disparity between the enthusiastic rhetoric surrounding ICT-based education and the reality "on-the-ground," as it presently stands.

**KEY WORDS:** Adult Education; Computer Assisted Instruction; Computer Mediated Communication; Computer Uses in Education; Distance Education; Educational Development; Foreign Countries; Higher Education; Lifelong Learning; Pilot Projects; Technology Role; United Kingdom.


This paper is based on 1001 home-based interviews with UK adults. It describes their varying patterns of participation in lifelong learning & their use of technology for learning & leisure. It finds that 37% of all adults report no further education of any kind after reaching compulsory school leaving age. This proportion declines with each age cohort, but is largely replaced by a pattern of lengthening initial education & still reporting no later education. These patterns of participation are predictable to a large extent from regression analysis using a life-order model of determining variables - all of which are set very early in life. This suggests that universal theories to describe participation, such as human capital theory, are incorrect in several respects. Where individuals create, for themselves & through their early experiences, a "learner identity" inimicable to further study, then the prospect of learning can become a burden rather than an investment for them. This has implications for the now widespread & extensively funded notion of overcoming barriers to access via technology.
**KEY WORDS:** Adult Education; Information Technology; England; Wales.


Describes technology education on a province-by-province basis. Groups various approaches to technology education into three categories and summarizes them. Provides illustrative examples and focuses on the objectives of the curriculum, the way the content of the program is structured, and recent developments.

**KEY WORDS:** Curriculum Development; Educational Change; Foreign Countries; Secondary Education; Technology Education; Work and Learning.


In the new economy, portals have replaced ports, bytes have replaced bits, and the information highway has replaced the conventional highway as the basic infrastructure of the information economy. Ports, bits and conventional highways are still important; but even they are sustained by information technology (IT). In the new knowledge economy IT is crucial—in fact IT is almost synonymous with the knowledge economy. In our highly developed economy it is imperative that we facilitate the transformation of information into the knowledge. Canada needs to sustain its productivity and competitiveness. To sustain a high-wage economy like Canada’s, a highly skilled, highly productive workforce is crucial. This is especially true in IT—and increasingly so given the feasibility of outsourcing and off-shoring service and IT functions. Canada cannot, and does not want to compete on the basis of wages with low-wage economies throughout the world. This means that Canada must have a flexible, adaptable and skilled workforce to maintain high productivity and high wages. In a world where the prices of goods, physical and financial capital and other inputs are increasingly fixed in the global marketplace, the comparative advantage of a country like Canada will increasingly depend on the skills and knowledge embedded in its workforce.

**KEY WORDS:** New Economy; Information and Technology; Knowledge Economy; Canada.


Interviews with 12 female technology education practitioners revealed that they felt accepted in the profession but sometimes felt isolated, patronized, or minimized by a minority of male colleagues. More women in the profession as role models and mentors would help improve the climate.

**KEY WORDS:** Ethnography; Gender Issues; Sex Discrimination; Sex Stereotypes; Technology Education; Work and Learning.


This article reports selected findings from a study on the changing nature of work,
learning and technology in the Canadian public sector (Ontario). Vis-a-vis the involvement of a major management consultant firm, these findings mirror the experiences at the nexus of policy, labour process and technology, seen in several other western countries, the authors examined workers' learning responses to management-led introduction of a leading edge, Web-based social service delivery system. The paper show how neo-Taylorist principles have shaped work design, and argues that the result has been a high-tech from a "de-skilling" (Braverman) in which semi-professionalized case management workers' skill/knowledge sets have been systematically broken down. The process has been contested however. Workers have sought to learn and re-skill, generating not only specific computer-based skills (or "work-arounds") but more general, collective cultures of learning within the everyday life of work. This learning is sometimes in keeping with managerial interest, and sometimes not.

**KEY WORDS:** Organizational Change; Public Sector Organizations; Deskilling; Trade Unions; Learning Processes; Canada.


The Internet seems an ideal medium for fostering and supporting informal adult learning because it allows adults to seek out and use resources independently, control the pace and direction of learning, and talk to and consult others. Because it provides access to information, encourages meaningful interaction with information or material, and brings people together, the Internet supports learning that is constructivist in nature and that builds on prior knowledge. Issues have been raised related to the Internet and its role in informal learning, including access; degree of control that governments or other agencies might exercise over information available through the Internet; incomplete understanding of the extent and type of learning that is occurring; skills needed to engage in self-directed learning on the Internet; motivation for those who use the Internet for informal learning; and how technology can be improved.

**KEY WORDS:** Access to Education; Adult Education; Adult Learning; Computer Mediated Communication; Computer Uses in Education; Constructivism (Learning); Experiential Learning; Independent Study; Informal Education; Information Seeking; Information Sources; Internet; Learning Motivation; Pacing; Prior Learning; Student Motivation.


This booklet highlights the efforts of five employers that rely on information technology (IT) workers and one "intermediary" organization connecting workplace experiences to classroom learning for secondary education students. The introduction lists the employers' and organizations' names, locations, and featured practices. The next three sections examine the IT industry; reasons why school-to-careers is an ideal strategy for addressing information technology industry skill needs; skills and certifications; and how the employer participation model works with students and teachers. These employers and intermediaries and their best practices are profiled: (1) The Kemtah Group (Albuquerque, New Mexico), which promotes school-to-careers experiences for under-represented populations; (2) The Gallup Organization (Omaha, Nebraska), which is helping students explore and understand the needs and demands of technology-driven workplaces; (3) EDS (Dallas, Texas), which gives students work-based opportunities; (4) Manpower, Inc. (Milwaukee, Wisconsin), which provides training and certification
opportunities for students; (5) Intel Corporation (Santa Clara, California), which is working with teachers to make a difference through technology; and (6) Greater Louisville, Inc. (Louisville, Kentucky), which is building coalitions to connect work and learning. The following items are also included: (1) an annotated list of eight organizations and resources; (2) a glossary; and (3) a discussion of steps to build on the National Employer Leadership Council’s agenda.

KEY WORDS: Academic Standards; Adjustment (to Environment); Advisory Committees; Annotated Bibliographies; Career Awareness; Career Ladders; Case Studies; Change Strategies; Communications; Computer Oriented Programs; Computer Software Development; Computers; Cooperative Planning; Demonstration Programs; Education Work Relationship; Educational Change; Educational Cooperation; Educational Practices; Educational Resources; Employment Qualifications; Entry Workers; Equal Education; Experiential Learning; Glossaries; Information Processing; Information Sources; Information Systems; Information Technology; Internet; Job Skills; Job Training; Labor Needs; Linking Agents; National Organizations; National Standards; Nonprofit Organizations; Partnerships in Education; School Business Relationship; Secondary Education; Skill Development; Special Needs Students; Student Certification; Technical Occupations; Vocational Education; Work Environment; Work Experience Programs; World Wide Web.


As the growth in teleworking, “virtual teams” and “virtual enterprises” has demonstrated, the economic landscape is increasingly characterized by an ability to work across spatial and organisational boundaries. Only with this redesign of working methods and business processes can the possibility of the digital age be delivered. Ebusiness and Workplace Redesign argues that the key context for much of today’s technology-supported organisational change is being established by developments in Ebusiness. In the handling of change, this book places particular emphasis on how the design of work and use of space can be organized and managed in more systematic and effective ways. In doing so, we are shown how organisations can embrace the new technologies and business opportunities presented by the Internet by creating more productive, dynamic and sustainable workplaces that exploit the benefits of these new practices of work flexibility.

KEY WORDS: New Economy; Knowledge Workers; Workplace Alternatives.


Analyzes three applications of online learning and technology in South Korea: development of single-mode virtual universities; online education in conventional universities; and Web-based corporate training. Concludes with principles of online learning derived from experiences in implementing such environments.

KEY WORDS: Adult Education; Adult Students; Computer Assisted Instruction; Computer Uses in Education; Conventional Instruction; Developing Nations; Distance Education; Educational Development; Educational Technology; Foreign Countries; Higher Education; Nontraditional Education; Online Systems; Professional Development; Program Development; Training; South Korea.

Along with the growth of the service sector in the information society, the most rapid growth has happened in business services, including computer and related services. These high-tech knowledge-intensive business services produce sector-specific knowledge on new technology and distribute it to other industries of the economy. Therefore, they are important actors within the wider innovation system. High-tech business service firms operate in quickly developing 'turbulent' markets, which challenges their ability to adapt to the changes and transform along them. The success of business depends to a large extent on their intangible assets, mainly on their human capital. In order to guarantee the innovativeness and competitiveness of their business and the organisational commitment of their employees, it is imperative for the firms to pay attention to and invest in the organisation of work and competence. New emerging high-tech business services with increased knowledge intensity of work implicate the changing content of work which both demands and encourages new and diverse forms of work organisation. The focus of this paper is on describing the typical organisational features of a specific category of knowledge work, which is information system (IS) expert work in specific a category of knowledge-intensive business services, namely high-tech IT service firms.

**KEY WORDS:** New Economy; High Tech; Workplace Change.


Major perspectives on the relationship between technology and the nature of work suggest that technology's impact on work is contingent on a broad set of factors. How this is viewed varies with different theoretical paradigms. Historically, the treatment of technology as a deterministic causal force had predictable impacts. Recently, there has been recognition of the complexity of technology and its relationship to work that is both bidirectional & dependent on a number of contingent factors. Factors integral to the impact of technology are the dynamics of the change process. In fact, the change process & outcomes are inextricably linked. In conclusion, the social reality of technology implementation is highly complex. Very different technologies are brought into different social settings for different reasons, often with completely opposite effects. Complex theories that recognize the emergent & socially constructed nature of technology are needed.

**KEY WORDS:** Technological Innovations; Technology Assessment; Technological Change; Adoption of Innovations; Work Organization; Organizational Culture; Organizational Change; Office Automation.


Considers higher education and professional learning and describes a Web-based course focusing on project management skills, including collaboration. Discusses professional knowledge; self-directed learning; social processes of professional learning; integration of learning and assessment; social support for professional skills; cognitive support for professional learning; and task design based on project-based learning.

**KEY WORDS:** Cooperation; Evaluation Methods; Evaluation Research; Higher Education; Independent Study; Interpersonal Relationship; Learning Processes; Professional Education; Professional Occupations; Teamwork; Web Based Instruction; Cognitive Strategies; Knowledge; Project Management; Task Definition.

Reports on a two-year classroom investigation of primary school technology education. Explores emerging classroom practices in technology and intervention strategies developed to enhance teaching.

**KEY WORDS:** Educational Change; Elementary Education; Intervention; Professional Development; Teacher Attitudes; Technological Literacy; Technology Education; Work and Learning.


Papers in the current issue of the journal Applied Ergonomics, 36 (2005). In the past decade we continue to witness many changes in the nature of organisations and working life. Coping with rapid technological change, greater job mobility and greater job insecurity are increasingly common characteristics of employment. Changes have had a significant impact on the requirements and methods of competence development and workplace learning. The most prevalent trend is the increasing need for life-long learning (Fischer, 2000). Workers cannot expect to acquire all necessary skills in formal education in advance of their careers. Career changes, necessitating further learning are becoming increasingly common. Technological developments are increasing the rate at which methods of working have to change in order to keep up-to-date, efficient and competitive. Papers in this issue highlight the need for increased research into both human & social factors of rapid technological change and the role that e-learning can play in meeting increasingly high demands for skills and competence. The papers, we hope, will serve to motivate further research work in this important area.

**KEY WORDS:** Organizational Change; Organizational Learning; Professional Competence; Technology; Computer Assisted Instruction; Computers; Internet.


The author's propose to increase awareness of what employers want from e-learning with the relatively new Sector Skills Council (SSC), twenty-five organizations who have been tasked with representing employers' skills needs and influencing government provision. The SSCs are in place to understand what employers actually need from learning and to stand in the gap on their behalf in working with government agencies of learning provision. Currently, much of the e-learning work has been focused on the school and formal education system - reform in these areas is key. E-learning has the opportunity to radically alter government learning provision - encouraging flexible credit based learning programs more closely aligned to business needs. The SSCs will be key agents of change in this process and it is important that they are equipped for this role and connected with employer needs.

**KEY WORDS:** Provisions; Government Agencies; Online Instruction; Changes; Western Europe; Internet Communications; Development; Public Sector; United Kingdom; UK.

Documents the ways in which one teacher from each school established successful classroom strategies for incorporating technology into classroom life using case studies from two Western Australian schools. Discusses implications in terms of leadership and collaboration.

**KEY WORDS:** Cooperation; Educational Change; Educational Strategies; Elementary Education; Foreign Countries; Leadership; Teacher Attitudes; Technological Literacy; Technology Education; Work and Learning.


This paper reports on attempts to develop a new learning in the workplace degree based upon an online learning community approach. The paper describes the use of individualised learning plans, shared electronic portfolios and collaborative reflection on practice. Online strategies such as “hotseating” and the use of workplace advocates are illustrated. The paper exhibits that it is possible to build an online community for an award-bearing workplace learning degree but that new tools and approaches need to be developed to ensure self-directed learning from experience and through reflection can take place in a community of learners.

**KEY WORDS:** Exhibits; Online Courses; Labor Education; Continuing Education; Student Centered Curriculum; Independent Study; Educational Innovation; Discourse Communities.


The author shares ways technology may empower students and how it has enabled her as a teacher to expand beyond some of the traditional boundaries for writing, reading, and assessment. In the discussion, the importance of economic and environmental equity and the need for theory to inform pedagogy are emphasized.

**KEY WORDS:** Access to Computers; Access to Education; Curriculum Development; Educational Development; Educational Technology; Educational Theories; Equal Education; Student Empowerment; Technology Implementation; Technology Role.


Most empirical investigations of 'informal learning' either arbitrarily operationalize the term or take common sense notions of the term as the basis for their claims. Few studies to date have problematized the phenomenon itself with reference to its accomplishment in moment-by-moment interaction. This article draws on detailed analysis to make claims about the nature of informal learning as a distinct speech-exchange system with features of both formal pedagogical communication and everyday conversation. The analysis shows how two novice computer users can collectively construct a Zone of Proximal Development for their learning. I discuss ambiguities of informal learning, the difficulties
of computer-mediated learning interaction specifically, and the political significance of shared control over turn-allocation. I conclude that analysis of informal learning as a speech-exchange system is useful and that learning can be understood outside of expert-novice relationships. The broader social implications of this are that hierarchical knowledge/power relations are not necessarily definitive of the learning process. This, in turn, provides support for the claim that informal learning may be a means of transforming rather than reproducing knowledge forms.

**KEY WORDS:** Informal Learning; Zone of Proximal Development; Pedagogical Communication; Political Significance; Novice Computer Users; Speech-Exchange System; Computer-Mediated Learning; Conversation.


Examines theoretical and conceptual issues around promoting the growth of virtual learning communities and considers issues around using communication technologies in formal and informal learning environments. Highlights include: the theoretical context of community; categories for examining virtual learning communities; emphases of virtual learning communities; ten elements of community; and research issues raised by virtual learning communities.

**KEY WORDS:** Community Characteristics; Community Development; Computer Mediated Communication; Computer Uses in Education; Distance Education; Educational Technology; Learning Communities; Learning Environments; Virtual Communities.


Policy discourse about lifelong learning has shifted from economic imperative to social and moral pursuit and intrinsic good. Despite this, the emphasis on technological solutions in Information Age discourse subjugates social, civic, and political concerns to an economic competitiveness rationale.

**KEY WORDS:** Discourse Analysis; Educational Attitudes; Educational Objectives; Educational Technology; Foreign Countries; Information Technology; Learning Motivation; Lifelong Learning; Public Policy; Telecommunications; United Kingdom.


Presented are the outcomes of a systematic review of first cohort experiences using Ufi’s online Learning through Work (LtW) facility. This was to negotiate personalized programmes of study leading to full university awards based on projects related to their everyday work. Learning through work and wider experience of online work-based learning are discussed. As well, the main features of the LtW programme are described. Data are drawn from user surveys and in-depth interviews of participants. A grounded theory methodology is used to allow propositions to emerge from the data about user readiness, institutional responses and wider impact on the learners and their work-place. Propositions are presented for discussion in the wider context of learner-managed learning and the use of the Internet for university-recognized learning through work.
KEY WORDS: Educational Sociology; Economics of Education; Academic Success; Academic Achievement; Higher Education; Internet; Universities; Learning; Empirical Research; Comparative Analysis; United Kingdom.


A model for workplace learning is put forth and looks to integrate formal and informal learning through the use of e-learning. An assumption is made that the integration of formal and informal learning is necessary in order to create desirable competencies, from individual and an organisational perspectives. The article uses two case studies to test the model. One study is set in an industrial setting, while the other is performed in a hospital. There are some promising results in terms of flexibility and accessibility, but some problems have yet to be solved. These problems primarily deal with the integration of individual and organisational learning, and with the lack of time for reflection and learning during conditions of down-sizing and rationalisation.

KEY WORDS: Workplace Learning; Computer Based Learning; Informal Learning; Formal Learning.


The increasing globalization of work, coupled with rapid advancement in communications technology, is making age-old teaching methods irrelevant. To thrive in the plugged-in future workplace, students today need to learn a whole new set of fundamental skills. This book starts by presenting the author's assumptions and biases with regard to economic cycles and evolution, and standards. It explores the foundations of the future economy, the notion of the telematic age driven by information technology, the characteristics needed to succeed in this emerging world, and the changes needed to be made in education to ensure that all students leave school prepared to face the challenges of a world undergoing continual redefinition. It provides an in-depth discussion of the skills necessary for professional success in the coming years, along with strategies on how best to teach them in the classroom.

KEY WORDS: Education; Technological Innovations; Labour Supply; Work and Learning.


Results of the Cognitive Holding Power Questionnaire completed by 480 Australian technology education students suggest that design-based technology classes develop higher-order thinking skills. Teachers are attempting to balance support with student autonomy and control while shifting to learner-centered instruction. However, they may be emphasizing doing over thinking and planning.

KEY WORDS: Educational Change; Educational Strategies; Foreign Countries; Secondary Education; Technology Education; Thinking Skills; Work and Learning.

This integrative study examines the relationship between the introduction of technology, training and education.

**KEY WORDS:** Skill; Technology; Management; ICT; Knowledge; Underemployment; Upgrading.


This chapter describes principles and strategies that support the creation of informal learning environments on the World Wide Web. The discussion is informed by over five years of experience developing the Dragonfly Web Pages, an informal science education environment on the Web. The author describes the following Web page departments: expository text, interactive experiences, side bars, links to related resources, and off-line investigations, as well as assessment and evaluation. A discussion of the development of the Dragonfly Web Pages includes five principles of the American Psychological Association Work Group that address cognitive and motivational factors influencing learning; the role of play in the development of scientific learning; and research on gist formation. Strategies for creating informal learning environments on the Web are outlined.

**KEY WORDS:** Informal Learning Environments; Dragonfly Web Pages; World Wide Web; Cognitive & Motivational Factors; American Psychological Association; Role of Play in Scientific Learning; Gist Formation; Children.
Section 5.2
Immigrants, Work and Learning

A study framed by sociocultural theory involved 15 British Caribbean women immigrants in the United States. Home country culture and early schooling involved learning experiences in the host country. They faced challenges in negotiating language and identity. Length of time in the new culture, level of social support, and sociocultural environment influenced learning.

**KEY WORDS:** Acculturation; Adult Learning; Cultural Context; Females; Immigrants; Learning Processes; Postsecondary Education; Socialization; Caribbean.


The author considers the role of the work in the socialization of children who grow up in conditions of extreme poverty. Based on research among families of seasonal migrant agricultural labourers from the south of Mexico coming to work in the north of the country. One of the few options open to these peasant families, the author argues that it also represents an effective form of socialization that enables children to prepare for their future. The article discusses the conditions surrounding the children's work and schooling, whether the minimum age of employment should be enforced, and presents the dilemma of whether it is best for children to pursue waged labour or school education.

**KEY WORDS:** Child Work; Family; Mexico; Migration; Formal Training; Employment and Education; "At Risk".


Immigrants compose an increasingly large share of the US labor force and growing share of low-wage workers. Immigrants' hourly wages are lower on average than those for natives. Immigrant workers are much more likely than native workers to drop out of high school. Three-fourths of all US workers with less than a ninth grade education are immigrants. Nearly two-thirds of low-wage immigrant workers do not speak English proficiently, and most of these workers have little formal education. Two of every five low-wage immigrant workers are undocumented. While the low-wage native labor force is mainly female, men dominate the low-wage immigrant labor force. Even though they are less likely to participate in the labor force, female immigrant workers are better educated and more likely to be in the country legally than male immigrants. Foreign-born women earn substantially lower wages than foreign-born men and native women. Although immigrants dominate a few low-wage occupations, such as farming and private household work, immigrants in these occupations represent a small share of all immigrant workers. There are more foreign-born workers in low-skilled manufacturing and services.

**KEY WORDS:** Dropout Rate; Educational Attainment; Employment Patterns; English (Second language); Immigrants; Labor Force; Language Proficiency; Limited English Speaking; Second Language Learning; Sex Differences; Urban Areas; Wages; Formal Training; Employment and Education; "At Risk".

The authors have been engaged in research focused on how parents in high-poverty urban communities negotiate understandings and build sustaining relationships with others in school settings. In this article, the authors draw upon ethnographic methodology to report on the stories of three working-class immigrant parents and their efforts to participate in their children's formal education. Their stories are used as exemplars to illuminate the challenges immigrant parents face as they work to participate in their children's schooling. In contrasting the three stories, the authors argue that parental engagement needs to be understood through parents' presence in schooling, regardless of whether that presence is in a formal school space or in more personal, informal spaces, including those created by parents themselves.

KEY WORDS: Immigrants; Parents; Parent Participation; Parent School Relationship; Parent Student Relationship; Urban Education; Urban Areas; Poverty; Working Class; Economically Disadvantaged; Parent Role.


Language maintenance has been an issue debated whenever languages come into contact. This paper presents a detailed discussion of the reasons most often cited as to why languages should be maintained, with a specific focus on Australia because of the country’s multilingual makeup. Australia currently has about 150 aboriginal and Torres Strait Islander languages still in use, and more than 100 languages other than English are spoken by its immigrant population. However, these diverse language resources have been allowed to steadily decline. The arguments for the maintenance of Australia’s languages are categorized loosely based on Thieberger's (1990) work and each of the arguments is discussed: (a) group integrity and group membership, (b) identity, (c) cultural heritage, (d) social-humanitarian and economic implication, (e) assimilation, and (f) cognitive development and academic achievement. This paper argues that there are many apparent advantages to maintaining languages.

KEY WORDS: Language Maintenance; Multilingualism; Indigenous Populations; Languages; Group Membership; Cultural Background; Cognitive Development; Acculturation; Academic Achievement; Foreign Countries; Sociolinguistics; Immigrants; Ethnic Groups; Racial Identification; Ethnicity; Australia.


Examined are the living and working conditions of adolescent migrant farmworkers. Interviews with 216 youth working during peak harvest time in 6 states, as well as with adult farmworkers, family members of working youth, and farm labor contractors. Most of the youth were 14-17 years old, although a few had begun work as early as age 11; were overwhelmingly male; and were living on their own. Few were US citizens or legal residents. Originating primarily in Mexico and Guatemala, a surprising proportion were indigenous. Adolescent farmworkers lived in the most marginal conditions within an already marginalized population. Extremely crowded housing was substandard. The 70% of interviewees had only an elementary education or less. Those with at least some
secondary education were generally interested in furthering their education. Migrant youth working in agriculture suffered many threats and risks to both their physical and mental health. Extensive recommendations are made concerning needs for longitudinal research to guide initiatives; educational program designs to serve out-of-school migrant youth, particularly in the areas of English language learning, numeracy, and lifelong learning skills; expanded eligibility for federal job training programs; enhanced legal protection of working youth and enhanced enforcement housing; and new strategies to manage the influx of migrant youth into the US farm labor market.

KEY WORDS: Adolescents; Agriculture; American Indians; Child Labor; Educational Needs; Elementary/Secondary Education; Labor Conditions; Mexicans; Migrant Education; Migrant Health Services; Migrant Housing; Migrant Youth; Public Policy; Social Network; Undocumented Immigrants; Work Environment; "At Risk".


This article discusses research on ESL for the workplace, identifying gaps in the existing literature and promising directions for new explorations. A qualitative study was conducted in one type of program for immigrant women and men in Western Canada seeking to become long-term resident care aides or home support workers. The study examined the linguistic and social processes at work in the education and integration of immigrant ESL speakers into the workforce and the broader community; the issues participants in such programs face; and the insights that can be gleaned for understanding language socialization in this context. Of particular interest was the contrast observed in one such program between the focus on medical and general English language proficiency, as well as nursing skills, and the actual communication requirements within institutions with large numbers of staff and patients who do not speak English, and who, in the case of elderly, may also face communication difficulties associated with ageing, illness, and disability. Implications for future research and curriculum development are discussed.

KEY WORDS: Immigration; ESL; Western Canada; "At Risk".


Study examines how the use of learner-generated photography in an English as a Second Language (ESL) curriculum influenced knowledge production of migrant workers in the U.S. Data were obtained from 23 immigrant workers who participated in the 26-week project. Results show that the use of learner-generated photography in the ESL classroom served as an impetus for sharing stories and beginning conversations, helping learners to see connections between past and present experiences. The use of photography also prompted a number of issues to be raised concerning such topics as racism, low wages, work inequalities, unsafe working conditions, & difficulties faced in obtaining citizenship. The project resulted in 5 transformative outcomes that helped learners both inside & outside the work space. These were critical reflection, creation of knowledge, communication, community building, and change-making.

KEY WORDS: Immigrants; Education; Great Britain; English as a Second Language; ESL; Transformation Theory; Adult Learning; Photography in Education; "At Risk".

Many immigrants, refugees, and aboriginal Canadians learn their own languages in the normal, informal way. These minority languages learned informally are not valued as a skill that yields returns in the labor market in the same way the official languages or formally learned languages do. What counts as a skill in a society, in a given point in time, is the product of complex phenomenological, social, economic, ideological, and political processes. Discourse is key to this process of social and cultural reproduction. The discourse of Ontario employers socially constructs the definition of what counts as a skill in Ontario workplaces and thus what warrants value in the labor market. The notion of skill is a construction that is socially created and hence changeable. If we want to change the unjust situation that affects the speakers of minority languages, we need to change the discourse surrounding minority languages to one that truly values minority languages as skills worth conserving, maintaining, and putting to use.

KEY WORDS: Adult Education; Bilingualism; Canada Natives; Developed Nations; Discourse Communities; Employer Attitudes; Employment Potential; Foreign Countries; Immigrants; Indigenous Populations; Informal Education; Job Skills; Language Attitudes; Language Minorities; Native Speakers; Refugees; Ontario; "At Risk”; Immigrant Workers; Refugees.


Using data from the National Adult Literacy Survey, explores the English fluency and literacy of U.S. adults whose native language is not English, their fluency and literacy in their native language, and their employment patterns and earnings. Data show that only nonnative English speakers with low levels of formal education were truly disadvantaged in the labor market by their lack of English native language skills.

KEY WORDS: Educational Attainment; Employment Patterns; English (Second Language); Income; Labor Market; Language Minorities; Language Proficiency; Literacy; "At Risk".


This paper discusses employment preparation and how it can be integrated into English-as-a-second-language (ESL) curriculum in a workplace or standard adult ESL program. It chronicles the historical link, since federal legislation in 1964, between employment and adult education and the relationship of employment and ESL instruction with the large influx of immigrants from the '70s. Distinctions between workforce and workplace instruction is discussed, noting trends since the 1970s. Research on both linguistic skills and other workplace skills needed in the workplace is reviewed briefly, and 5 areas of workplace competency identified in a major federal report by the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) are detailed. Ways in which ESL practitioners can teach the SCANS skills are briefed, and other ways in which they can advance workplace ESL instruction are identified.
KEY WORDS: Adult Education; Educational Needs; Employment Patterns; English (Second language); Job skills; Labor Force Development; Language Proficiency; Language Role; Language Usage; Limited English Speaking; Literacy Education; On-the-Job Training Second Language Instruction; Vocational Education; Vocational English (Secondary language); Work Environment; "At Risk".


Too often career counselors hear of, or work with, unemployed or underemployed foreign trained immigrant professionals. With the globalization of economy and shortages in skilled labor in Canada, the number of immigrant professionals is on the rise. It is becoming clear that services and programs are necessary to assist such individuals to ensure their contribution to the economy and smooth transition into a new country. However, the traditional job search and career development programs do not necessarily address the concerns and challenges that this group faces. This chapter identifies some of these challenges and proposes new programs and initiatives that may better address some of these concerns.

KEY WORDS: Career Counseling; Counseling Techniques; Employment Services; Immigrants; Job Search Methods; Professional Occupations; Underemployment; Unemployment.


This study explored inter- and intra-individual immigrant group differences in children's English verbal ability over ages 6-16 in 4 racial/ethnic groups - White Americans, Black Americans, Mexican Americans, and Puerto Ricans (N=2,136). Although all children's mean verbal scores increased with age, immigrant children (except for Black Americans) had lower scores than respective nonimmigrant children. In contrast, immigrant children (except for Mexican Americans) had more persistent verbal growth into adolescence than respective nonimmigrant children. Family resources moderately accounted for immigrant differences in children's mean verbal scores only. The findings support different theoretical models for understanding inter- and intraindividual immigrant differences in achievement. Mexican-American immigrants and Black American nonimmigrants were struggling and merit policy attention.

KEY WORDS: Immigrants; Verbal Ability; English (Second Language); Mexican Americans; African Americans; Puerto Ricans; Scores; Whites; Children; Academic Achievement; Models; Racial Differences; Ethnic Groups; Second Language Learning.


Since 1975, the United States has resettled more than 2 million refugees, with approximately half arriving as children. Refugee children have traumatic experiences that can hinder their learning. The United Nations has specified in conventions, and researchers have concurred, that education is essential for refugee children's psychosocial adjustment. However, government officials, public opinion, and researchers have often differed about what is best for refugees' healthy acculturation. On the basis of
a large-scale longitudinal study of the children of immigrants and refugees, Portes and Zhou (1993) suggested the theory of segmented assimilation, which accounts for diverse entry situations and receptions of immigrant and refugee populations. This review uses their theory to consider the needs and obstacles to education for refugees, and interventions for success.

**KEY WORDS:** Refugees; Students; Literature Reviews; Educational Needs; Acculturation; Well-Being; Second Language Learning; Parent Influence; Rejection (Psychology); Stereotypes; Bias; Social Discrimination; Muslims; Student Experience; United States.


In recent decades, immigrants, refugees and asylum seekers have sought a new way of life in large numbers, often leaving their countries of origin behind in search of places that offer a better way of life. The purpose of this study was to investigate how elementary and middle school students in state schools in Reading, England (primarily speakers of Asian languages), and Richmond, Virginia (primarily speakers of Spanish), were supported academically, when most children's first language was not English. The authors were interested in exploring whether or not there were cultural or structural differences in the way each country helped or hindered these students as they progressed through the school systems. Three UK schools in a district of approximately 100,000 and three US schools in a district of approximately 250,000 were the focus of this exploration from 2000 to 2003. Findings indicated that there were cultural and legislative differences and similarities. Teachers and administrators in both countries attempted to provide services with limited and sometimes diminishing resources. Community support varied based on resources, attitudes toward various ethnic groups, and the coping strategies adopted by these groups in their new environments. Marked differences appeared with regard to the manner in which assessments took place and how the results were made available to the public.

**KEY WORDS:** Foreign Countries; Standardized Tests; Coping; Community Support; Immigrants; Elementary School Students; Middle School Students; Cultural Differences; English (Second Language); Second Language Learning; Educational Policy; Academic Achievement; Teaching Methods; England; Virginia.


Examined how the experiences of a Mexican immigrant para-educator translated into beliefs and teaching, using the "funds of knowledge" concept to consider her experiences as critical to teaching. Results indicated that she had markedly different experiences from mainstream educators, yet numerous factors worked against using them for instruction. Her beliefs about teaching and learning stemmed from her experiences and the meanings she constructed from them.

**KEY WORDS:** Cultural Influences; Diversity (Faculty); Elementary Education; Hispanic Americans; Mexican Americans; Paraprofessional School Personnel; Personal Narratives; Prior Learning; Funds of Knowledge.

First-generation immigrants play a crucial role in the U.S. economy, but despite their pivotal role many immigrant workers confront enormous challenges in the labor force. The immigrant population increased from 19.8 million in 1990 to 31.1 million in 2000, comprising 11.1% of the U.S. population and 12.4% of the nation's workforce. Immigrants are expected to account for half of the working-age population growth between 2006 and 2015 and for all of the growth between 2016 and 2035, yet they are concentrated in low-skill, low-pay jobs. Some of the challenges that keep immigrants in working poverty are as follows: (1) immigration status; (2) inaccessibility of job training and placement programs; (3) rarity of job-based benefits; (4) ineligibility for government programs; and (5) discrimination and exploitation in the workplace. Some of the recommendations to funders to improve conditions are as follows: (1) enhance language access to programs; (2) integrate job training with English-acquisition and cultural orientation; (3) develop workforce programs that forge multisector partnerships; (4) help immigrants gain fair recognition and receive accreditation for their skills and education; (5) successfully educate children of immigrants; (6) educate and develop the leadership of immigrant workers; (7) protect immigrant workers who risk intimidation for union activities; and (8) improve public policy, employer practices, and economic outcomes for low-wage immigrants.

KEY WORDS: Access to Education; Employer Attitudes; Employment Practices; Employment Projections; English (Second Language); Equal Opportunities (Jobs); Immigrants; Institutional Cooperation; Intercultural Programs; Job Placement; Job Training; Labor Conditions; Labor Force; Labor Force Development; Policy Formation; Population Trends; Public Policy; Second Language Learning; Unskilled Workers; Working Poor.


Research on Mexican and Central American immigrant children illuminates their everyday work as helpers in the home, community, and school. Their participation is shaped by gender dynamics. Their work can be viewed in multiple ways as volunteerism, learning opportunities, and cultural and linguistic brokering.

KEY WORDS: Child Labor; Children; Family Financial Resources; Housework; Immigrants; Mexicans; Sex Role; Central America.


This book offers a study of migrant Filipina domestic workers who leave their own families behind to do the mothering and caretaking work of the global economy in countries throughout the world. It specifically focuses on the emergence of parallel lives among such workers in the cities of Rome and Los Angeles, two main destinations for Filipina migration. The book is largely based on interviews with domestic workers, but it also portrays the larger economic picture as domestic workers from developing countries increasingly come to perform the menial labor of the global economy. This is often done at great cost to the relations with their own split-apart families. The experiences of
migrant Filipina domestic workers are also shown to entail a feeling of exclusion from their host society, a downward mobility from their professional jobs in the Philippines, and an encounter with both solidarity and competition from other migrant workers in their communities. The author applies a new theoretical lens to the study of migration—the level of the subject, moving away from the two dominant theoretical models in migration literature, the macro and the intermediate. At the same time, she analyzes the three spatial terrains of the various institutions that migrant Filipina domestic workers inhabit—the local, the transnational, and the global. She draws upon the literature of international migration, sociology of the family, women's work, and cultural studies to illustrate the reconfiguration of the family community and social identity in migration and globalization. The book shows how globalization not only propels the migration of Filipina domestic workers but also results in the formation of parallel realities among them in cities with greatly different contexts of reception.

KEY WORDS: Women; Employment; Foreign Countries; Filipinos; Women Domestics; Alien Labor; Philippine; Emigration; Government Policy.


This curriculum was designed to teach frontline supervisors of community-based services and programs that provide supports to persons with developmental disabilities. The curriculum is based on a set of identified competencies for frontline supervisors and the findings of a series of focus groups that were conducted by the Institute on Community Integration with direct support professionals, frontline supervisors and administrators from agencies in Minnesota. Issues, challenges, and benefits of new immigrants entering the direct support workforce were identified during the focus groups, and the materials presented in this curriculum are designed to address these challenges. Specific modules address: (1) understanding diversity; (2) building a cohesive team by supporting immigrant workers; (3) orienting and training the immigrant worker; and (4) recruiting, hiring, and organizational practices that support immigrant workers. The training curriculum consists of both a facilitator guide and a learner guide. The facilitator guide is designed to be used by trainers and facilitators who have a good understanding of the issues. Step-by-step instructions are provided in the guide for each activity. The learner guide is to be used as a workbook during the training and as a reference guide.

KEY WORDS: Adults; Children; Community Programs; Curriculum; Disabilities; Employer Employee Relationship; Human Services; Immigrants; Minimum Competencies; Organizational Change; Organizational Climate; Organizational Effectiveness; Recruitment; Social Agencies; Social Work; Social Workers; Supervisors; Supervisory Methods; Training; Methods; Minnesota.


The study examines the education experiences of refugee youth in Canada. Using data obtained from a random sample of 91 refugee youths between the ages of 15 and 21, plus data from 123 of their parents, the purpose of this study is to identify the factors influencing their educational success. The study finds that the majority of refugee youth are doing well in the education system, with about 50 per cent expecting to complete high school and to continue to post-secondary education. The remaining 30 per cent are experiencing some difficulty finishing high school and about 20 per cent do not expect to finish their secondary education. Ethnicity, refugee camp experience, appropriate grade
placement on arrival, parents' health, urban residence, and number of months in Canada are correlated with academic performance.

**KEY WORDS:** Academic Achievement; Education Experiences; Youth; Educational Background; Refugees; Canada; "At Risk"; Refugees.
Section 5.3
Disability, Work and Learning

People labelled disabled face exclusion in almost all aspects of their lives. This social exclusion is particularly true in the labour force, where people with disabilities typically face high rates of unemployment and underemployment. This research not only seeks to critically analyze the labour market inequity experienced by bodies marked "disabled", but also to illustrate the social process behind this "disablement". In doing so, this research advances an understanding of disability oppression in which social, cultural, and economic structures are scrutinized and their role in social exclusion highlighted. In order to illustrate the dynamics of disability and work, this research will explore in depth the following three labour market conditions: unemployment, underemployment and unpaid labour. By doing so, this research illustrates how an sociological approach to disability oppression uncovers the root causes of labour market inequity and thus allows us to lay the foundations for social justice.

**KEY WORDS:** Disability; Labour Market; Social Exclusion; Unemployment; Underemployment; Unpaid Labour.


Many people with arthritis become work disabled, but little is known about the types of work barriers they experience and their use of job accommodations. This article describes work barriers and use of accommodations and examines factors associated with accommodation use in persons with arthritis at risk for work disability.

**KEY WORDS:** Physical Disabilities; Vocational Rehabilitation; Work Environment; Arthritis; Accommodation; Disabilities.


Data from the 1990 and 1993 panels of the Survey of Income and Program Participation are used to analyze relationships between disability status and job mobility. Individuals who experienced voluntary and involuntary job separations over a 20-month period were identified to examine the effect of disability status on rates of job change and wage growth following a job change. The results show that disabled workers are more likely to experience involuntary job changes than are non-disabled workers but there is little difference in the wage effects of job changes by disability status.

**KEY WORDS:** Disability Status; Job Mobility; Voluntary and Involuntary Job Separations; Job Change; Wage Effects.


This study examines how disabled employees interpret organizational practices. Through the viewpoint of disabled workers, the study shows how they interpret organizational behavior as discriminatory and mobilize the law to inject agency into inequality processes, albeit cognitively. Disabled employees perceived discrimination to be based
on personal characteristics, organizational structure and the limited opportunities for training in organizations. However, employees who worked in organizations that were focused on disability issues or who were offered opportunities for training were less likely to perceive discrimination. The study also indicates employees who worked in organizations with grievance procedures were more likely to perceive discrimination. Findings imply disability related human resource management structures play a symbolic role with little influence on employees' perceptions of discrimination.

**KEY WORDS:** Disabilities; Work; Organizational Practices; Discrimination; Grievance; Human Resource Management; Employee Perception.


This new and exciting introductory textbook is applicable for anyone studying disability. It provides an excellent overview of the existing literature in the area, and it also develops an understanding of disability that has implications for both sociology and society. In the past 30 years, our understanding of disability has dramatically changed. Once perceived as a largely medical problem affecting only a low number of people, it is now a major social and political issue. Exploring Disability charts both the traditional and contemporary approaches to the area before focusing on the social model of disability. The authors look at the relationship between disabled people and areas such as medical sociology, disability studies, social policy, politics and culture. The book concludes with an exploration of the future of theory and research on disability. Exploring disability will be indispensable for students seeking to better understand disability within sociology, disability studies, social policy, politics, cultural studies, and health-related disciplines including medicine.

**KEY WORDS:** Disability; "At Risk".


This book is designed for both adults with dyslexia and for professionals concerned with helping them, such as psychologists, tutors, therapists, researchers, disability advisors, and welfare officers. It also offers advice to employers on how to help staff with dyslexia. The text covers the nature of dyslexic difficulties and their effects, both practical and emotional. Dyspraxic difficulties are also discussed. Assessment tests are described and reviewed, and recent research is summarized. Detailed advice is given on tackling the difficulties encountered by adults with dyslexia, including work organizations and effective work methods, reading and writing for work purposes, memory skills, oral presentation and interaction, and dealing with the emotions associated with dyslexia. Finally, guidance is given on the British Disability Discrimination Act, and sources of information and help are listed. Throughout the book, there are numerous case studies designed to capture the immediate experiences of people with dyslexia at work. Appendices include a dyslexia checklist, a dyspraxia checklist, a basic relaxation exercise, and visualization exercises for relaxation.

**KEY WORDS:** Adults; Case Studies; Civil Rights Legislation; Clinical Diagnosis; Disability Discrimination; Dyslexia; Emotional Problems; Employer Employee Relationship; Employment; Evaluation Methods; Reading Strategies; Speech Skills; Individual Disorders; Work Environment; Writing Strategies; Dyspraxia; Great Britain.

The charity/tragedy discourse of disability and traditional versions of femininity bear some striking resemblances. Both are associated with dependence and helplessness and with resultant practices that are implicated in the enduring reproduction of social and material inequalities. This article looks at the “identity work” of a group of girls, all of whom had been identified as having “special educational needs”, in a mainstream school in the UK. Using findings from an ethnographic study, the article explores how the girls position themselves in relation to the subject “special needs student”. The findings suggest that historical meanings associated with femininity and disability combine with contemporary schooling practices to produce a constrained range of subject positions around which the girls have limited room for manoeuvre.

**KEY WORDS:** Charity; Disability; Femininity; Dependence; Helplessness; Reproduction of Social Inequalities; Special Educational Needs.


This article explores alternative routes in further education and attainment of qualifications for people with disabilities, focusing on the potential uses of information technology and more flexible approaches to learning. Findings from interviews with students are used to develop student-centered maps to goal attainment for such students.

**KEY WORDS:** Adults; Disabilities; Information Technology; Job Placement; Outcomes of Education; Postsecondary Education; Secondary Education; Self Actualization; Self Determination; Student Attitudes.


This study uses a correlational design to examine the discrepancies among employers' employability ratings of hypothetical job applicants with different disability statuses. A survey packet was mailed to a random sample of 1,000 employers selected from a national membership list of human resource professionals. The survey included a standardized measure for rating employers' impressions of job applicants' employability with respect to 22 key employment-related traits. Employers were asked to rate the job applicants' suitability for employment in a hypothetical administrative assistant position. Findings show that job applicants without a disability received the highest mean employability ratings. Job applicants with an acquired brain injury were rated substantially the same as those with schizophrenia. Implications for social work practice and research are discussed.

**KEY WORDS:** Disability Status; Employability; Job Applicants; Employers.


A study examined whether Talking Mats, a light-technology augmentative framework, could be used successfully with 12 young adults with a learning and communication disability. Participants were able to indicate likes and dislikes and express views about the choices available to them. Some expressed opinions not previously known to their carers.
KEY WORDS: Assistive Technology; Augmentative and Alternative Communication; Decision-Making; Interpersonal Communication; Mental Retardation; Personal Autonomy; Pictorial Stimuli; Secondary Education; Self Determination; Transitional Programs; Young Adults.


This book examines the lived oppression that people with disabilities have experienced and continue to experience as a human rights tragedy. There are a number of unifying arguments that run throughout this book which attempt to synthesize both the conditions of disability oppression and the exigencies of its resistance: 1) the oppression of 500 million people with disabilities is rooted in the political-economic and cultural dimensions of everyday life; 2) the poverty, isolation, indignity, and dependence of these 500 million people with disabilities is evidence of a major human rights catastrophe and a fundamental critique of the existing world system; 3) the scant attempts to theorize the conditions of everyday life for people with disabilities are either incomplete or fundamentally flawed as a result of the medicalization/depoliticization of disability and the failure to account form the vast majority of people with disabilities who live in the Third World; 4) a disability-based consciousness and organization is emerging throughout the world which has begun to contest both the oppression people with disabilities experience and the depoliticization of that experience; 5) the political-economic and socio-cultural dimensions of disability oppression determine who is affected and the form resistance takes; 6) notwithstanding the importance of political-economic and socio-cultural differences, all the individuals and organizations that have taken up the cause of disability rights in the last twenty years have embraced the concepts of empowerment and human rights, independence and integration, and self-help and self-determination; and 7) these leitmotifs suggest a necessarily fundamental reordering of global priorities and resources based on equality, respect, and control of resources by the people and communities that need them.

KEY WORDS: Disability Oppression; Disability Rights; Empowerment; Political Economy; Consciousness; Alienation; Self-determination.


Using a new lens of informal learning, Church revisits processes and results of six years of research with psychiatric survivors working in psychiatric survivor-run businesses. Church reports on three dimensions of social learning: solidarity learning, reshaping the definition of self, and organizational learning. Key aspects of organizational learning that she reports include peer training, on-the-job learning, trial and error learning, and "failing forward."

The author concludes by presenting examples of successful learning and management practices such as: using membership and team meetings to communicate background information, spending time with employee board members before board meetings, reading feedback through body language, and staying connected to your workforce and key employees.
KEY WORDS: Disability; Illness; Informal Learning; Organizational Learning; Work.


In this Chapter the authors convey the research team's learning about their own subjectivity - of who they are - which emerged in the course of doing a study with a large financial institution ("Everybank") of learning practices of disabled employees. The authors discuss a variety of practices the team learned for fitting in when entering corporate spaces and interacting with corporate managers: how to dress, how to write, how to speak, and how to disappear. Subheadings like "Melanie gets dressed" give specific examples of team members' experiences of learning (or being trained) in relation to corporate culture. The authors credit this ongoing learning, and the data each team member's "subjective shifts" generates (p. 11), with drawing the team's attention to areas of employee experience, like clothing practices, they might otherwise have overlooked. Through learning who they, the research team, are in the corporate environment they discovered a question they should ask themselves in the course of their research with Everybank: "What kind of self do I need to (learn to) become to be a successful worker in this environment?"

KEY WORDS: Corporate Culture; Disability; Identity; Informal Learning; Methods.


Church and Luciani report findings from the study "Doing Disability at the Bank." The purpose of the study is to discover learning strategies that disabled people initiate and rely on to keep jobs within corporate environments during global restructuring. The inductive inquiry was designed around conversations: individual interviews with a standpoint sample of disabled people with substantial work histories, focus groups with self-identified disabled bank workers and non-disabled co-workers, participant observation, and documentary analysis. The study exhibited three characteristics of second wave feminist epistemology and methodology: reflexivity, emotionality, and innovation in the face of exclusion. Church and Luciani highlighted four kinds of work: the work of keeping up, which highlights effects of the pace of work and expectations for productivity; the work of waiting, which explores waiting for equipment and waiting to be understood; the work of hiding, which explores ways in which employees manage disclosure; and the work of keeping it light, which uncovers disabled employees use of humour to teach and to create an impression of cheeriness.

KEY WORDS: Body; Corporate Culture; Disability; Informal Learning; Methods; Workplace Learning.

Findings from the study "Doing disability at the bank: Discovering the learning/teaching strategies used by disabled bank employees" are presented. The authors analyzed conversations of employees who identified as "disabled," and another for coworker/manager "others", from seven focus groups in three Canadian cities to learn about what it's like to work in a corporate bank environment. The researchers learned that disability is both a bodily experience and an organizational construct, with distinct purposes within and for the organization. From coworker groups they observed that the perfect employee has a lean and mean lifestyle. They saw the corporation's commitment to a diverse workforce in tension with the drive for revenue. From disabled groups they learned that disabled employees prefer to stay hidden. Learning to conceal parts of themselves and their bodies was a form of work that had to be learned through trial and error - learning to create a virtual, able-bodied identity. The authors conclude that informal learning practices conceal an underlying politics of personal responsibility in which disabled employees hesitate to ask for workplace accommodations, and where humour is a key quality of success in a corporate environment. The result of self-deprecating humour combined with politics of individual responsibility is disabled employees who make working in a corporate environment look easy.

KEY WORDS: Attitudes; Corporate Culture; Disability; Informal Learning; Work.


This document has extracts from the Arts Council of England publication "Handbook of Good Practice-Employing Disabled People". This Handbook takes employers, advisors and employees through all aspects of recruitment and retention. Excerpts focus on in-depth case studies, a section for Associates and mentors providing information and advice for anyone taking on a supporting role, recruitment and learning programme documents, and a directory of contact details for a wide range of arts, disability, employment & training organisations.

KEY WORDS: People with Disabilities; Employment; England; Affirmative Action Programs; People with Disabilities in Art; Apprenticeship Programs; "At Risk".


Employment interview research displays a greater concern for refining employment interviews to benefit employers rather than prospective employees. The interviewee's perspective is often overlooked. Further, generally scant attention has been paid to the interview experiences of disabled interviewees. This study presents findings from a project that sought to understand disabled interviewees' experiences of employment interviews. The analysis suggests that such experiences were dominated by feelings of anxiety and manipulation, especially when contextualized within contemporary labour market conditions. The need for ethical rather than technical concerns into employment interviews and how innovations in interview techniques may be having a negative affect on interviewees was examined. The study stressed the need to reject victim blaming ideologies when researching disabled interviewees' experiences of employment interviews to counter the over emphasis of past research into changing the disabled person rather than the disabling interview environment.
KEY WORDS: Employment Interviews; Interview Techniques; Negative Effects; Anxiety; Manipulation; Labour Market Conditions.


Underpinning the technical gaze that dominates learning disabilities theory and practice is the assumption that learning disabilities are a pathology that resides in the heads of individual students, with the corollary that remedial efforts also focus on what goes on in the heads of students classified as learning disabled. This article begins with a critique of the ideology of individualism that situates individual success and failure in the heads of individuals as a means of introducing an alternative perspective - social constructivism - that locates learning and learning problems in the context of human relations and activity. Extended examples are used to illustrate how the performative aspects of learning disabilities emerge in the context of human relationships. The primary argument developed here is that one cannot be learning disabled on one's own. It takes a complex system of interactions performed in just the right way, at the right time, on the stage we call school to make a learning disability. The article concludes with a brief consideration of the instructional implications of a social constructivist stance.

KEY WORDS: Pathology; Learning Problems; Human Relations; Constructivism; Learning Disabilities.


Examines employment issues for women with multiple sclerosis. Focuses on experiences of women managing their disability and demonstrates the importance of the social and institutional dimensions of environment in shaping occupational performance.

KEY WORDS: Adults; Disabilities; Employed Women; Females; Occupational Therapy; Organizational Climate; Work Environment; Multiple Sclerosis.


Investigates the numerical representation and occupational distribution of women and men with disabilities compared to their non-disabled counterparts working in six of Canada's large banking institutions under the federal government's Employment Equity Act. It accesses the banks' progress towards identifying and eliminating discriminatory disabling barriers. Results from the 2001 Employment Equity Report shows the representation of persons with disabilities declined in 2003, which continues a declining trend from 1996. Furthermore, of all the designated groups, people with disabilities have had the least progress under the Act. The study closes with a discussion on workplace culture and locates the Act in the context of a broader discussion on the need for a network of economic and social change that includes challenging ableism.

KEY WORDS: Accommodation; Disability; Diversity; Workplace Culture; Employment Equity Act; Numerical Representation; Occupational Distribution; Banking Institutions; Canada; Discrimination; Employment Trends.

women with disabilities in Ontario. Ottawa: Canadian Council on Social Development.

This report provides statistics on working-age women with disabilities in Ontario. It employs quantitative and qualitative research and provides insights into the complex interplay of factors that create employment barriers for women with disabilities. While women and men with disabilities are typically both affected by the same barriers to employment, they are not always affected to the same degree or in the same way. Because of both their gender and their disability, women often face a unique obstacle course when trying to navigate their way through the world of paid work. Findings show women with disabilities have the lowest rates of labour force success and one of the highest rates of poverty. This report comes at a time when programs and policies in Ontario and across Canada are changing and evolving in response to In Unison, the latest vision paper for persons with disabilities.

**KEY WORDS:** Employment Barriers; Ontario; Working-age Women; Disabilities; Labour Market; Discrimination; Earnings; Poverty.


This qualitative multi-case study explores the perceptions of individuals who have experiences from both sides of the special education desk as students and then as teachers with learning disabilities. The study focused on how participants' past experiences with receiving special education services influenced their current practice as special education teachers. Participants' views on service delivery models, the importance of teacher expectations, and the value of conceiving a learning disability as a tool rather than a deficit were discussed.

**KEY WORDS:** Special Education; Students with Disabilities; Teachers with Learning Disabilities; Service Delivery Models; Teacher Expectations.


Successful sustained employment for people with disabilities is a function of a complex array of factors. Key among these factors is appropriate accommodation at the workplace. Current approaches to accommodation, however, are often unsuccessful. Research suggests that this is due, in part, to the limited view of accommodation as technical changes to the job. An approach to accommodation that does not take into account the social context ignores the consequences of the process on work group morale and individual self-esteem and well-being. This has repercussions for individual job performance, job satisfaction and work retention, as well as overall work group productivity. An intervention was designed to take into account the social nature of the accommodation process and pilot tested with 12 workers who were out on a short term disability leave with a psychiatric diagnosis and their work groups. Based on a psychoeducational model, the intervention educates the work group about what it means to work with a disability, provides a safe environment where the worker with disability and coworkers can share concerns about the impact of accommodation on the group, informs about the accommodation process and specifies strategies to help the worker with disability best meet job requirements.

**KEY WORDS:** Accommodation; Disabilities; Psychoeducation; Employment; Return to Work; "At Risk".

This paper synthesizes empirical studies from the past 12 years concerning the realities of the workplace for adults with learning disabilities (LD). Employer perspectives address awareness and knowledge, productivity, training, self-advocacy, and reasonable accommodations. Employee perspectives cover advocacy, disclosure, self-knowledge, and reasonable accommodations.

**KEY WORDS:** Adult Education; Adults; Civil Rights Legislation; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Federal Legislation; Learning Disabilities; Work Environment Americans with Disabilities Act 1990; "At Risk".


With the passage of the Americans with Disabilities Act in the United States and the Canadian Charter of Rights and Freedoms, there is a new work environment for individuals with learning disabilities (LD) in North America. This qualitative study sought to compare the employment experiences of 25 U.S. adults with LD and 24 Canadian adults with LD. Areas of comparison were job getting, experiences on the job, and job advancement. Remarkably, the U. S. and Canadian adults with LD had nearly the same employment experiences. In essence, each set of data mirrored the other despite marked differences in U.S. and Canadian federal disability legislation.

**KEY WORDS:** Work Environment; Employment Experience; Learning Disabilities; Accessibility; Americans with Disabilities Act 1990; North America; United States.


Government policy to reduce social exclusion focuses on increasing employment opportunities and incentives, especially for disadvantaged groups. This paper evaluates a project in the North West of England for people with learning difficulties which sought to create opportunities for paid and/or integrated employment. Findings suggest that this goal can be undermined by many factors such as the isolation of social care services from employers and the disinclination of service organizations to include users, carers and staff in the development of new service approaches. Social welfare policies also mitigate against this aim, by failing to enable providers to translate the rhetoric of social inclusion into a reality. It concludes by discussing some obstacles that prevent people with learning difficulties from inclusion into mainstream employment and the overall impact of these results on the North West project.

**KEY WORDS:** Social Exclusion; Disabled People; England; Paid Employment; Learning Difficulties; Social Welfare Policies.

Explaining why in contemporary society there has been many changes to income maintenance and labour market policy for disabled people. From a regulation approach theoretical framework. This article focuses on the debate over whether disabled people can be considered part of the reserve army of labour. Rejecting approaches that suggest that all disabled people are part of the reserve army, it contends that the policy changes have been aimed at reconstructing unemployed disabled people as an important part of the reserve army at a time when labour markets are becoming tighter. Disabled people are seen to be crucial to New Labour’s regulation of neo-liberal accumulation.

**KEY WORDS:** Disabilities; Disabled (Attitudes Toward); Employment Status; Government Policy Making; Welfare Services (Government); Income Level; Supported Employment; "At Risk".


Hall refigures the disability employment debate, introducing an idea of embodiment into discussions that previously focused on either the medical or social model of disability. He argues that we need an approach to disability that allows the everyday experiences of disabled people in. He says disability is not exclusively an individual pathology nor a socially constructed concept. Using McDowell (1994) and Hochschild (1983)'s studies of body normalization, and codes and rules of the body in employment, Hall studies a major high-street banking company, and specifically one woman experience, to illustrate the value of an embodied approach. Hall draws three key issues from the case study discussion: Employment has real effects on the employee's body and the body then has real effects on employment, these interactions and expectations take place within a framework of rules, codes, and performance about which bodies are acceptable and which aren't, and employment operates within certain work spaces, and employees work out their position and identity within these spaces. According to Hall the relationship between the body and work in space lies at the heart of the disability-employment relationship.

**KEY WORDS:** Body; Disability; Work.


This book involves an examination of the issues around work incentives for disabled people using personal assistance and around charging for support packages. This book examines issues around work incentives and charging for support packages in the light of new guidance to social services authorities. Drawing on the experience of a working group, set up by the Joseph Rowntree Foundation, the National Centre for Independent Living and the Disability Rights Commission, the author examines the context within which organisations like the Independent Living Fund and social services departments calculate an individual’s financial contribution towards their support package. The book looks at the impact on the individual, as well as specific barriers to work faced by personal assistance users, including negative assumptions about disability and work. A key objective considered by the working group was a ‘level playing field’ between those who use assistance and those who do not. The book explores the principles that the group felt flowed from this objective and against which policy options could be measured.

**KEY WORDS:** Disabled Workers; "At Risk".

In Britain, as in all industrialized countries “paid work” or employment is central to the economy of the state. This perspective raises important implications for theories of disability and work and for further research in this area. This paper attempts to provide a critical evaluation of the contradictions arising from the flexible labour market for disabled workers and how the concept of the Disabled State has been eroded along with notions of disabled people as the “deserving poor”. Policies now demonstrate a commitment to a labour market free from restrictive practices and regulation. It appears that new technologies and specific personal communication skills, initiative, flexibility and adaptability will play an increasing part in new labour working trends. In short, theories of disability and work must change focus from “production” to “process”.

KEY WORDS: Workers with Disabilities; Labour Market; Britain; ‘Deserving Poor’; New Technologies.


Over the last century there has been a shift from conceptualizing disability as a challenge to law and order to viewing disability as a medical and/or economic deficit and then as a socio-political issue. In Canada, these changing conceptualizations of disability have been reflected in the development of disability policies, which form part of general Canadian social policies. Each model of disability captures a particular aspect of disability and focuses on particular goals and each depicts a different account of what society owes people with disabilities. However, the lack of linkages between the models and their conceptual bases means that no one model can be used to guide disability policy development. Decision making about the goals of disability policy and the rights of people with disabilities requires the development of a normative foundation.

KEY WORDS: Disability; Social Policies; Canada; People with Disabilities.


The lifelong process of career development poses special challenges for people with learning disabilities (LD). Literature on employment issues for adults with LD frames on-the-job problems in terms of individual deficits or recasts the issues as a function of the significant societal barriers faced by those who do not fit the norm. Research on high school and college students with LD shows a multifaceted career development program is needed. Many lacked clear understanding of their disability and its impact on career choices and ability to perform a job; many youth with LD had unrealistic or no career ambitions; and a large number were not actively engaged in career development and believed they had little control over career decision making. A model for career success of adults with LD is comprised of these seven factors: internal decisions (powerful desire to succeed, clear sense of goal orientation, reframing the LD experience) and external manifestations (persistence, goodness of fit, learned creativity, social network providing support). Practices to assist persons with LD gain and maintain employment are accurate self knowledge; world-of-work knowledge; self-efficacy enhancement; self-advocacy skills; job search skills; and development of personal qualities. Programs illustrating them are Pathways to Satisfaction; Fashion Institute of Technology career development support for students with LD; and Life Development Institute’s SCANS-based transition-to-postsecondary program.
KEY WORDS: Adult Education; Career Choice; Career Development; Colleges; Demonstration Programs; Education Work Relationship; Employment; Goal Orientation; High Schools; Higher Education; Learning Disabilities; Models; Occupational Aspiration; Program Descriptions; Program Development; Self Concept; Self Evaluation; Self Management; Social Support Groups; Tenure.


The study examines effectiveness of interventions aimed to assist job seekers with mental retardation to increase vocational choices. Results indicate possibility for increased vocational choices through short, even a 1-day training sessions.

KEY WORDS: Job Search; Learning Disabilities; Mental Retardation; Self Determination; Supported Employment; Coaches; Occupational Choice; "At Risk".


Klinger's article applies identifies two reasons why we have not solved the problem of diversity in the workplace specifically to people with disabilities: perceptual and attitudinal barriers (stereotyping, fear), and employers perceive a legal barrier (does hiring a person with a disability mean she can never be fired?). According to Klinger, in the workplace people with disabilities often need better qualifications than people without disabilities to achieve comparable employment. Klinger offers recommendations for how to counteract perceptual barriers. She suggests educational internships as a way to produce cultural change. More broadly she calls for employers to accept the burden of "fitting in," rather than the new employee.

KEY WORDS: Disability; Diversity; Organizational Culture.


This study explores issues of access to high-status occupations in the Canadian labor market, with particular emphasis on refugees who were in professional or managerial positions prior to their arrival in Canada. The study is based on interviews with a sample of 525 adult refugees who were initially resettled in the province of Alberta between 1992 & 1997. About two thirds of the respondents came from the former Yugoslavia, the remainder from countries in the Middle East, Central America, Africa, & Southeast Asia. Despite the generally high educational attainment of these refugees, the results show that they experience much higher rates of unemployment, part-time employment, & temporary employment than do Canadian-born individuals. A variety of structural factors operating in a segmented Canadian labor market help to explain the downward mobility of these highly qualified refugees. The policy implications of these results are examined in detail.

KEY WORDS: Canada; Alberta; Labor Market; Refugees; Underemployment; Employment Opportunities; Occupational Mobility; Labor Market Segmentation.

In this article the author shares his personal experiences beginning in early childhood with his own learning disabilities. As an adult with learning disabilities, he describes how he has learned to manage his language and memory barriers through assistive technology and outside support, and he nourishes himself through therapy or simply surrounding himself with family and friends who understand his innovative use of language. Shortly after graduating from college, he developed a personal action plan that came to include standard tools, modifications and accommodations of task and expectations, and assistive technology. Today, individuals with disabilities have access to assistive technology through legislation, including the Assistive Technology Act of 1998. This law affirms that technology is a valuable tool for improving the lives of Americans with disabilities. It also affirms the federal role in funding and promoting access to assistive technology devices and services for individuals with disabilities. Neuropsychologists today are helping to provide answers to cognition. Over time, this information will slowly funnel its way into academic and employment settings. The landscape of the brain is one of the most important areas of training for individuals with learning disabilities, parents, service providers, and employers. Through such newfound research and understanding, the field of learning disabilities will evolve to new heights in providing services and teaching students and employees. As more specifics on the workings of the brain emerge, a shift in education will occur, which will help define and unify the voices of individuals with learning disabilities.

KEY WORDS: Coping; Assistive Technology; Special Education; Personal Narratives; Learning Disabilities; Federal Aid; Brain; Cognitive Processes; Memory; Federal Legislation; Education for All; Handicapped Children Act; "At Risk".


One hundred and thirty-two graduates with learning disabilities (LD) of a large public competitive postsecondary institution were surveyed to determine if they had self-disclosed their LD to their current employer and to provide the reasons for choosing to self-disclose or not to self-disclose. Based on a response rate of 67.4%, the results indicated that 86.5% of the respondents were employed full-time. While nearly 90% of the respondents stated that their LD affected their work in some way, only 30.3% self-disclosed to their employer. Of those who had not self-disclosed, the majority reported that there was no reason or need to self-disclose. However, 46.1% reported not self-disclosing due to fear of a potentially negative impact in the workplace or due to a concern for job security. The results indicate that specific rationales for disclosure and the use of accommodations and strategies are used by disabled workers.

KEY WORDS: Post-secondary Graduates; Learning Disabilities; Self-disclosure; Job Security; Workplace Discrimination; Accommodations.


Effects of illness and disability on job separation result from both voluntary and involuntary processes. Voluntary processes range from the reasoned actions of workers who weigh illness and disability in their decision-making, to reactive stress-avoidance responses. Involuntary processes include employer discrimination against ill or disabled workers. Analyses of the effects of illness and disability that differentiate reasons for job separation can illuminate the processes involved. This paper reports on an evaluation of
effects of illness and disability on job separation predicted by theories of reasoned action, stress and employer discrimination against ill and disabled workers. Effects of four illness/disability conditions on the rate of job separation for 12 reasons are estimated using data from a longitudinal study of a representative sample of the Canadian population - the Survey of Labour and Income Dynamics (SLID). Two of the four effects that are statistically significant (under conservative Bayesian criteria for statistical significance) are consistent with the idea that workers weigh illness and disability as costs and calculate the costs and benefits of continuing to work with an illness or disability: (1) disabling illness increases the hazard of leaving a job in order to engage in caregiving, and (2) work-related disability increases the hazard of leaving a job due to poor pay. The other two significant effects indicate that: (3) disabling illness decreases the hazard of layoff, and (4) non-work disability increases the hazard of leaving one job to take a different job. This last effect is consistent with a stress-interruption process. Other effects are statistically significant under conventional criteria for statistical significance, and most of these effects are also consistent with cost-benefit and stress theories. Some effects of illness and disability are sex and age-specific and reasons for the specificity of these effects are discussed.

**KEY WORDS:** Health Selection; Canada; Employer Discrimination; Job Separation; Labour Force Participation; Disability; Illness Behaviour; Stress.


Mason conducts an ethnographic study of 18 disabled women's relationships with work. She organizes the narratives under three chapter headings: the way we see ourselves, containing stories about integration, body image, identity and dependency; the way the world sees us, with stories about marginalization, "passing", and social constructions of disability; and the way we work, with stories about discrimination and strategies for self-sufficiency. Other themes addressed include confronting social marginalization, integration, claiming disability, coming to terms with the need for having caregivers, dealing with discrimination, and living in two worlds.

**KEY WORDS:** Accommodation; Attitudes; Disability; Organizational Culture; Work.


There is a strong relationship between mental illness and work-related disability. Psychiatric illnesses comprise the largest diagnostic category among working-aged adults who receive Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI). Moreover, many persons with disabilities related to other general medical conditions also have psychiatric co-morbidities that complicate return to work. Yet, while it is clear that mental illness is associated with difficulties in vocational preparation, work entry, and continued employment, many persons with such conditions are able to secure and maintain employment. This review seeks to summarize what is known about barriers to work that may explain why some persons with mental illness and significant symptoms experience a work-related disability, while others do not. Additionally, characteristics of vocational programs that are associated with return to work among persons with psychiatric conditions are examined. The review summarizes what is known about barriers to employment in four areas: a) illness characteristics; b) client characteristics; c) access to services and mental health treatment; and d) characteristics of workplace and labour market. It is argued that there is a need for more general population studies considering how these barriers shape work-disability among persons with primary and co-morbid psychiatric conditions.
KEY WORDS: Work-related Barriers; United States; Employment; Persons with Mental Illness; Literature Review.


This volume offers policymakers, people with disabilities and especially service providers in Asia and the Pacific with examples of good practices related to various aspects of vocational training and employment. While each country needs to and should adopt policies based on equal opportunities and inclusion, this book primarily addresses practices. However, several of the examples demonstrate how national legislation, policies and government funding are needed to create an environment in which effective practices can flourish.

KEY WORDS: Disability Studies; Asia; Vocational Education; Government Policy; "At Risk".


Twenty-five adults with learning disabilities were queried to examine their employment experiences at job entry and in job advancement vis-a-vis the Americans with Disabilities Act (ADA). Results suggest that Title 1 of the ADA is underutilized by individuals with learning disabilities in the workplace. Self-disclosure about disability was rare and reasonable accommodations were infrequently used.

KEY WORDS: Adults; Civil Rights Legislation; Compliance; Employee Attitudes; Employees; Learning Disabilities; Self Disclosure; Work Environment; Americans with Disabilities Act 1990.


The project, "The Meaning of the Learning Society for Adults with Learning Difficulties," focused on lifelong learning opportunities available to people with learning difficulties & experiences of these services. The article begins by examining theories of late modernity, their use by feminist & disability studies theorists, & their relationship to ideas of a learning society. Using case study material, it is argued that the identities of people with learning difficulties are not chosen freely from a range of options but are socially ascribed. The status of learning difficulties is used as a dominant category to justify deprivation of basic political & economic rights. In addition, the lives of people with learning difficulties are structured by gender & class, & these intersect with the category of learning difficulties. For women & men, advantages of middle-class social & economic capital are overridden by the negative category of learning difficulties. In relation to gender, men with learning difficulties are more likely to receive post-school training, but in inappropriate areas of the labor market. Their domestic needs are also likely to be attended to by others, but in the absence of employment, they find themselves without any valued social role. Women with learning difficulties are also likely to be excluded from the labor market, but are more likely to be involved in reciprocal, albeit limited, social
It is concluded that postmodernist theories are inadequate to describe the structuring of the lives of people with learning difficulties.

**KEY WORDS:** Learning Disabilities; Social Class; Social Identity; Disadvantaged; Sex Differences; Social Closure; Social Inequality; Postmodernism; Theoretical Problems; Scotland; "At Risk".


The sociocultural constructs of race, class, and gender combined with disability create a powerful influence on education and work for adults with disabilities. The emergence of disability studies, rights, and culture challenges adult educators to consider the sociocultural implications of disability.

**KEY WORDS:** Adult Education; Adult Learning; Civil Rights; Cultural Context; Disabilities; Race; Sex; Social Class; Sociocultural Patterns.


Disability scholars have invested much in a stage theory of capitalism, which affords little scope for disabled workers and job seekers this side of Socialism. Parallel discussions of choices and empowerment rarely penetrates the world of paid employment. Mainstream policy writers meanwhile have been concerned with an atheoretical appraisal of enhancing access to an retention of employment. Neither approach has entered into an examination of the changing nature of employment and the impact of wider relationship between state and capitalism. In this way, the important shift to new social movements in progressing identity and social rights may have overlooked the monumental, but not irreversible loss of power in the enabling state and of old social movements. The article offers a starting point in our understanding of the changing nature of employment, its likely impact on disabled people, whilst asking for a reappraisal of the possible links between old and new social movements.

**KEY WORDS:** Employment Trends; Capitalism; Paid Employment; Disabilities; Social Movements.


This study examines the Americans with Disabilities Act (ADA) and claims it is both a liberal civil rights bill and a labour economics bill meant to increase the employment of disabled persons. The study suggests that the source of unemployment is in discriminatory attitudes of employers and physical barriers in the work environment. It suggests an inclusive society could be achieved for disabled people through regulations that create "equal opportunity" in the labour market. It argues that at present, liberal reforms primarily focus on "irrational" discriminatory attitudes and operates within an individualist framework. Furthermore, it maintains that civil rights legislation has not given sufficient attention to structural barriers, which "rational" business practices and the economic system and class power relationships erect. This study examines the micro and macro-economic realities of U.S. capitalism, which directly impedes on disabled peoples' employment and perpetuates a disabling society. It concludes by maintaining
that the failure of rights legislation to increase disabled people’s employment, exposes the contradictions in promoting equal opportunity in a class-based unequal society.

**KEY WORDS:** Political Economy; Disabilities; Employment; Unemployment; Discrimination; Physical Barriers; Work Environments; Equal Opportunities.


This paper discusses the social model of disability as a process of marginalization, oppression, discrimination and exclusion. It views disability as a product of industrialization and claims the very specific demands of a new form of economy led to the construction of particular social responses to impairment, notably a hegemony of care and segregation. The purpose of this paper is to consider whether this particular process of disablement will continue within the information economy that began to emerge over the last quarter of the twentieth century or whether the process of exclusion will take another form.

**KEY WORDS:** Social Model of Disability; Industrialization; Processes of Marginalization; Segregation; Information Economy; Social Exclusion.


This article reviews relevant literature as to the labour pool of qualified individuals with disabilities and employment in information technology (IT) sector jobs. First, the article reviews the empirical literature on barriers to employment in IT for persons with disabilities. The examination then is extended to studies of barriers to employment for individuals with disabilities in other employment sectors. Findings illustrate the limited experiences that IT and non-IT companies have in employment and accommodating employees with disabilities. Implications are discussed for enhancing the employment of qualified workers with disabilities in IT through research, education, training, and mentoring programs.

**KEY WORDS:** Individuals with Disabilities; United States; Employment; Information Technology; Literature Review; Education; Training; Mentoring Programs.


The authors explore political implications for companies that want to create a more inclusive environment for people with disabilities. The authors explored theoretical models of treatment and attitudes toward employees with disabilities, strategies disabled employees use to shape expectations in the workforce, and the effects of organizational structures (values, practices) on the treatment of disabled employees. Shur and colleagues found that in the area of analyzing corporate culture and disability little work has been done, few definitive hypotheses exist, and little is known about the nature of the phenomenon. They identified specific areas for future study, including: collecting data in actual workplace settings; using multiple modes of analysis; conducting longitudinal and detailed case studies; and involving people with disabilities in all stages of the research process (e.g. participatory action research). They identify steps organizations can take to
fully incorporate people with disabilities into organizational life, e.g. increase autonomy, review HR policies, etc.

**KEY WORDS:** Attitudes; Corporate Culture; Disability; Methods; Organizational Learning; Work.


This study uses data from the Current Population Survey, the Survey of Income and Program Participation, and the Lexis search of legal cases. The data reveals that temporary employment, independent contracting, and part-time employment are almost twice as likely among workers with disabilities than those without disabilities. Non-standard workers with disabilities receive lower pay and few benefits due to the types of job they hold and the disability gaps within job types, which contributes to their high poverty rates. The study found disabled workers will continue to have high poverty rates even if these pay gaps are eliminated, because they work fewer hours than non-standard workers without disabilities and are concentrated in lower-paying jobs. In attempting to improve their opportunities through disability lawsuits, non-standard workers prevail in only a small minority of cases. The study concludes by discussing several policy implications from the lawsuits.

**KEY WORDS:** Temporary Employment; Independent Contracting; Part-time Employment; Non-standard Workers; Workers with Disabilities; Low Earnings; Poverty; Disability.


This article begins by reviewing the author's work on the social construction and representation of school failure as student disability and on the reconstruction of special education and public education to avoid the need for such representations. In the remaining sections, he identifies several trends in education and society and, by linking them, recommends that the field of learning disabilities join the struggle to create a strong democratic future for students and communities, a project that involves transforming education and American democracy itself and begins with a transformation of professionalism in education and special education.

**KEY WORDS:** Special Education; Public Education; Democracy; Learning Disabilities; Academic Failure; Educational History; Politics of Education.


This article considers how an organization's culture affects the work experiences of employees who are different from the majority. Specifically, the author looks at values comprising an organization's culture to advance understanding of when and where incorporation of workers with disabilities and workers who are demographically different may have a positive impact on organizations. The author offers a model of the effects of greater diversity among employees in organizations and reviews organizational culture according to five dimensions: definition of diversity, emphasis on differences, social interaction process, reactions to policy, and general implications for diversity.
Distinguishing between three types of organizational culture: culture of differentiation, culture of unity, and culture of integration, she highlights considerations for managers hoping to create a more productive, and inclusive workplace environment. She recommends workers with disabilities assess the cultural system at a potential employer's organization to get a sense of the likelihood of success within that work environment.

**KEY WORDS:** Disability; Diversity; Organizational Culture.


This book includes revised presentations from an October 2001 meeting of the National Institute for Disability and Rehabilitation Research and the Cornell Rehabilitation Research and Training Center that considered the validity of current data for measuring trends in the employment rate of people with disabilities and investigated the causes and consequences of the declining rate of employment shown in the data.

**KEY WORDS:** Assistive Technology; Attitudes toward Disabilities; Chronic Illness; Data Interpretation; Demography; Disabilities; Disability Discrimination; Employment Opportunities; Employment Patterns; Employment Statistics; Health Care Costs; Health Insurance; Labor Market; Policy Analysis; Policy Formation; Research Problems; Supported Employment; Trend Analysis; Validity; Work Environment; Americans with Disabilities Act 1990; Medicaid; Medicare; Social Security; Disability; Insurance.


Recent legislation, especially the Americans with Disabilities Act in 1990, generated the closure of institutions for people with disabilities and inclusion into community residences and employment. It has been well documented that individuals with developmental disabilities often experience difficulties with employment including both obtaining and maintaining jobs, and many researchers have looked for ways to make employment more successful.

**KEY WORDS:** Employment Level; Vocational Rehabilitation; Supported Employment; Human Services; Developmental Disabilities; Longitudinal Studies; Skill Development; Job Skills; Americans with Disabilities Act 1990; Oklahoma.


This paper presents information to assist students with learning disabilities (LD), counselors, and employers in building a bridge between community college and employment. It argues that students must learn to articulate how their LD affects them in a variety of situations, especially those requiring learning and performing work related tasks. Information is then provided on: (1) what students with LD need to know about themselves; (2) questions that can aid teachers, counselors, and parents in identifying the functional impact of a learning disability; (3) a three-step process for determining the need for and type of accommodations a student may require in the type of work he or she is interested in seeking; (4) the importance of disability laws and requirements under the Americans with Disabilities Act; (5) tips for employers; (6) types of questions students
should ask in preparing for a job interview; (7) questions students should ask in identifying barriers and accommodations early in employment situations; (8) deciding whether to disclose a disability; (9) interview tips for students with LD; (10) legal and illegal interview questions; (11) fact-finding questions students should ask of the employer during a job interview; and (12) job retention for students with LD.

**KEY WORDS:** Career Planning; Civil Rights Legislation; Community Colleges; Disabilities; Education Work Relationship; Employer Employee Relationship; Employment; Employment Interviews; Federal Legislation; Higher Education; Job Search Methods; Legal Responsibility; Postsecondary Education; Self Advocacy; Transitional Programs; Americans with Disabilities Act 1990; Reasonable Accommodation; Disabilities.


This study looks at concepts of fitness based on the notion of an ideal body through medical and social definitions of the body's fit with employment demands. However with the advent of new forms of computer-based work done outside the centralized office, conventional definitions of fitness are changing. This study looks at teleworkers' experiences of work and health and suggests that home-based computer work changes the experiences and definition of fitness at work. Teleworkers appear not to recognize conventional criteria by which symptoms are defined as illness and so continue working when previously they would have taken sickness leave. As employee/employer relationships change and labour markets become more uncertain, teleworkers also appear to mask illnesses in fear of losing their jobs. These responses result in them working longer into illness and returning sooner in convalescence. Also, when illness is identified, teleworkers work very long hours and take less time off work to compensate for low outputs of work. Reasons for this shift towards containment and masking are examined and the implications for therapists in relation to public health and rehabilitation.

**KEY WORDS:** Telework; Disability; Employment and Health.


This book is written by a teacher who has dyslexia. She discusses her experiences with dyslexia at work and in her personal life which is shared with her mate who is a blind sociologist/teacher. This book attends to the cultural processes of meaning-making surrounding disability. The lived experiences of both characters in this book provides a deeper understanding of the response of disability in society and its cultural renderings.

**KEY WORDS:** Teachers; Disability; Employment Experiences; Cultural Processes.


Analyzes the public and professional discourse of learning disability, arguing that medical models of literacy misdirect teaching by narrowing its focus to remediation. Considers how resurgent demands for behaviorist pedagogies make understanding their continuing appeal important to composition studies. Discusses implications for the college writing classroom.

**KEY WORDS:** Educational Improvement; Higher Education; Learning Disabilities; Literacy; Models; Politics of Education; Remedial Programs; Public Discourse.

This article reports on a qualitative case study with disabled workers in Hamilton, Ontario. He explores the extent to which disabled workers can exercise control in their work environments and labour processes. Unpacking the assumption that employment means liberation from state dependence, he considers how paid work constitutes a site for disciplining of disabled bodies/minds in contemporary society. Wilton identified three themes that characterized work experiences: training and multi-tasking, speed of labour process, and emotional and aesthetic labour. Wilton found respondents' frequent lack of control made obtaining accommodation at work a challenge. Respondents evaluated themselves according to embodied ideals: speed, adaptation, emotional management. Many respondents were faced with a double bind: request accommodation and risk getting labeled a “problem worker,” or fail to meet performance norms and risk getting labeled a “bad worker”. Withholding an accommodation request allowed workers to forge a “normal” identity, but they risked disadvantage in a labour process modeled on a non-disabled norm. Making an accommodation request might improve a worker's labour process, but they risked getting labeled a recipient of ‘special treatment’ or provoking disciplinary reactions from supervisors, coworkers, or themselves. Wilton concludes, it is in employers’ interests to ensure that accommodation remains constructed as a form of “special treatment” for a minority population precisely because it threatens to disrupt existing labour processes and organizational cultures. He recommends we critically assess the value placed on employment, recognize diversity, and move from flexibility to accommodation.

**KEY WORDS:** Accommodation; Attitudes; Disability; Organizational Culture; Work.


This book discusses application of the ADA's ‘triple standard’ of reasonable accommodations for performing essential job functions without undue hardship. The goal is to match jobs to individual abilities. Ten years after the ADA's passage, workers with disabilities are older, work fewer hours and are more likely to be single and less likely to have a college degree. They are still disproportionately represented in low-growth, low-wage occupations. Under ADA, the individual has the right to choose when or whether to disclose his or her disability or related information, but employers cannot be expected to provide reasonable accommodation for an undisclosed disability. Job seekers are advised to script and rehearse disclosure, minimizing medical terms, omitting medical treatment history and describing the disability briefly with stress on strengths and willingness to improve and ability to perform with or without accommodations. Reasonable accommodations range from simple to complex and cheap to expensive; information on them is available from many sources, including websites. The text concludes by arguing for strengthened mechanisms to help workers with disabilities and employers find appropriate matches between jobs and skills.

**KEY WORDS:** Assistive Technology; United States ; Disabilities; Discrimination; Employment Practices; Equal Opportunities; Job Applicants; Self-disclosure; Adult Education; Employment Patterns; Salary; Labour Policy; Federal Legislation.

Behavioral Sciences and the Law, 23, 123-141.

Using a multi-case study using newspaper accounts of disability discrimination in the workplace, the authors explore why organizations do not comply with Title I of the Americans with Disabilities Act (ADA), which prohibits discrimination against workers with disabilities. The authors contend that failures in eliminating disability discrimination reflect difficulties in organizational learning. Wooten and James identify five learning barriers: discriminatory organizational routines, organizational defense routes, reliance on reactive learning, Window dressing, and Lack of vicarious learning. The authors recommend leadership adopt a proactive stance; organizations take responsibility for learning how to comply with the ADA; stop window dressing to appear disability friendly; engage in reactive, reflective and vicarious learning to develop effective routines that prevent discrimination; and consider the organizational culture that values and encourages fair treatment of employees with disabilities.

**KEY WORDS**: Disability; Organizational Learning; Work.


In this article, Anne-Marie Wright, lecturer at the University of Chester, considers the current situation for students with severe learning difficulties in general colleges of further education. She presents findings from a critical review of the literature and a small-scale preliminary investigation which set out to explore the idea that, despite radical changes to the special school sector and to the structure and organisation of further education, provision in colleges of further education for these students is poorly focused. Students with severe learning difficulties experience provision that is, at best, circuitous and repetitive and that, at worst, leads individuals back into dependence, unemployment and social segregation. Using the outcomes of her own interviews and the scrutiny of inspection reports, Anne-Marie Wright provides a searching critique of current practice and an interesting set of recommendations for ways in which the situation could be radically reviewed and improved.

**KEY WORDS**: Learning Problems; Literature Reviews; College Students; Attitudes toward Disabilities; Special Needs Students; Inclusive Schools; Foreign Countries; Criticism; Outcomes of Education; United Kingdom.
Section 5.4 Working Conditions, Stress and Learning: Teachers and Other Workers

Surveys of rural and urban secondary teachers examined teacher stress and burnout. Urban teachers experienced significantly more stress from poor working conditions and staff relations. In both types of schools, student misbehavior and time pressures caused the highest stress. Working conditions and time pressures predicted burnout for rural teachers. Student misbehavior and working conditions predicted burnout for urban teachers.

**KEY WORDS:** Collegiality; Rural Schools; Rural Urban Differences; Secondary Education; Secondary School Teachers; Stress Management; Stress Variables; Student Behavior; Teacher Attitudes; Teacher Burnout; Teaching Conditions; Time Factors (Learning); Urban Schools.


Teacher stress has been the focus of educational concern and research for decades, and has resulted in the development of several teacher stress scales and various strategies to address the negative effects of stress and burnout. Few empirical studies have evaluated specific programs designed to reduce teacher stress. However, promising results have come from the practice of standardized meditation (SM). The current study employed a pretest-posttest control group design and used the Teacher's Stress Inventory (TSI), State-Trait Anxiety Inventory (STAI), and the Maslach Burnout Inventory (MBI) to assess the effect of a 5-week standardized meditation class on the perceived occupational stress of 91 full-time teachers from seven suburban school districts in three states. Results were consistent with previous studies and offered support for the hypothesis that SM significantly reduces teachers' perceived stress. Teachers perceived a reduction in stress using SM only 2-5 times per week. The use of standardized meditation by school psychologists to assist in reducing teacher stress is discussed.

**KEY WORDS:** Mental-Health-Services; Job-Related Stress; Transcendental Meditation; Psychological Burnout; Relaxation Techniques; Classroom Teachers; School Teachers; Management; Inventory; Validity.


An overview of formal government language-in-education planning for community languages (CLs) that has been undertaken in Australia and New South Wales is provided, moving from the more informal programmes provided in the 1980s to school-oriented programmes and training at the turn of the century. These programmes depend on community support; for many of the teachers from the communities, methodological training is needed to complement their language and cultural skills. At the same time, Commonwealth (Federal) and State support for CL programmes has improved their
quality and provides students with opportunities to study CLs at the senior secondary matriculation level. The paper concludes with specific recommendations for greater recognition of CL schools and for greater attention to CL teacher preparation.

**KEY WORDS:** Foreign Countries; State Aid; Community Support; Teacher Education; Language Planning; Language Teachers; Second Language Instruction; Public Policy.


This paper reviews the literature on teaching conditions, stress variables, and demands placed upon teachers, focusing on the situation in Belgium. Researchers examined whether and how teachers in Flemish elementary schools experienced intense, stressful, and negative working conditions, focusing on which forms of stressors and negative conditions existed, the impact of growing demands and expectations upon teachers, mediating elements in this process, and characteristics of the school organization as a mediator. Data collection involved semi-structured interviews with a principal, a part-time teacher, and three classroom teachers, and from staff room conversations and informal chats with school team members. Results indicated that hard working team members stimulated each other to respond to the new demands. This happened without any structuring by the principal. Teachers evaluated the advantages to students when determining whether or not an external demand was valuable. Although respondents coped in different ways, they had one issue in common: all teachers wanted to balance their professional and personal lives without doing any harm to the students.

**KEY WORDS:** Coping; Elementary Education; Faculty Development; Foreign Countries; Stress Variables; Teacher Collaboration; Teaching Conditions; Belgium.


Many teachers feel overwhelmed about meeting the needs of students getting ready for tests, and about relations with principals. Four exceptionally high-stress factors that teachers admit carrying into their classrooms are money management, health, relationships, and care giving. A sidebar lists tips for administrators to help alleviate teachers' work-related stress.

**KEY WORDS:** Educational Environment; Elementary/Secondary Education; Principals; Stress Management; Stress Variables; Teacher Administrator Relationship; Teacher Burnout; Teacher Morale; Teaching Conditions.


This study tested the dimensionality of the Maslach Burnout Inventory (MBI) by comparing three factor structures (i.e., a one-factor structure, a three-factor structure, and a higher order factor structure) in two diverse samples. The comparison of the LISREL measurement models was extended by a series of measurement invariance tests. Additionally, constructs related to burnout had a pattern of correlations to the three MBI dimensions that was similar across the two samples. In aggregate, the analyses suggested that the three-factor structure of the MBI is the most plausible model. By using
a sample of small business owners, the current research contributed to existing knowledge on the MBI by establishing the dimensionality and generalizability of the MBI beyond human service occupations.

**KEY WORDS:** Occupational Stress; Business Personnel; Industrial Personnel; Attitudes Toward Work; Small Business; Owners; Teachers; School Administrators.


Recent research on reported work stress indicates stress may not always be deleterious for an individual or organization. Research in this area, however, has not yet examined a variety of work outcomes, the mechanism by which stress leads to such outcomes, and the moderators of this effect. The present study hypothesized that two types of reported stress (challenge- and hindrance-related) have a divergent relationship with work outcomes (relating to desirable and undesirable outcomes, respectively) and a similar (positive) relationship with psychological strain. We also hypothesize felt challenge as a mechanism through which challenge stress relates to desirable outcomes and job control as a moderator of the effect. Results from a heterogeneous sample of university staff employees (N=461) supported many of the hypotheses. The two types of stress differentially related to work outcomes yet both positively related to psychological strain. In addition, felt challenge mediated the relationship between challenge-related stress and work outcomes, yet the effect of challenge-related stress did not depend on job control.

**KEY WORDS:** Anxiety; Administrators; Job Performance; Burnout; Stress Variables; Organizational Climate; Heterogeneous Grouping; School Personnel; Job Satisfaction; College Faculty.


The main aim of this paper is to make the case for why a fundamental reappraisal rather than incremental development of work stress and coping theory is required. In order to do this we present, in simplified form, some of the basic tenets of theory in this field. These tenets are questioned and their limitations identified in two ways. The first way is through contrasting the sort of stories that emerge in counselling and psychotherapy about the causes of people's distress with the simplified accounts found in stress and coping theory. The second way is through a critical examination of the specific ideas that stressors are "out there" in the work environment and that individuals go through a simple process of primary and secondary appraisal when dealing with potentially harmful aspects of the work environment. Drawing on the notion of the employee as an active crafter and shaper of their job and data showing the complex ways in which people make sense of potentially negative work circumstances, we show how these ideas are of very limited value. In conclusion, we suggest that these limitations are so serious that fundamental reappraisal rather than development is required.

**KEY WORDS:** Coping; Stress Management; Stress Variables; Research; Theories; Work Environment; Psychological Patterns; Emotional Response.

The work of the school administrator is often described as fragmented and unrelenting. However, what is often left unsaid is that it is lonely. The issues of administrator stress and burnout form the focus of this book. It begins with a look at the nature of stress, and an assessment of individual stress triggers and response mechanisms. Subsequent chapters outline practical strategies for diminishing stress at home and capitalizing on work stress with effective time-management and interpersonal skills. The last chapter offers suggestions for career renewal and caring for one's personal well-being. In these chapters, school administrators are offered a "mirror" to look into to see how they are doing. This mirror comes in the form of voices of administrators who offer their stories and suggestions about how they handle stress and burnout. Through this approach, administrators can assess themselves in relation to how others manage the complexity and pace of school administration. Resources at the end of the book include: a list of destructive and constructive responses to stress; a list of realities in life that must be accepted and possibilities to embrace; a stress reduction outline for personal change; and a model action plan.

KEY WORDS: Administrator Guides; Burnout; Elementary/Secondary Education; Principals; Self Management; Stress Management; Stress Variables; Time Management.


This paper investigated the link between job-related stressors and family life among African Americans. Data from African Americans who participated in the America's Changing Lives survey indicated that job latitude positively affected marital harmony, and physical demands negatively affected marital harmony. Psychosocial demands, job bother, and chronic financial stress negatively affected parental well-being.

KEY WORDS: Blacks; Family Life; Job Satisfaction; Marital Satisfaction; Parent Attitudes; Stress Variables; Work Environment; Job Stress; Marital Quality.


A nonrecursive model with relationships between perceived lack of social support, perceived self-efficacy in eliciting support at the workplace, and the 3 successive burnout dimensions- emotional exhaustion, depersonalization, and personal accomplishment-was tested in a sample of 277 secondary-school teachers in The Netherlands. Results showed that teachers' perceived lack of support from colleagues and principals had a significant effect on their self-efficacy beliefs in eliciting support from them, while these self-efficacy beliefs were shown to predict their level of burnout. The hypothesized feedback loop was also confirmed: teachers' level of burnout predicted the extent to which they feel lack of support. An additional effect of the personal-accomplishment dimension of burnout on perceived self-efficacy was suggested. It was concluded that perceived self-efficacy in eliciting support at the workplace is a usable construct in the prediction of teacher burnout. Future directions in research are suggested.

KEY WORDS: Psychological Burnout; Occupational Stress; Work Stress; Models; Fit; Cognitions; Depression; Commitment; Goodness; Validity.

Policy and program decisions involve choices among different ways of preparing teachers. These choices are shrouded in increasingly contentious debates as teacher shortages reach crisis proportions. Yet, research on special education teacher education is almost nonexistent. Findings from comparative research documenting the characteristics of effective teacher education programs can inform these choices, but these findings should be grounded in what we know from previous research in general teacher education. To assist educators, we have analyzed literature in general and special teacher education toward two ends. First, we present a framework, derived from work in general education, for analyzing teacher education programs. Second, we use this framework to analyze practice in teacher education in special education. Specifically, we conducted an exhaustive review of special education program descriptions and evaluations. We conclude by describing steps necessary to improve the special education teacher education research base.

**KEY WORDS:** Specialists; Program Descriptions; Teacher Education Programs; Teacher Education; Teacher Shortage; Special Education; Special Education Teachers; Regular and Special Education Relationship.


Student backgrounds and the increasing number of school students from low socio-economic areas requires teachers to have an understanding of students' worlds and to be committed to social justice both within school structures and curriculum as well as in the life of the wider community. Social engagement with marginalised people can be confronting for students as it is usually outside their previous life experience. Examines the role of community service learning within teacher education nationally and internationally. First, the article focuses on national and international perspectives regarding community engagement, teacher education and service learning. Next, the article describes three Australian case studies of community service learning as purposeful workplace learning. Finally, the authors findings relate to student teachers' efficacy for community engagement from one of these case study sites. We propose that the role of community service learning must be at the centre of debates about how teacher education should be reformed. Furthermore, the article argues that community engagement of staff and students is also an expression of the corporate citizenship of the university.

**KEY WORDS:** Community Services; Teacher Education; Curriculum; Teachers.


Over the last decade there have been sharp increases in recorded levels of occupational stress. Reports of the growing incidence of stress-related illness within the teaching profession continue, the numbers of teachers pursuing litigation to secure compensation for injury to health increasing. Based on qualitative empirical data gathered from in-depth longitudinal interviews guided by humanist counselling frameworks, this study focuses on the phenomenological experiences of 21 secondary school teachers (and their families) diagnosed as suffering stress-related illness. It shows how stress cascaded through school systems from government directives to the chalkface, and on into family systems, leading, in some cases, to family burnout. Analysis through the sociology and psychology of emotion emphasises the central position of emotions in the aetiology of stress-related
illness. This research shows that emotions are social processes, playing a vital role as communicators both to the self and to others. Emotional climates within schools and the home, individual and organisational emotional competencies, emotional labouring, emotion management and emotion rules were key themes contributing to the experience of stress-related illness. This study finally deals with the struggle for survival and identity reconstruction processes within the self-renewal journey. Some teachers, profoundly damaged by the experience of stress, were unable to return to the teaching world. Some emerged with a renewed and strengthened sense of self. Implications are drawn regarding student achievement, individual and collective emotional literacy, and the retention, training and professional development of teachers.

**KEY WORDS:** Emotions; Affective Illness; Occupational Stress; Secondary Schools; Teachers; Sociology of Health; Social Psychiatry; Mental Health.


This paper assessed hardiness, stress, and burnout among Chinese preservice teachers. Different responses to positively and negatively worded hardiness items suggested positive and negative hardiness stress resilience and stress vulnerability. Stress, positive hardiness, and negative hardiness had main, independent significant impact on emotional exhaustion and depersonalization. Only positive hardiness had significant main effect on personal accomplishment. Respondents indicated an erosion of their original excitement when first pursuing a teaching career.

**KEY WORDS:** Elementary/ Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; Resilience (Personality); Stress Variables; Student Teacher Attitudes; Teacher Burnout; Hardiness; Hong Kong.


Recent developments in stress research have called for attention to how social structures influence the stress and coping processes. This paper examines the experience of work stress among professionals in Singapore and argues that workers' experiences in the workplace are influenced not only by individual personality and job nature, but also by structural forces shaping the profession, the social organization of work institutions and the development of the economy.

Data were collected from a survey of professionals in Singapore conducted in 1989–1990. The sample consisted of 2570 men and women from six different professions and para-professions, namely general practitioners, lawyers, engineers, teachers, nurses and life insurance personnel. Results showed that performance pressure and work-family conflicts were perceived to be the most stressful aspects of work. These two stressors also significantly contributed to the experience of overall work stress. Further, stress arising from work-family conflicts, performance pressure and poor job prospects was negatively associated with the level of work satisfaction. These findings were discussed in the contexts of increasing professionalization and de-professionalization and the growing emphases on productivity and efficiency in a quickly developing economy.

**KEY WORDS:** Occupational Stress; Professionals; Singapore; Engineers; General Practitioners; Nurses; Sales Personnel; Teachers.

Reviews theories, concepts, and learning approaches relevant to the development of professionals and reports on the range of experiences and events that practitioners have found formative in helping them become fully competent. The review is based on empirical research conducted across 20 professions.

**KEY WORDS:** Adult Development; Adult Education; Cognitive Style; Informal Education; Mentors; Models; Professional Continuing Education; Professional Development; Professional Occupations; Theory Practice Relationship.


This paper discusses language awareness activities for sensitizing trainee English-language teachers to suprasegmental phonological features in English, with particular reference to features associated with the concept of "stress timing." It discusses stress timing and how it relates to English, and examines the quasi-authentic material drawn from a television program as source material for the language awareness exercises on suprasegmental phonology.

**KEY WORDS:** Computer Software; Consciousness Raising; English (Second Language); Language Rhythm; Language Teachers; Metalinguistics; Preservice Teacher Education; Second Language Instruction; Second Language Learning; Stress (Phonology); Suprasegmentals.


This article reviews research that supports the National Commission on Teaching and America's Future's analysis and recommendations on school reform. It outlines the research and programmatic work needed to test the policy hypothesis offered by the commission’s report to advance the field of educational reform in teaching, teacher education, and schooling.

**KEY WORDS:** Educational Change; Educational Improvement; Educational Policy; Educational Research; Elementary/Secondary Education; Hypothesis Testing; Professional Development; Teacher Improvement; Teaching (Occupation).


Much of what teachers need to know to be successful is invisible to lay observers, leading to the view that teaching requires little formal study and to frequent disdain for teacher education programs. The weakness of traditional program models that are collections of largely unrelated courses reinforce this low regard. This article argues that we have learned a great deal about how to create stronger, more effective teacher education programs. Three critical components of such programs include tight coherence and integration among courses and between course work and clinical work in schools, extensive and intensely supervised clinical work integrated with course work using...
pedagogies that link theory and practice, and closer, proactive relationships with schools that serve diverse learners effectively and develop and model good teaching. The article also urges that schools of education should resist pressures to water down preparation, which ultimately undermine the preparation of entering teachers, the reputation of schools of education, and the strength of the profession.

**KEY WORDS:** Teacher Education; Teacher Education Programs; Teaching Methods; Teaching Models; Schools of Education; Student Teaching; Teacher Supervision.


This book explores how learning opportunities are affected by three key issues: policy, leadership and teaching. It draws conclusions about teaching practice and the impact of change that can be applied on an internationally scale. The book also outlines critical and conceptual approaches to understanding and coping successfully with change. Contributors from around the world explore factors that significantly influence quality learning opportunities for students: namely policy, school leadership and teaching / teachers' lives. Drawing on a range of critical conceptual and empirical perspectives, the authors show how experiences can be similar. The book provides much-needed information of the effects of mandated change on school leaders and teachers, both nationally and internationally. It also illustrates how teachers have coped and/or flourished in the changing circumstances under which they work.

**KEY WORDS:** Teaching; Schools; Education; Educational Change; Educational Leadership; Teachers.


This article presents a comparison between the professional and curricular conceptions of two samples of secondary education science teachers in Spain, who differed in their years of teaching experience and in whether or not they had participated in a long-duration scientific-pedagogical refresher course. Using the data from their responses to a questionnaire, aspects of their professionalism as teachers (motivation and work satisfaction) and aspects of the curriculum related to content, teaching methods and evaluation were analyzed. The results show a broader professionalism and a higher level of satisfaction in the case of the teachers with more experience and a higher level of professional training. The study found significant differences in whether the pupils' ideas were regarded as erroneous, and in whether laboratory practical work was used to test theory. It concludes by setting out a series of reflections with the aim of working towards improving teachers' "professional development."

**KEY WORDS:** Secondary Education; Science Teachers; Secondary School Teachers; Secondary School Science; Science Instruction; Foreign Countries; Teaching Experience; Teacher Education; Teaching Methods; Job Satisfaction; Teacher Motivation; Science Curriculum.

This paper explores links between teachers' learning, the politics and practices of education reform, and teacher identity, examining how teachers learn to negotiate the spaces between promises of improvement, effectiveness, and accountability made in heterogeneous discourses of education reform and their experiences with deteriorating material conditions and social relations of schooling. The paper asserts that learning how to work with or against education reform is a complex process of identity making for teachers, where they encounter and utilize contradictory ideas about good teachers and teaching as well as about children, curriculum, pedagogy, and learning. Researchers designed a small study to examine how Ontario teachers were being positioned and how they understood themselves within the milieu of reform. Twelve teachers completed interviews, commenting on contemporary school reform, particularly issues of curriculum, assessment, and reporting (as well as several other topics). In different ways, all respondents expressed strong disagreement with the provincial government and distrust of their initiatives. However, their teaching and assessment methods showed that they could not avoid reform altogether, and reform shaped their work and identities, even when they strongly disagreed with its goals and methods. Several teachers suggested that democratic and open discussion in their schools was very rare.

**KEY WORDS:** Educational Change; Elementary/Secondary Education; Governance; Government Role; Government School Relationship; Politics of Education; Identity Formation; Ontario; Professional Identity; Reform Efforts.


Despite the enthusiasm for coping research, reviewers are concerned that much of the research has failed to live up to expectations as to its practical relevance. Yet the debate about the application of coping research is not short on writers pointing the way forward. By examining a number of issues at the heart of the debate on coping research this paper focuses on what may be ways of bridging the gap between coping research and practice. What follows is a discussion around the belief that if coping research is to become more clinically relevant, then researchers need to make better use of transactional models of stress. More specifically this paper points to the explanatory potential in concepts like appraisal that provide the psychological links between the individual and the stressful encounter. Moreover if coping researchers are to focus on more process-focused models, then what is needed is a time of quiet reconstruction where researchers consider where current methodologies are taking us and what alternative methods can provide. The argument here is that coping research needs to adopt measurement methods that reflect the techniques of clinicians. The emphasis is for coping methods to become more ecologically sensitive, person- and meaning-centred, daily processing and narrative in application.

**KEY WORDS:** Coping; Research Needs; Stress Management; Stress Variables; Work Environment; Research Methodology; Psychological Patterns; Emotional Response.


This chapter draws on and expands Vygotskian theory beyond cognitive aspects and provides a theoretical analysis of "the role of emotions in informal thought and action," in
the working lives of teachers. Based on two case studies authors demonstrating that stress and burnout are socially constituted.

**KEY WORDS:** Neo-Vygotskian Perspective; Teacher Development; Professional Lives; Role of Emotions; Intellectual Needs.


The aim of the study was to investigate the relationship between the professional isolation of teachers and their occupational stress. A systematic random sample of 1,110 teachers in Quebec were administered French Canadian versions of the UCLA Loneliness Scale and Teacher Stress Inventory. The resulting analysis gave, as expected, a positive and significant correlation between isolation and occupational stress. This highlights the importance of looking for ways to reduce professional isolation of teachers.

**KEY WORDS:** UCLA Loneliness Scale; Validity; Version.


In this paper, four teachers in Tasmania, Australia, gave accounts of their experience of increased workload over the years 1984-1994. They reported working longer hours, teaching more students, & having more professional, pastoral, & administrative duties. The reasons for this increased workload include (1) less money being spent on education; (2) changes in student assessment from a norm to a criterion basis; (3) changes in the administrative structure of the state colleges in which most of them taught; & (4) changes in the student population. Their workload was both increased & extended, becoming more complex. Significantly, complexity was also produced by the attempt of teachers to maintain their professional commitment while adapting to the economic rationalist policies of administrators. However, loss of teachers through redundancy, stress, & a move to part-time work has meant that those teachers remaining have had to rationalize their work & reduce their professional commitment.

**KEY WORDS:** Teachers; Working Hours; Workplaces; Work Organization; Organizational Commitment; Rationalization; Occupational Stress; Australia.


This study explored the relationship between K-12 regular education teachers in school districts with fewer than 2,500 students and their levels of stress as it related to the sources of stress, demographic variables, and initiation of coping strategies. Method. The subjects of this study were 329 K-12 teachers. They completed the Maslach Burnout Inventory, Education form, a demographic/coping mechanism form, and Stressor Source Check List. Results included: (1) Classroom, building, and community issues affected teachers’ attitudes toward their profession: Stress levels, as measured by the MBI, were reflected in their identification of sources of stress in the work environment. (2) A teacher’s gender was related to the risk of burnout: Female teachers were less likely to
experience burnout than were male teachers. (3) A teacher's marital status was related to the risk of burnout: Both divorced and widowed teachers were less likely to approach levels of burnout than married or single teachers. (4) A teacher's teaching assignment was related to the risk of burnout: Elementary teachers were less likely to experience burnout than were high-school teachers, and junior-high/middle-school teachers were more likely to experience burnout than either of the other two groups. (5) A teacher's years of experience were related to the risk of burnout: teachers with 6-15 and 16-25 years of teaching experience were less likely to experience burnout than were teachers with 0-5 and 26-plus years of teaching experience. Thus, it was concluded that: a small school district effect is suggested by the following deviation from literature citations: (1) The subjects in this study placed less significance on stressor issues related to building concerns. (2) Gender- and stress-related findings suggest an effect related to the sense of belonging associated with working in a small community. (3) A stress pattern related to years of teaching experience was found.

**KEY WORDS:** Coping; School Districts; Schools; Occupational Stress; Teachers; Elementary Schools; Junior High Schools; High Schools.


Explores whether lifelong-learning ideals have been reflected in training provisions for UK health-care workers. Although traditional professional boundaries have been eroded in the workplace, there is little recognition of overlap in initial education and ongoing training of various groups. Continuous learning strategies are recommended.

**KEY WORDS:** Educational Policy; Foreign Countries; Health Occupations; Lifelong Learning; Postsecondary Education; Professional Development; Professional Education; Training; England; Learning Communities.


Although Continuing Professional Development (CPD) is widely promoted through the policies and programmes of UK professional associations, it is an ambiguous concept. There is confusion regarding its definition and purpose in both academic and practitioner literature, which extends to professionals themselves. Thirty (18 employees and 12 of their employers) professionals were interviewed concerning their thoughts on the definition and value of CPD, and a further 40 professionals discussed the concepts and value of CPD in focus groups. Professionals have a limited view of CPD - seeing it as training, a means of keeping up-to-date, or a way to build a career. However, professional associations claim that CPD is: part of lifelong learning; a means of gaining career security; a means of personal development; a means of assuring the public that individual professionals are up-to-date; a method whereby professional associations can verify competence; and a way of providing employers with a competent and adaptable workforce. These claims are often made concurrently. We conclude by putting forward some suggestions towards clarifying the definitions and purposes of CPD and linking it more closely with the ideals of professionalism.

**KEY WORDS:** UK; Professional Development.

The article takes as its topic recent developments in project-based learning. These are a
major response to the changing articulation of the Knowledge-based economy. Corresponding changes to the role of universities, whose mastery of knowledge is now
being questioned, are a consequence—one often not anticipated as such. One response
to the upsurge in interest in project-based learning for “knowledge work” has been to
move the university further into the workplace by legitimizing work-based and more
flexible approaches to learning. The article identifies how, from a critically postmodern
perspective, some problems occur with this shift, including the performative stresses on
“knowledge workers” who are now expected to reflect on their learning through work or
project-based “curricula”. Critical theories are useful in so far as they go, in bringing
workplaces as learning environments into sharper focus. However, it is our argument that
they do not go far enough, as (ironically) there are too many uncritical assumptions
undergirding critical theory. The focus then switches to a postmodern analysis of project-
based learning. From this perspective, project-based learning may be seen as too
wedded to instrumental desires for performativity. We argue that postmodern ideas about
project-based learning can offer practical organizational options, although we do not
assert they are the only good options.

KEY WORDS: Experiential Learning; Organizational Behavior; Postmodernism; Stress;
Work Teams; Organizations; Personnel; Theoretical Interpretation.

strategies associated with job stress in teachers. British Journal of
Educational Psychology, 69, 517-531.

School teaching is regarded as a stressful occupation, but the perception of the job as
stressful may be influenced by coping responses and social support. Therefore, this
paper aims to assess the associations between teacher stress, psychological coping
responses and social support, taking into account the plaintive set engendered by
negative affectivity. The method included a questionnaire survey of 780 primary and
secondary school teachers (53.5% response rate). In stepwise multiple regression, social
support at work and the coping responses behavioural disengagement and suppression
of competing activities predicted job stress independently of age, gender, class size,
occupational grade and negative affectivity. High job stress was associated with low
social support at work and greater use of coping by disengagement and suppression of
competing activities. It is suggested that behavioural disengagement and suppression of
competing activities are maladaptive responses in a teaching environment and may
actually contribute to job stress. Coping and social support not only moderate the impact
of stressors on well-being but influence the appraisal of environmental demands as
stressful.

KEY WORDS: Secondary-School Teachers; Social Support; Negative Affectivity;
Occupational Stress; Mental-Health; Life Events; Work Place; Burnout; Symptoms;
Strain.

assistants: An examination of staff perceptions at a rural secondary

The context of this study is an "improving" 11-18 secondary school in a small English
market town, where the role of Learning Support Assistants (LSAs) is being developed as
prime supporters of the renewed emphasis on improving teaching and learning
processes. National initiatives, including the teachers workload agreement and national
remodelling of schools, have also led to the reconsideration and redefinition of their role.
The aim is to advise the school leadership of LSAs perceptions of motivation and stress with regard to current and possible future elements of their role. An analysis of the outcomes of this research will be made using a conceptual framework constructed from theories of motivation, stress and teamwork derived from an educational context. The main findings suggest that the senior management team needs to raise the self-esteem of LSAs through career development opportunities, clarity and consistency of role definition, raising awareness of the role within and beyond the school and professionalisation of the salary structure which includes time allowance for training and administrative duties.

KEY WORDS: Attitude Measures; Motivation; Secondary Education; Rural Schools; Paraprofessional School Personnel; Foreign Countries; Stress Variables; Working Conditions; Staff Development; England.


This section introduces teachers and other education professionals to the assessment of occupational stress. It begins with a brief discussion of what occupational stress is, an overview of the consequences of prolonged stress, and a review of the common causes of teacher stress. Next, it presents methods for reducing occupational stress through organizational and individual initiatives. Finally, it reviews psychological tests that can be used to assess types and sources of stress within schools.

KEY WORDS: Educational Environment; Evaluation Methods; Job Satisfaction; Measures (Individuals); Psychological Testing; Stress Variables; Work Environment; Teacher Stress.


An increasing number of teachers decide to resign before legal retirement age, leading to significant shortages within the profession. A survey was conducted among teachers working in the city of Liège, Belgium. This aimed to determine what led them to withdraw from their jobs and the degree to which stress contributed to their decisions. Various adjustments were made in favour of elderly workers, such as working time and training. The question of whether these are sufficient to keep them motivated in their job was raised.

A questionnaire was developed to try and identify the reasons why teachers resign, their motivations for staying in the job and their expectations in terms of career-end adjustments. The key concepts included in this tool were personal factors, job-related factors (i.e. working conditions, organizational and structural changes and job recognition) and employment-related factors. This questionnaire was combined with a subjective stress measure (MSP-A, Lemyre & Tessier, 1988).

Various statistical analyses were carried out. From the results, it was possible to conclude that stress is part of the reason why teachers resign and that personal factors are the most cited reason for taking early retirement. However, the uneasiness expressed obviously has its origin in a perceived depreciation of the job and lack of recognition. Whilst better working conditions are often presented as the solution, these do not seem to solve the problem completely. They offer insufficient motivation and do not diminish or eliminate stress. Since recognition appears to be the only motivating factor among
teachers, the restoration of the image of the teaching profession seems to be essential. This survey has highlighted the importance of making a thorough diagnosis before deciding on specific actions. Career-end adjustments are very attractive and fairly easy to implement. However, whilst they may suit some categories of workers, they do not seem to respond to the needs of elderly teachers. Their problems should be tackled in another way.

KEY WORDS: Mental Stress; Early Retirement; Occupations; Causal Analysis; Sociology of Work; Motivation; Psychology; Case Studies; Ergonomics; Belgium; Elderly Workers; Teachers; Stress; Job Retirement Decisions.


This paper discusses teacher stress in medicine and reviews models that address the question of work stress and how individuals respond.

KEY WORDS: Burnout; Higher Education; Medical Education; Stress Management; Stress Variables; Teacher Burnout.


This paper surveys 43 student teachers taking a 9-week practicum in rural Australian primary schools and case studies of four of them found that student teacher stress diminished over time. Five coping strategies were identified: communicating with others, self-help, relaxation/recreation, teaching and managing, and organization.

KEY WORDS: Case Studies; Coping; Elementary Education; Foreign Countries; Higher Education; Rural Schools; Social Support Groups; Stress Management; Stress Variables; Student Surveys; Student Teacher Attitudes; Student Teaching; Australia (New South Wales).


This article about workplace learning examines the relationship between, first, individual learners positions and dispositions, and secondly, their working and learning within the workplace community and practices. Drawing on research with secondary school teachers, the article presents case study accounts of two teachers from the same school to illustrate the significance of these relationships. In order to understand these relationships from a broadly participatory perspective, the article then presents a theoretical discussion, extending Lave and Wenger's work on communities of practice, through the use of Bourdieu's concepts of habitus, capital and field. It concludes that such a combination offers a valuable means of understanding these relationships, in a wider social, economic and political context. It is necessary to offer an account of learning for work which acknowledges the independence of individuals acting within the interdependence of the social practice of work.

KEY WORDS: Work and Learning; High School Teachers.

To investigate teachers’ everyday on-the-job learning, I used a comparative case study design and examined the work of mathematics teachers in 2 high schools. Analysis of interviews, classroom observations, and teachers’ conversations highlighted 3 key resources for learning: (a) reform artifacts oriented the teachers’ attention to key concepts of a reform, whereas the interactions surrounding them established local meanings; (b) conversation-based classification systems communicated pedagogical assumptions; and (c) the rendering of classroom interactions in conversations shaped opportunities for teachers to consult with and learn from colleagues. Taken together, these learning resources provide a conceptual infrastructure for teachers to make sense of their practice. This research highlights the social and situated nature of teachers’ pedagogical reasoning and specifies the role of teacher community in teacher learning.

**KEY WORDS:** Secondary Education; Secondary School Mathematics; Educational Change; Experiential Learning; Mathematics Teachers; Faculty Development; Teacher Collaboration.


Cross-cultural teaching and research in Canada and Japan is reported. Ethnographic narrative methods were used to examine Japan’s teacher acculturation. Canada’s teachers are largely required to work in isolation, to learn their practice through trial and error. There is little provision for mentorship and insufficient time to reflect. In contrast, Japan’s teachers have opportunities for reflection, collegiality and collaboration. Moreover, effective induction practices have evolved gradually, becoming a tacit part of teaching culture. Japan’s teacher acculturation is characterized by significant teacher relationships; leadership and guidance; and further cultivated through professional development. However, undeveloped pre-service programmes, one-way, “top-down” pedagogical exchanges, and ineffective mentors are contentious issues, hampering teacher education reforms. Nevertheless, Japanese induction practices challenge us to ameliorate teacher education to focus more on the needs of beginning teachers.

**KEY WORDS:** Teaching Methods; Foreign Countries; Beginning Teachers; Teacher Orientation; Educational Change; Ethnography; Collegiality; Acculturation; Preservice Teacher Education; Comparative Analysis.


This article examines strategies for effective teaching among African-American and Latino early childhood teachers serving low-income children. Findings indicate that after controlling for formal education, that responsive involvement in the field is associated with a teacher’s staying in the field for the community, being mentored, and being supervised. Engaging in language play was positively related to formal education and supervision; those engaged in language arts activities tended to have formal education and were mentored and supervised.

**KEY WORDS:** Caregiver Child Relationship; Child Care; Early Childhood Education; Educational Attainment; Predictor Variables; Preschool Teachers; Teacher Effectiveness; Teacher Qualifications; Teacher Student Relationship; Teaching Experience; Young Children.

42. Ito, M. (2000). Burnout among teachers: Teaching experience and type of
One purpose of the present study was to examine the effect of some factors on burnout among teachers. Out of 525 elementary and middle school teachers, 208 responded to questionnaire on (1) personality characteristics, (2) evaluation of their own ability as a teacher, and their image of the ideal teacher, (3) stress in their work, (4) support, (5) image of their co-workers, and (6) burnout. The results indicated that a lack of personal accomplishment was negatively associated with "self-evaluated teaching ability" and "human relation." Emotional exhaustion was suppressed by "human relations", and promoted by "worry." A comparison of new and experienced teachers showed that the new ones felt lower personal accomplishment, and evaluated themselves more poorly on their ability to guide their classes. The second purpose of the present study was to compare 2 types of teachers: (a) those oriented to class guidance, emphasizing class management, and (b) those oriented to relationships, emphasizing their relations with their pupils. Self-evaluated teaching ability was a factor in burnout in the former group, whereas relations with colleagues played an important role in preventing burnout in the latter.

**KEY WORDS:** Burnout; Teaching Experience; Two Types of Teachers; Elementary and Middle School Teachers; Impact.


A survey was designed to assist in constructing a picture of new vocational education and training professionals working in organizational settings in Australia. They were practitioners whose positional titles included training and development (T&D), human resource development, or human resource practitioners who work within organizational settings or as consultants to organizations. The subscriber data base for "Managing T&D" was used as a research sample. Of 1,200 surveys circulated throughout Australia, 197 usable responses were received. Results indicated respondents perceived that training is increasingly being afforded a high priority in Australian workplaces; 80 percent worked in organizations that employed T&D staff; the naming or labeling of the profession as practiced in organizations is not consistent and could be seen as an indicator that this is still an evolving field of practice in organizations; the lack of requirement by organizations of a constant or specialist qualification of its practitioners could also be seen as supporting the claim the field is still evolving; there was considerable consistency in the nominated current skill requirements for practitioners and in perceptions about current areas of high importance to organizations and predictions about future areas that would be of high importance to organizations; and there was a relatively commonly held sense of the purpose of this field of professional practice.

**KEY WORDS:** Adult Education; Developed Nations; Educational Research; Emerging Occupations; Foreign Countries; Higher Education; Human Resources; Job Skills; Job Training; Labor Force Development; Occupational Information; Organizational Objectives; Postsecondary Education; Professional Occupations; Professional Recognition; Teacher Qualifications; Trainers; Vocational Education.

This paper discusses some of the findings pertaining to how teachers see their work, produced by a comparative study of 120 English and 120 Turkish primary school teachers. The sample was drawn from schools in four different types of matched catchment areas - rural, inner city, suburban and affluent suburban - in Leicestershire, England, and in Erzurum, Turkey. Four major dimensions of difference between the two national contexts are identified in terms of the range of professional activities undertaken, the ambiguity of relative importance to teachers of the process as against the products of learning. Against a background of contemporary policy changes which seem likely to effect different teaching and learning activities in the two countries, the paper argues that attempts to change teachers’ practice without due regard to those conceptions of professional responsibility which are deeply rooted in particular national traditions, as well as more general classroom realities, will result in a lowering of morale and decreased effectiveness.

**KEY WORDS:** Teaching Methods; Foreign Countries; Comparative Analysis; Teacher Effectiveness; Educational Policy; Teacher Attitudes; Elementary School Teachers; Teacher Responsibility; Educational Change; Teacher Morale.


In this paper, nineteen international case studies of workplace stress prevention initiatives are analyzed. The focus of these cases, which span a variety of workplaces and locations, is on preventing stress through work reorganization rather than remedial approaches for stress relief. It is found that the majority of the occupations represented in the case studies can be categorized as high-strain jobs according to the demand/control model. Common trends in terms of why the interventions were initiated and by whom, the type of intervention chosen, and the results are analyzed. It is found that in general, worker participation, open communication between labor and management, and a learning approach to stress are keys to preventing stress at work and also tend to increase productivity.

**KEY WORDS:** Prevention; Occupations; Productivity; Case Studies; Stress Management; Foreign Countries; Job Development.


General and professional education is important in a learning society. Most pedagogy has been devoted to developing general education, while professional education is seen as a type of optional education. General and professional education have always been divided; the former has been oriented toward acquisition of knowledge and values, while the latter has been geared toward the acquisition of working skills and professional knowledge. This view of professional education has not been intentional but a consequence of the development of the wider social and historical context. Although making distinctions between general and professional education may be necessary, any distinction between the two is damaging and unnatural. This is particularly true today, as scientific-technical development, more than ever before, introduces significant changes into communal life and activity. We need to reconsider the relationship between general and professional education. The emphasis ought to be on the link between gaining knowledge and values and acquiring vocational skills and appreciation for learning in a learning society. This is because educated experts and specialists will be better able to follow technological and social changes if they have a general education.
KEY WORDS: Adult Education; Adult Learning; Articulation (Education); Change Strategies; Conventional Instruction; Delivery Systems; Developed Nations; Developing Nations; Educational Change; Educational History; Educational Practices; Educational Principles; Educational Theories; Educational Trends; General Education; Informal Education; Lifelong Learning; Linking Agents; Nonformal Education; Postsecondary Education; Professional Education; Systems Approach; Technical Education; Technological Advancement; Theory Practice Relationship; Trend Analysis; Vocational Education; Learning Society.


This article synthesizes research on the relationship between general education, specialized education, and experiences and early childhood professionals' teaching practices. The study reveals that teachers' formal education influences classroom quality and effective teacher behavior. Causally related to classroom quality, specialized education is also correlated with effective teacher behavior. On the other hand, a teacher's experience cannot be consistently linked to classroom quality or effective behavior.

KEY WORDS: Classroom Environment; Early Childhood Education; Educational Attainment; Educational Quality; Preschool Education; Preschool Teachers; Teacher Effectiveness; Teacher Qualifications; Teacher Student Relationship; Teaching Experience; Young Children.


Research on teacher stress has become a major area of international research interest. This paper reviews research findings on teacher stress and suggests five directions for future research: (i) monitoring the extent to which particular educational reforms are generating high levels of teacher stress; (ii) exploring why some teachers are able to successfully negotiate periods of career reappraisal and retain a positive commitment to the work, whilst others are not; (iii) clarifying the nature of the stress process in terms of two types of triggers: one based on excessive demands and the other based on a concern for self-image; (iv) assessing the effectiveness of particular intervention strategies to reduce teacher stress; (v) exploring the impact of teacher-pupil interaction and classroom climate on teacher stress.

KEY WORDS: Secondary-School Teachers; Burnout; Model; Strategies; Symptoms.


In this sequel to Teachers - Their World and Their Work, the authors bring the reader up to date by addressing the contemporary realities of schools and teaching, focusing on both the constraints and the possibilities embedded in practice. The words and experiences of teachers and principals are used by the authors to show what growth and change look like from the inside - the teacher's perspective: what change requires, how differences in context and personnel are accommodated, what people learn as they change, and what it feels like in the process.

KEY WORDS: Public Schools; United States; Teacher Effectiveness; Educational Change; Teaching.

This article analyses findings from two studies conducted collaboratively across two educational settings, New Zealand and England, in 2001-2002. These studies examined the impact of national educational policy reforms on the nature of primary teachers' work and sense of their own professionalism and compared these impacts across the two countries. Adopting a policy ethnography approach, using in-depth interview data from samples of teachers in each country, it is argued that there have been discursive shifts in the meaning of the three key terms, autonomy, altruism and knowledge, embodied in the classical professionalism triangle. These shifts reflect policy-makers' moves from a "professional-contextualist conception" of teacher professionalism towards the "technocratic-reductionist" conception that accompanies neoliberal educational reforms in many countries. Teachers in both countries experienced increasing constraints on their autonomy as they became far more subject to "extrinsic" accountability demands. Whether these demands were perceived as enhancing or diminishing teacher professionalism depended on the manner in which they were filtered through the profession's defining quality, namely teachers' altruistic concerns for the welfare of the children in their care.

**KEY WORDS:** Foreign Countries; Comparative Analysis; Ethnography; Altruism; Educational Policy; Educational Change; Elementary School Teachers; Personal Autonomy; Knowledge Base for Teaching.


From interviews and site visits with 22 teachers, four environmental inhibitors to informal workplace learning emerged: lack of time for learning, lack of proximity to learning resources, lack of meaningful rewards, and limited decision-making power in school management. Ways to facilitate teachers' learning include strategic classroom assignments, unencumbered time, access to communications technology, and revision of reward systems.

**KEY WORDS:** Adult Learning; Educational Environment; Elementary/ Secondary Education; Informal Education; Public Schools; Teachers; Work Environment.


Workers involved in "people-work" are expected to engage in a great deal of emotion management as they attempt to convey the appropriate emotions (which they may not genuinely feel) to their clients or customers while at the same time, perhaps suppressing inappropriate ones. Should this emotion management be unsuccessful within some industries, a customer may be lost as they choose to take their business to a competitor; however, within the "caring" business, such as the counselling and guidance professions, a failure to display the appropriate emotion (e.g. sympathy) or a leakage of an inappropriate one (e.g. boredom) can have much more serious implications for the well-being of the client and their continued relationship with the professional. This paper will thus argue that emotion management or "emotional labour" is a vital skill within the
counselling and guidance professions, but one that can also be a significant source of work stress. Strategies for coping with the stress of performing emotional labour are suggested.

**KEY WORDS:** Guidance; Coping; Emotional Response; Interpersonal Relationship; Burnout; Stress Management; Employees; Employee Attitudes.


Much recent education policy-making around the world has focused on a restructuring of the role of the classroom teacher in a bid to increase the “quality” of the educational experience and raise pupil attainment. However, the definition of quality, as expressed through policy, may not always accord with the aims and aspirations of individual teachers who work within a specific cultural context. The rhetoric and intent expressed in policy texts may even have the potential to restrict the quality of what teachers do. This paper draws on some of the findings from a small-scale comparative study of teachers' work in England and Denmark which used an extended case study approach, set in a socio-cultural framework, to examine the relationship of policy trends to teacher values and professional practice. Evidence from the study is used to discuss the issue of “quality”, highlighting contextually specific variations which impact on the implementation of national policy at the local level. Through a discussion of the study's methodology, attention is also drawn to the need for a more contextually sensitive approach to the creation and evaluation of policy which, while recognising universal concerns, also pays heed to local priorities and teacher values.

**KEY WORDS:** Foreign Countries; Comparative Analysis Cultural Context; Teaching Experience; Case Studies; Values; Teacher Effectiveness; Policy Formation; Educational Policy; Educational Quality.


This paper critically considers teacher education in Northern Ireland and the Republic of Ireland. It was stimulated by an exchange programme between student teachers from Northern Ireland and the Republic of Ireland for a period of school-based work in each other's jurisdictions. It examines recent curricular developments, partnership with schools, college requirements and cultural diversity. It also contrasts the effects these have had on student teacher preparation, classroom delivery and tutor involvement in student teacher development. The highly prescribed and assessed Northern Ireland curriculum will be contrasted with that of the Republic of Ireland, which appears to offer more in terms of freedom, flexibility and independence in planning. Different supervisory practices and responsibilities for the assessment of student teachers' practical teaching will be compared in both jurisdictions. The tutors in the Republic of Ireland exercise more control over student teachers' preparation and professional development for teaching, while in Northern Ireland the partnership arrangements have given more influence to schools. The paper illuminates the shift of locus of control and influence of Colleges of Education in Northern Ireland in the education of student teachers, while in the Republic of Ireland Colleges of Education have retained their influence. The curricular expertise of supervisors in the Republic of Ireland is recognized and accepted by the schools, while in Northern Ireland the rise in significance of curriculum expertise in the Curriculum...
Advisory and Support Service (CASS) of the Education and Library Boards has undermined the influence and expertise of college tutors.

**KEY WORDS:** Cultural Pluralism; Foreign Countries; Student Teaching; Preservice Teacher Education; Partnerships in Education; Student Diversity; Higher Education; Elementary School Mathematics; English; Student Teacher Supervision; International Educational Exchange; Comparative Analysis.


Teaching school is a highly stressful occupation. Consequences of this stress are burnout, physical and emotional distress, and choosing to leave the profession. Research on teacher stress and burnout has largely focused on environmental and contextual factors while ignoring personality characteristics of teachers that may have an impact on relationships between job stress and its consequences. The current study has a cross-sectional self-report design, focusing on teachers' negative mood regulation (NMR) expectancies as predictors of their coping, burnout and distress, in response to occupational stress. NMR expectancies are people's beliefs that they can control the negative moods they experience. Participants were 86 primary and secondary school teachers, who filled out questionnaire measures of teacher stress, NMR expectancies, coping, burnout, and distress. Simultaneous regression analyses showed that higher stress on the job did indeed predict greater burnout and distress. Additionally, stronger NMR expectancies predicted more active coping. NMR expectancies also predicted less burnout and distress, independent of stress level and coping. Believing one could control one's negative moods was associated with more adaptive outcomes for teachers. Results argue for the value of examining individual difference variables in research on occupational stress, in particular negative mood regulation expectancies.

**KEY WORDS:** Occupational Stress; Teaching; Negative Mood Regulation; Teachers; Burnout; Distress; Coping; Negative Mood Regulation.


This paper considers two examples of recent policies affecting teachers' work, Performance Threshold Assessment in England and Chartered Teacher status in Scotland. Through tracing their origins and motivations, a comparative analysis is offered, which seeks to explore the extent of the influence of national contexts on developments in the restructuring process. Both policies purport to meet the professional needs of teachers who are a few years into their careers, yet the Scottish example is strongly oriented towards professional development, while the English example is oriented towards performativity and teacher assessment.

**KEY WORDS:** Foreign Countries; Teaching (Occupation); Faculty Development; Teacher Education; Teacher Evaluation; Educational Policy; Teacher Improvement.

Exceeding the limitations of traditional school learning, requires an analysis of the nature and conditions of school learning as well as the new kinds of teaching and learning occurring within the school. This chapter explores the problem of learning at school both theoretically and empirically. Analyzing the object and the subject of learning at school, facilitates ongoing theoretical discussions about learning. Grounded in the results of the author's study of business teachers' work at the Finnish Businessmen's Commercial College, the discussion draws on other examples of new kinds of teaching in Finland, Sweden, and England.

**KEY WORDS:** School Learning; Social Networks; Theories of Education.


The Australian experience is that teacher professional associations form the third side of the triangle of support for teachers' work; the others being teachers' formal education (initial preparation to be a teacher and ongoing study) and input from their employer. This third side is inherently democratic and empowering for teachers - they are in control. It also gives teachers a “voice” and contributes to their overall professional standing. This paper outlines the ways in which associations of teachers of mathematics operate in Australia as an example of the ways in which teacher subject associations can contribute to the knowledge and skills of their members. Discussion centers on the capacity for sharing insights and approaches with colleagues in the Asia-Pacific region, and learning from them, in the context of increasing globalization and improving access to information and communication technologies.

**KEY WORDS:** Elementary/ Secondary Education; Foreign Countries; Mathematics Teachers; Professional Associations; Professional Development; Teacher Effectiveness.


Describes positive aspects of Denmark's "class teacher" system wherein the same group of students, evenly divided by sex, remain together with the same teacher from grades 1 through 9. Includes description of testing, school and classroom discipline, and group work. Compares Danish schools with American schools.

**KEY WORDS:** Child Development; Classroom Techniques; Comparative Analysis; Discipline; Educational Testing; Elementary Education; Foreign Countries; Grouping (Instructional Purposes); Principals.


In this paper, relations among person and social resources, work-stress appraisals, and depression were examined with data from 2 longitudinal studies of female clerical workers. Results were consistent with predictions that primary appraisals contribute to change in depression beyond the effects of person and social resources and negative
affectivity. There was modest evidence that control appraisals moderate the effects of optimism and work support.

**KEY WORDS:** Clerical Workers; Counseling; Depression (Psychology); Females; Job Satisfaction; Personnel Evaluation; Self Esteem; Social Support Groups; Stress Variables.


This paper describes stress management for teachers and presents strategies that teachers can use to lessen the impact of stress. It outlines the ABCs of stress: Acknowledge, Behavior Modification, and Communication, and notes that stress can motivate teachers to explore new instructional strategies, adopt innovative approaches to increasing student motivation, and reflect on their teaching.

**KEY WORDS:** Educational Strategies; Higher Education; Interpersonal Communication; Stress Management; Student Motivation; Teacher Attitudes; Teacher Student Relationship.


Teachers of students with emotional and behavioral disorders (EBD) are at particular risk for experiencing stress on the job. Occupational stress ratings from 415 teachers of students with EBD was modeled by regression, using teacher demographic characteristics. working conditions. and ability to work with children with EBD as factors in the analysis. All working condition variables (principal-teacher relationship, capacity to contribute to decisions, and working relationships), as well as years of professional experience and ability to work with externalizing children, had a significant effect on occupational stress. Additionally, within-inventory analyses pointed to ability to contribute to decisions as more influential than positive relationships with principals or colleagues. Results and implications are discussed.

**KEY WORDS:** Special Educators; Job-Satisfaction; Stay; Intent; Commitment.


This paper examines the role of organizational culture in the etiology of workplace stress through the framework of the Culture-Work-Health model. A review of relevant business and health literature indicates that culture is an important component of work stress and may be a key to creating effective organizational stress interventions.

**KEY WORDS:** Employer Employee Relationship; Interpersonal Relationship; Organizational Climate; Stress Variables; Work Environment; Employee Health; Job Stress; Organizational Culture.


The booklet compares the original IER recommendations of 1997 to the proposals put forward by the government in 1998 for improving the system for health and safety at
work. Rather than being revitalised, there are signs that standards of health and safety have, in fact, been reversed over the last three years.

**KEY WORDS:** Health and Safety; Health Policy; Standards.


As a part of a larger cross-cultural investigation (Euroteach) which involves 11 European countries and 2,182 secondary school teachers, two were the aims of the present study: (1) to examine the relationship between job conditions and wellness/health outcomes on a group of 169 Italian secondary school teachers, by using the Job Demand-Control-Support (JDCS) Model (Karasek and Theorell, 1990); (2) to analyse the differences with other European countries in the light of specific cultural differences. Controlling for age and gender, results of hierarchical regression indicated that job control and social support combine in different additive patterns with job demands to explain the well-being outcomes (job satisfaction, emotional exhaustion, depersonalisation, somatic complaints). The predictor's linearity check indicated that the job demands variable is curvilinearly associated both with emotional exhaustion (p <0.005) and with somatic symptoms (p <0.01). As compared to the average of the other European countries, on the positive side, the Italian teachers manifest both a higher degree of personal accomplishment and a lesser degree of depersonalisation; on the other hand, they claim a lesser degree of social support and a higher degree of somatic complaints.

**KEY WORDS:** Job Demand-Control-Support (JDCS) Model; Burnout; Non-linear Associations; Teachers; Additive or Interactive Hypothesis; Italy; Europe.


This study examines the relationship between person-environment fit and occupational stress and strain for a group of 300 Australian and Scottish vocational teachers. A self-report questionnaire was used to obtain a measure of predominant work interest type for each individual. Teachers were allocated to the congruent group on the basis of reporting a predominantly Social interest type; Social types are seen to be most congruent with teaching. Teachers were allocated to the incongruent group on the basis of reporting a predominantly Practical interest type. The Occupational Stress Inventory (OSI) was used to measure various aspects of occupational stress, strain and coping resources. Significant between-group effects (congruent vs incongruent) were found for of the four strain subscales of the OSI. The implications of person-environment fit and strain for teachers is discussed.

**KEY WORDS:** Teacher Stress; Strain; Person-Environment Fit; Secondary-School Teachers; Occupational Stress; Congruence; Burnout; Model.


The aim of the present study was to compare the work situation of Finnish upper secondary school teachers to that of average European teachers and to examine to what extent various job conditions and coping strategies explain their well-being. The Finnish data (n = 232) were gathered in the spring term of 1998 by postal questionnaires.
(response rate 62%). The European reference sample consisted of 1950 upper secondary school teachers from ten European countries. The Finnish upper secondary school teachers assessed, in particular, their job conditions (e.g., lower job demands and higher job control), but also their well-being (higher level of job satisfaction and lower level of depersonalisation and somatic complaints) as better than their European colleagues. Job demands and control had only main effects on well-being: high demands explained low job satisfaction, high emotional exhaustion and high depersonalisation, and high control explained high job satisfaction and high personal accomplishment. The additional job conditions and coping strategies increased the explained variance of somatic complaints, emotional exhaustion, and personal accomplishment.

**KEY WORDS:** Work Conditions; Teachers; Wellness; Burnout; Job Demand; Control; Social Support; Stress; Europe.


A study investigated from a national perspective factors that influence the attrition and retention of newly hired secondary business teachers in the public sector. It also identified factors important to determine a business teacher's interest in continuing or not continuing in the teaching profession. The survey developed for the study consisted of these four sections: educational preparation, teaching experience, skills and interests in teaching, and demographics. Of 424 deliverable surveys, 163 (34%) were returned. Findings were the following: (1) the retention rate of respondents was very good; (2) 86 percent were still teaching; (3) secondary business teachers who initially did not have a strong commitment to the teaching profession were more likely to leave the teaching profession; (4) 54 percent reported their mentoring experience as having a positive influence toward their attitude as a beginning teacher; (5) 43 percent who remained in the teaching profession reported satisfaction with their current teaching positions; (6) participants identified salaries (57 percent), lack of job advancement (30 percent), licensure requirements (26 percent), stress (26 percent), and classroom management issues (26 percent) as major reasons for secondary business teachers leaving the teaching profession; and (7) 5 of 14 factors important to continue teaching (pleasant working conditions, positive teaching experience, sense that they are doing a good job, positive interactions with students, time to complete job responsibilities) differed significantly between teachers who did not enter or chose to leave and those who remained in the teaching profession.

**KEY WORDS:** Beginning Teachers; Business Education Teachers; Labor Turnover; Mentors; National Surveys; Secondary Education; Secondary School Teachers; Teacher Attitudes; Teacher Persistence; Teaching Conditions.


Of 300 surveyed, responses from 94 nurses, 38 occupational therapists, and 50 physical therapists indicated that professional knowledge was a prime motivation for continuing professional development, followed by updating qualifications, increasing the status of the profession, and demonstrating professional competence. No differences were observed among the professions.

**KEY WORDS:** Educational Attitudes; Lifelong Learning; Nurses; Occupational Therapists; Physical Therapists; Professional Continuing Education; Self Motivation.

70. Santagata, R., & Barbieri, A. (2005). Mathematics teaching in Italy: A cross-
This study investigates the cultural nature of teaching. It compares a sample of 39 videotaped Italian mathematics lessons to German, Japanese, and U.S. lessons videotaped in TIMSS. This study expands on earlier work that was based on a smaller sample; analysis is also extended to the nature of the mathematical content presented. The results confirm the existence of an Italian cultural pattern for mathematics teaching, whose features we outline here. Italian teachers prefer whole-class instruction to individual seatwork; they engage in teacher talk/demonstration to transmit information; and they often call on students to solve problems at the board before the rest of the class. Italian lessons are characterized by the inclusion of a large number of mathematical principles and properties. These are explained 50% of the time, and simply stated the rest of the time. This study adds yet another perspective from which mathematics teaching can be studied, and, by acknowledging the difficulty to change cultural practices, it offers practical implications for teacher learning.

**KEY WORDS:** Foreign Countries; Mathematics Instruction; Teaching Methods; Mathematics Teachers; Videotape Recordings; Comparative Analysis; Cultural Differences; Cross Cultural Studies.


In several studies we focused on the rule played by teacher’s personal resources in coping with professional demands. This approach aims at exploring indicators of mental health. They are assessed by the psychometric instrument AVEM, which allows variable-oriented evaluations, as well as the classification of persons into four patterns (types) of coping (G, S, A, B) determined by cluster-analysis. The relevance of this typology in terms of health-related behavior and experience was demonstrated by various studies. Distinguishing between these patterns (types) makes it possible to point out problematic tendencies of professional engagement, moreover our approach is especially suitable to lay the foundation for preventive measures. Up until now we have investigated a sample of about 4000 teachers and teacher students. Longitudinal data are also available.

**KEY WORDS:** Teacher Research; Personal Resources; Coping Styles.


Teacher burnout is a world-wide phenomenon that draws the attention of educational psychologists and stimulates efforts in construct elaboration and measurement. Emotional exhaustion, depersonalization (cynicism), and lack of personal accomplishments are three dimensions that constitute the burnout syndrome. Levels of this burnout syndrome were compared among 542 German and Chinese teachers. It turned out that there were only minor differences between the Germans and the Chinese, but major differences between those two groups and the U.S. American normative data. Moreover, stress resource factors were measured, namely perceived self-efficacy and proactive attitude. Their negative intercorrelations with burnout supported the validity of the burnout measure, although the associations were much closer in the German subsample. An attempt to replicate the American three-factorial structure of the burnout construct failed in both subsamples, which is in line with previous evidence and calls for a revision of the original measure.
KEY WORDS: Burnout; Self-Efficacy; Proactive; Chinese; Self-Beliefs; Stress; Health.


This book examines the damage that has been systematically inflicted upon teachers' work globally over the past two or more decades. The author chronicles and traces the major policy maneuvers in what can only be described as "difficult times." The consequences are not hard to see in the language of the new technologies of power: competencies, vocationalization of the curriculum, appraisal, testing, accountability, restructuring, enterprise culture, and self-management, as well as through the cooption of progressive categories like collegiality, teacher development, and other reflective approaches to teaching. While these discourses mark out the oppressive contours of teaching there is considerable space to imagine and live out alternative discourses and practices. The way out of the miasma, the authors argues, is to robustly confront and vigorously supplant dominant managerialist discourses with agenda and practices that are more democratic, educative, and socially just.

KEY WORDS: Paid Employment; Formal Education.


This paper studied the Work Satisfaction subscale of the Job Descriptive Index (JDI) to determine the difference between measuring work stress and measuring work satisfaction. Results from samples of 1,623 and 314 adults provide evidence on JDI improvement.

KEY WORDS: Adults; Measures (Individuals); Stress Variables; Test Construction; Test Items; Job Descriptive Index.


This paper developed the Stress in General Scale and studied its validity with three samples of adult workers (n=4,322; n=574; and n=34). Evidence converged on the existence of two distinct subscales, each of which measured a different aspect of general work stress. Studies also resulted in meaningful patterns of correlations with stressor measures.

KEY WORDS: Adults; Correlation; Employees; Measurement Techniques; Stress Variables; Validity.


In this paper, we examine the complementary and differing state-defined roles of beginning schoolteachers in England and Norway by investigating centrally mandated initial teacher preparation programmes in both countries. Through comparative analysis, we get to see the roles that the policy-makers in London and Oslo seek to confer upon
the educators of future generations of schoolchildren, as well as exploring opportunities for cross-cultural policy learning. In broad terms, we found that centrally prescribed initial teacher training in England is, as its name implies, a training model that seeks to induct trainee teachers into the practical skills and willingness necessary for: instructing pupils in National Curriculum subjects, managing classroom activities, setting homework to consolidate and extend classroom work and providing pupils with a safe learning environment. Centrally prescribed initial teacher education in Norway is, as its name implies, an educative model whose goal is to help student teachers to: reflect and act upon the practical implications of educational theory, instruct pupils in National Curriculum subjects, display leadership in the classroom, act as a member of a caring profession, promote Norwegian values and provide pupils with a safe learning environment.

**KEY WORDS:** Teaching Methods; Foreign Countries; Comparative Analysis; Students; Learning Activities; Educational Environment; Class Activities; Student Teachers; National Curriculum; Preservice Teacher Education.


Results of a self-report questionnaire indicated that female primary teachers in Australia report moderate levels of global, work, and family stress. Time and workload pressure was the major work stressor, and responsibility for child rearing the major family stressor. Work stress and home stress both impacted on each other.

**KEY WORDS:** Elementary School Teachers; Employed Women; Faculty Workload; Family-Work Relationship; Females; Foreign Countries; Primary Education; Stress Variables; Teacher Morale; Teaching Conditions; Australia.


Explored British student teachers' views about their choice of elementary school teaching as a career. Data from surveys and interviews indicated that virtually all respondents had always wanted to teach, enjoyed working with children, felt that teaching brought job satisfaction, and considered teaching a good career that would be challenging. Some respondents also reported negative feelings about previous noneducational work.

**KEY WORDS:** Career; Recruitment; Student Teachers.


The past three decades have seen an explosion of interest into the nature, causes and consequences of stress in both work and non-work settings. Given that leisure is of growing importance in most people's lives and that the impact of stress influences the way in which leisure is used, then the role that leisure plays as a means of coping with stress represents an important research agenda. In order to explore leisure's role in coping with work stress this research explored, using a sample of secondary school principals and deputy principals, three issues: (1) why an involvement in leisure was important, (2) what reasons were given as to why leisure was important to cope with...
stress, and (3) what coping strategies were actually used to cope with stress in relation to whether or not leisure had always been regarded as an important part of life. Each of these issues was explored using a technique called sequential tree analysis. This technique identifies patterns of data and arranges them in hierarchical order to provide a visual display that captures the richness of relationships not always present when more traditional methods are used. The different patterns that emerged point to the complex role that leisure plays. The results also point to the need to better understand combinations and patterns before it is possible to determine the exact nature of the presumed emotion-focused role that leisure may play in coping with work stress. These findings have implications for stress management interventions and the role of leisure in them and the need to distinguish between the meanings people give to the importance of leisure as distinct from the actual use of leisure as a coping strategy.

**KEY WORDS:** Stress Management; Principals; Coping; Leisure Time; Intervention; Statistical Analysis.


The higher education sector in the UK continues to experience significant change. This includes restructuring, use of short-term contracts, external scrutiny and accountability, and major reductions in funding. In line with this, reports of stress at work in higher education institutions have also increased. The study reported here was carried out using a stratified random sample of all categories of staff (academic and non-academic) from 14 UK universities and colleges. Levels of occupational stress were measured using the ASSET model. The results showed that the most significant source of stress for all higher education staff (irrespective of category of employee) was job insecurity. In comparison to the normative data, staff also reported significantly higher levels of stress relating to work relationships, control, and resources and communication, and significantly lower levels of commitment both from and to their organization. However, they also reported significantly lower levels of stress relating to work-life balance, overload and job overall, and lower levels of physical ill-health. Significant differences were identified between staff working at Old versus New universities and by category of employee. These results support the growing evidence that universities no longer provide the low stress working environments they once did.

**KEY WORDS:** Comparative Analysis; Higher Education; Job Security; Stress Variables; Educational Change; College Faculty; Work Environment; Measures (Individuals); United Kingdom.


School teaching seems to be particularly stressful. The stress model of Lazarus and colleagues and its adaptation to educational settings by Kyriacou and Sutcliffe is the basis for an analysis of antecedents and consequences of teacher stress. The first aim of this study was to test the theoretical model of teacher stress on a large sample using structural equation statistics (study I). The results should then be cross-validated and the model enlarged by additional operationalisations (study II). This study was conducted using heterogeneous samples of German school teachers (study I: N = 356, study II: N = 201). In study I, standardised questionnaires measuring workload and mobbing as
stressors, physical symptoms as stress reactions, and social support and self-efficacy as moderating variables. In addition to these concepts, coping strategies, burnout and absenteeism were assessed in study II. The structural equation modelling in study I revealed that the predications of the stress model hold true: workload and mobbing lead to stress reactions, whereas principal support reduces the perception of workload and mobbing. Global support and self-efficacy moderate the relationships between the variables. These results were confirmed in study II and the model was enlarged by burnout and coping strategies. With all concepts, 12% of the variance of absenteeism can be explained. Limitations of the studies, using cross-sectional data and self-reported measures are discussed.

KEY WORDS: Teacher Stress; Workload; Mobbing; Stress Reactions; Social Support; Self Efficacy; Coping Strategies; Burnout; Absenteeism.


This research presents the results of two related studies on the convergent and construct validity of three measures of reciprocity in exchange relationships at work. In Study 1, 71 Dutch teachers were interviewed about their specific investments and outcomes in the exchange relationships with their students, colleagues and school. ANOVA revealed that they reported significantly more investments than outcomes, and that the number of reported investments and outcomes mentioned varied as a function of the type of exchange relationship. Building on these results, multi-item scales were created to assess reciprocity at a detailed level for each of the three exchange relationships. Study 2 validated these specific reciprocity measures by relating them to two global assessments of reciprocity (convergent validity) as well as to measures of job stress and well-being (construct validity). LISREL-analysis of data obtained from a further sample of 224 teachers revealed that for each type of exchange relationship there were significant, consistent and meaningful relationships among the three reciprocity measures. Further, hierarchical regression analysis showed that the reciprocity measures were differentially related to job stressors and measures of well-being. Implications are discussed.

KEY WORDS: Reciprocity; Equity; Theory; Teachers; Work Stress; Well-Being.


Numerous studies have indicated a high work-stress burnout rate of emergency medical technicians, although none have used techniques predicting work-stress burnout. This paper discusses early memories that are representative of emergency medical technicians who may be susceptible to burnout, and memories that may indicate an individual's resistance to burnout. It proposes research to substantiate effectiveness of early recollections in predicting burnout.

KEY WORDS: Burnout; Career Counseling; Emergency Medical Technicians; Recall (Psychology); Stress Variables; Emergency Medical Services; Memory Span.

Study 1 analyzed 68 studies, identifying three constructs: workplace stressors, strains, and social support. In study 2, models of social support in the workplace were tested, finding that social support reduced strains, mitigated perceived stressors, and moderated the relationship between stressors and strain.

**KEY WORDS:** Interpersonal Relationship; Meta Analysis; Social Support Groups; Stress Variables; Work Environment; Job Stress.


To evaluate the type and quality of child care used by low-income families who were either receiving or not receiving subsidized child care, we interviewed 111 African American parents from a randomly selected sample of low-income families. We inquired about their child-care use, satisfaction with care, work stress, and employment history. Using standardized assessment instruments, independent observers in the children's child-care setting evaluated the quality of the care and characteristics of the providers. We found that families using subsidized child care were more likely to use center care and other more formal types of care, while families not using subsidized child care were more likely to use a relative in the relative's home. Families using subsidized care tended to use licensed and registered child-care arrangements more than non-subsidized families. Also, subsidized families spent approximately half as much out-of-pocket money for child care. However, we found no evidence that the care used by families using subsidized care was of any higher quality than that used by non-subsidized families. We examine the possibility that child-care subsidy programs may not be adequately designed or funded to increase the availability of quality child care to low-income families. Educators and policy makers may want to consider additional means of increasing access to quality care in low-income families.

**KEY WORDS:** Low Income Groups; Child Care; African American Family; Grants; Community Programs; African Americans; Social Services; Caregivers; Satisfaction.


Focuses on the learning of new teachers in England to identify aspects of workplace learning that may not be accommodated within the statutory induction year. Draws from interview and survey data. Concludes that the new teachers' learning is informal, reactive, and collaborative.

**KEY WORDS:** Beginning Teachers; Case Studies; Educational Research; Foreign Countries; Higher Education; Interviews; Learning Experience; Professional Development; Surveys; Teaching Experience; England.


A literature review of teacher stress in Scotland found that hours worked by teachers have not changed significantly over the last decade, but the number of unpopular tasks over which teachers have little control has increased, resulting in increased stress. Being forced to implement mandated changes also increases teacher stress.
KEY WORDS: Academic Standards; Collegiality; Coping; Educational Change; Elementary/Secondary Education; Faculty Mobility; Foreign Countries; Job Satisfaction; Quality of Working Life; Social Support Groups; Stress Variables; Teacher Burnout; Scotland; Teacher Stress.


A survey (n=947) of pharmacists and instructors was compared with 1999 results. Over 90% of both high and low users of formal continuing education also engaged in informal learning. Low users received the most employer support for training. Differences among high, medium, and low users and nonusers suggest a need for diverse formats and services, including distance learning.

KEY WORDS: Educational Attitudes; Foreign Countries; Informal Education; Pharmaceutical Education; Pharmacy; Professional Continuing Education.


This digest explains that burnout results from the chronic perception that one is unable to cope with daily life demands. Teachers must face classrooms full of students every day; negotiate potentially stressful interactions with parents, administrators, counselors, and other teachers; contend with relatively low pay and shrinking school budgets; and ensure students meet increasingly strict standards. This can result in a form of burnout at some point in their careers. The digest looks at the nature of the stress response, describes the development of the burnout construct, and examines several types of prevention that can be useful in helping teachers contend with an occupation that puts them at risk for burnout. Primary prevention includes organizational practices which allow teachers some control over their daily challenges. Secondary prevention focuses on early detection of problems before they emerge as full-blown disorders. Tertiary prevention involves ameliorating symptoms of burnout. The digest concludes that primary prevention is preferable, but all types can be effective.

KEY WORDS: Elementary/Secondary Education; Stress Management; Teacher Burnout; Teacher Responsibility; Teaching Conditions; Primary Prevention.
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| Self Concept | Sexual Division of Labor | Social History |
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| Self Disclosure | Sexual Orientation | Social Influence |
| Self Disclosure (Individuals) | Share Households | Social Influences |
| Self Efficacy | Shop Stewards | Social Institutions |
| Self Employment | Siblings | Social Integration |
| Self Esteem | Singapore | Social Isolation |
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| Self Management | Skill | Social Learning Theory |
| Self Motivation | Skill Acquisition Strategy | Social Mobility |
| Self Regulation | Skill Analysis | Social Model of Disability |
| Self Report | Skill Development | Social Movements |
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| Sequential Learning | Slavic Cultural Groups | Social Power |
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The Research Network on Work and Lifelong Learning
Resource Base Development Office
Centre for the Study of Education and Work (CSEW)
Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)
252 Bloor Street W, #12-256, Toronto, ON, M5S 1V6, Canada
Tel (416) 923-6641 ext. 2392, Fax (416) 926-4751
E-mail: wallnetwork@oise.utoronto.ca