

Education and employment

The Opportunity Trap – high hopes on
new technology?

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From mine-work to mind-work

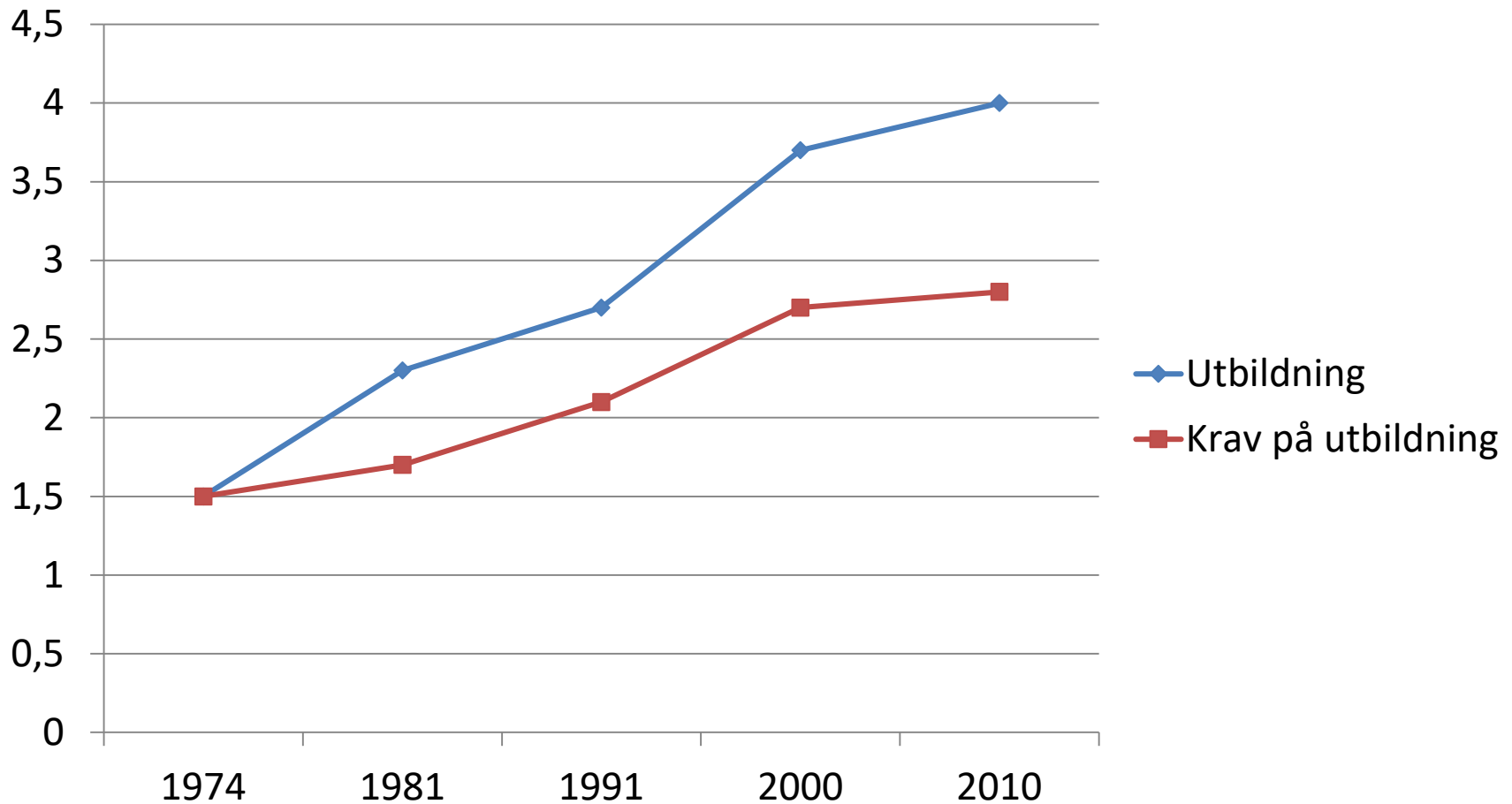
	Cultural form	Dominating character	Characteristic life strategy
Generation 1	Postfigurative culture	Tradition-directed	To be
Generation 2	Cofigurative culture	Inner-directed	To have
Generation 3	Prefigurative culture	Other-directed	To become

1. Is higher education the solution of unemployment?

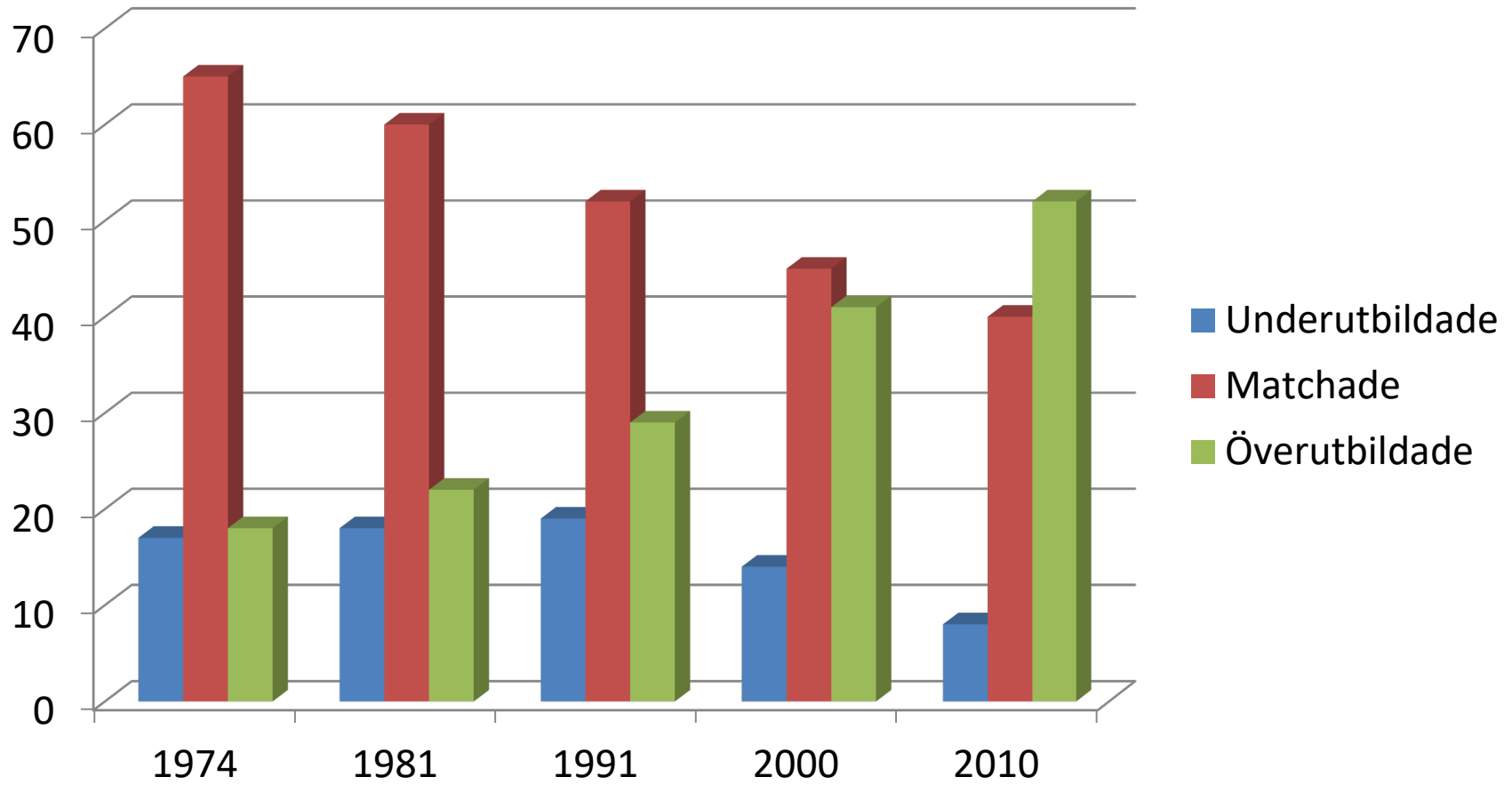
The problem of educational reform and economic globalisation

- As opportunities for education increases, they are proving harder to cash in
- The problem is rooted in the relationship between capitalism and democracy (Sennett)
- The labour market cannot keep pace with social expectations of work, rewards and status
- The swedish example

Individual average length of education and the labour markets demand on educational length



Share of undereducated, matched and overeducated (LNU)



2. The opportunity trap

The opportunity trap

- Widening access, raising standards and further investment in education are believed to deliver opportunity, prosperity and justice
- The more we learn the more we earn
- Credentials are the currency of opportunity
- How can we understand that?

Education, opportunity and positional competition

- Emilé Durkheim
- Socialisation of the young into society
- Selection into the occupational structure
- The rise of the credential over the last century owes a lot to the fact that it captures elements of both
- Therefore the use of credentials is seen as a way of extending opportunities to all

Education, opportunity and positional competition

- "There is an absolute dimension, in which quality is added by receptive students, good teachers, good facilities and so on; but there is also a relative dimension, in which quality consists of the differential over the educational level attained by others"
- "To the extent that education is a screening device...the possibility of general advancement is an illusion" (Hirsch 1977)

Education, opportunity and positional competition

- Opportunities can be extended by widening access and through improving the quality of teaching and learning, but as long as the educational system has a selective role, inequality in outcome are inevitable
- While we can all be encouraged to do our best, we cannot all be the best
- We have to run faster, for longer, just to stand still (Boudon)

3. Technology and digitalization as a key to a more hopeful future

Another trap or the road towards standardization

As the tale is told

- "Technology has changed society throughout history. Over the last few decades, cellular devices, iPads, iPods, computers, and most importantly the internet have completely overhauled the way people interact in society and the way educators work in schools. Technology implementation in schools is pivotal to student success post high school due to the changing times and high demands for tech savvy personnel" (Sutton 2013).

We are told that...

- We have a duty to ensure that all of our students have an appropriate familiarity with the technology that is so rapidly remaking the world.
- By using technology to enhance teaching and learning, we improve our core function as a University, and give our students the skills they need to function effectively in the world of work.

The digital opportunity trap

- In the race between education and technology our students find different stories told by public policy experts.
- They are told that the increasing inequality is a result of the education system failing to keep pace with technological innovation, but at the same time that the technological revolution could also mean the end of work.

Labor scarcity

- If the nation is anticipating a growing need for workers with advanced skills, then education is at the heart of economic and social policy.
- People will need to adapt continuously and learn new skills and approaches within a variety of contexts.
- This creates a challenge for education and training providers who must translate employer demands into learning opportunities.

Job scarcity

Job scarcity points to a significant mismatch between an expanding supply of educated and skilled workers and a scarcity of high-quality job opportunities, primarily resulting from the routinization and segmentation of job roles rather than technological unemployment.

End of work

Given this view of the future of work, it is no longer credible to argue that productivity creates more jobs than it replaces because “much of the productive economic activity of society is going to be increasingly placed in the ‘hands’ of intelligent technology, supervised by small groups of highly skilled professional and technical workers,” according to Rifkin.

Future scenarios of work

- HOPE
- From work society to knowledge society
- World market
- Sustainable work
- Self-employment
- COLLAPSE
- Capitalism without work
- Fixed location of work
- Global apartheid
- Individualization of work

Future scenarios of education

- HOPE
- Students gain and retain knowledge of the content of the course.
- Students develop critical thinking skills.
- Students integrate knowledge within and across disciplines.
- Students develop the ability to work in a team to solve a problem.
- COLLAPS
- Students becomes alienated due to standardized curricula
- Students becomes dependent on platforms
- Students uses cut-and-paste methods
- Students becomes increasingly competitave and don't want to share

4. Choosing a path

Creativity or control

Man or machine

- The reality is that the same technological innovations can result in different outcomes depending on the extent to which companies and countries adopt practices and policies that aim to enrich jobs rather than maximize managerial control.

Life or death

- If man is passive in the process of production and organization, he will also be passive during his leisure time. If he abdicates responsibility and participation in the process of sustaining life, he will acquire the passive role in all other spheres of life and be dependent of those who take care of him (Erich Fromm)

The revolution of hope

Under the end-of-work view, wider social, cultural, and citizenship goals of learning would presumably inform the education of prosumers. This is likely to include skills such as learning to learn, communications, problem solving; and teamwork, with an emphasis on individual growth over the life course, rather than as a way of enhancing individual employability.