

The Problem of Unemployment in the Changing World and the Role of Education

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Abstract

The most important problem that the world economies face no matter what stages of development level countries are in nowadays is unemployment. In the world, there is a rapid change towards the information society from the industrial society and economic and social transformation is realized by leaving the labor intensive work place to the knowledge intensive work.

Technological developments have also led to the transformation of a significant portion of the workforce into unskilled or misguided groups, which cannot be retrained. It has changed the dimensions and domains of competition that exist in globalization, industrialization, trade and service sectors and which businesses inevitably face. In the universalization of competition, the share of production in the horizontal integration of countries is great. Today, traditional production factors come from the factors that determine competitive power and competitive advantage, whereas investment expenditures are increasingly being traded as the driving force of world economy. The influence of day-to-day competition is increasingly affecting the competitiveness of businesses and hence of countries in changing market conditions and technological developments.

The traditional understanding of education, which embraces the intent of making individuals merely a field, loses its effectiveness in a global competitive environment where knowledge and technological innovation have doubled in a few years. This situation, which has deeply affected both the developed and the developing countries, has made it necessary to re-examine the education systems. Every day we open our eyes to a world different from the previous day and the societies that adapt to the innovations are one step ahead of the economy. The technological changes that effect production which are the result of scientific development transform both economic and production relations. Many occupations have been filled in the labor market where new jobs have come to life.

This paper will deal with the problem of unemployment in the changing world and alternative ways of solving it and its effects.

Keywords: Changing world, unemployment, education, lifelong learning

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The world population is about 7.5 billion (World Meter, 2017). The labor force is 3,422 billion (World Bank, 2017) and the unemployed ratio is 5.8 (ILO, 2017). The labor force is projected to grow over the next 10 years at an average annual rate of 0.5 percent (Bureau of Labor Statistics, 2017). According to population growth data, both the world population and the world workforce increase by 100 million per year, but only 50 million jobs per year can be created.

Unemployment exceeds 15% in India and Pakistan. There is about full employment in East Asian countries at a rate of 3%. More than 35 million people are unemployed in the OECD countries. It shows that the weight of western industrialized countries in the world economy is losing economic power compared with East Asia (Schcosser, 1998).

Western industrialized countries cannot adequately assess the opportunities created by globalization. These countries have faced high unemployment problems in recent years. In Western Europe, the number of unemployed has increased after every cyclical change. According to the OECD's research, the fundamental problem of industrialized countries is cannot keeping up to the structural change in the rapidly changing world (Erdoğan, 1999).

According to Ekin (1997) there are two reasons for the unemployment problem that the economies in the global world face:

- First, high technology and automation. Production is increasingly going from labor-intensive industries to machinery and capital.

- Secondly, the flow of capital and investment towards where the labor force is cheap due to increasingly ruthlessness of international competition and unforgiving structure of error. The development of information and communication technologies plays a key role in the rapid development of production in the globalization process. Technology increases efficiency in productivity and employment relations and reduces labor demand at a certain level of production. In particular, new technological changes demand higher skilled workers and greatly reduce the demand for low skilled workers.

Depending on these reasons it has changed the dimensions and domains of competition that exist in globalization, industrialization, trade and service sectors and which businesses inevitably face. In the universalization of competition, the share of production in the horizontal integration of countries is great. Technological developments have come from the fact that the production factors that countries have are the factors that determine competition power. (Ari, 1997).

Technological developments have also led to the transformation of a significant portion of the workforce into unskilled or misguided groups, which cannot be retrained. Thus, the 1990s job creation policies were obliged to upgrade the qualifications of this workforce, which were essentially outside of new labor needs. Strong new technologies give different battles to different parts of the world. In East Asian countries, high production growth, productivity growth and full employment go hand in hand. In Europe, the increase in production does not create new employment opportunities and this growth reduces the number of jobs instead of creating jobs (Ekin, 1997).

The traditional understanding of education, which embraces the raise individuals in one spesific field, loses its effectiveness in a global competitive environment where knowledge and technological innovation have doubled in a few years. This situation, which has deeply affected both the developed and the developing countries, has made it necessary to re-examine the education systems. Every day we open our eyes to a world different from the previous day and the societies that adapt to the innovations are one step ahead of the economy. The technological changes take place in production which are the result of scientific development, transform both economic and production relations. Many occupations have been death in the labor market where new jobs have come to life (Ari, 1997).

Thus, individuals must constantly renew their knowledge and training and adapt to current needs. For example, although the need for communication is as old as human history, it has taken its share of change in telegraph operation from one of its important professions a hundred years ago, despite the need to continue to communicate and to tackle this need with new technologies (Omay, 2013).

Despite the need education system cannot respond quickly to changes in the working life and the needs of the industry. Today, the speed of technological development has increased very much. Technological developments open new business areas every day, new occupation arise in these fields. Like the telegraph operator example this process pushes many professions into the background and makes them dysfunctional. It is becoming increasingly difficult to manage lifelong only with high school or university education (Özdebir, 2013).

Another problem with the education is that the disagreement between the qualifications demanded by the labor market and the qualifications offered by the education system. Both in developed and developing countries it appears to be one of the most important problem areas of the labor market. More specifically, issues such as what the qualities required of the job, how these qualities can be created, and the extent to which the educational qualities determine the individual's place in the labor market constitute one of the main discussion axes for the labor market. Theoretical explanations and empirical studies on these issues, which form the intersection of education and the economy, are mainly based on labor market analyzes.

The high level of human capital at the level of knowledge and skill has dominated the physical capital today, where technology is dominant. Due to this mutual interaction between education and employment, the concept of lifelong learning comes to the forefront in the information society where technology-driven production forms dominate. Increasing the competitiveness and employability of the workforce in the economic and social structure in which information is constantly renewed has made it possible to improve the ability of the workforce to adapt to the rapidly changing economic structure with more investment in lifelong education and human resources. In this context, the most effective way of struggling with unemployment is undoubtedly to create new business areas besides economic growth, and to educate the qualified workforce that the economy needs.

The role of education in economy has been perceived in different forms from the beginning of capitalism to the present day. This has also been influenced by the

change in technology and production organization. For example, when Fordist production organization is adopted, which is characterized by mass production and mass consumption, it has been argued that there is a direct relationship between occupational knowledge and skills gained through education and productivity. Certain jobs should be employed by specially trained ones. This presumed relationship between education and productivity has directly affected the educational policies in Turkey and has been directed to the education system. And human power and education plans are planned at development period. The period in which the Human Capital Theory is dominant all over the world (1950s and 1960s), which argues that there is a direct relationship between education and productivity and employment, followed the years when the existence of indirect relations between education and productivity was acknowledged and educational policies were affected (Ekin, 1997).

There are also theoretical explanations (Queuing Hypothesis / Theory) which suggest that employers prefer to hire the labor force that can adapt to their work efficiency in a short period of time, and therefore employ the most educated people (those who can be trained as soon as possible) from the candidates. In the above-mentioned researches, findings were obtained confirming this statement, which is based on the argument that labor productivity should be mentioned not in productivity but in labor productivity, especially in advanced technology (Ünal, 2013).

Today, on the condition that global capitalism prevails, it is unlikely to be able to describe the relationship between education, productivity and employment with the above explanations. In particular, studies on the relationship between employers who prefer flexible production organization and flexible employment conditions and the relationship between education and productivity and employment have shown that it is not possible to explain the demand for educational qualifications through the above mentioned theories. Both of these studies provide information on the relationship between education and employment in terms of flexibility, as well as being carried out in firms that are working in manufacturing industry and indicating that they adopt flexible employment. Both firms, who argue that "flexible employment" is not a preference but a necessity, regards managers as "inevitable" especially in this sense of numerical flexibility. In the context of flexibility, the demands on the educational qualities of employers in the main firm and in the sub-contracted satellite firm are severely differentiated. However, the quality of the element in which the element can be operated at a lower cost seems to be the basic problem of each firm, and the flexibility is derived from this search. It is not even necessary to say that the educational qualities and the appeal of the claims to subcontractors are not meaningful (Ünal, 2013).

While it is important to have "multi-skills" in the recruitment of staff with professional occupations, it is becoming widespread that they have to be employed in a wide variety of jobs outside the field of study of higher education graduates. This is seen as the most important factor in the increase in demand for higher education. The rapid increase in the higher education institutions in recent years and the content of the teaching of these institutions to be discussed in order to meet the demands should be viewed as processes that give rise to each other (Ünal,2013).

In parallel with developments, education has become a phenomenon involving the entire life of individuals, exclusively from the duty of educational institutions. It has also been removed from being attached to educational institutions, as well as being an activity linked to a certain time of life.

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Today, the information society needs the professional knowledge necessary to protect and develop individuals' intellectual knowledge as well as their employability in the labor market. Indeed, technological innovation and discoveries, seen as viable scientific knowledge, are based on growth of economic prosperity, growth and development. Therefore, elements of today's prosperity, growth and competitive power are concerned with how well the requirements of the information society are fulfilled; because information has become the basic capital tool of information society. The information society exhibits a structure that confirms the notion that the only thing that does not change is change itself and emphasizes the importance of fulfilling this requirement. Therefore, it is now understood that all knowledge and experience cannot be achieved in a specific educational process. Individuals must now constantly acquire new information and create new identities. In short, a new order has emerged, which is not possible to be seen in previous social structures, such as the oldness of work experiences and professions. Therefore, rapid developments in information technologies are causing rapid production of new information. For this reason, the information is not updated and it is worn out very quickly. Those taught in formal education institutions is often accompanied by the end of the education an even before the end. In this case, one must constantly train, change and renew him / her (Omay, 2013).

It is also facts that work experience and professions are at the same time an intense incompatibility problem in the labor market. The problem of incompatibility arises mainly in the form of skill and skill incompatibility and in two ways. In other words, highly skilled workers who require low skills, or low skilled workers who are highly skilled workers, It is also possible to work with high skilled workers to work with low skilled workers or to work in jobs that require skill levels well below the workers' skills. However, this situation, which is a widespread problem all over the world, results in inefficient use of resources, which causes the economy's employment creation power to be adversely affected, further exacerbating the problem of unemployment. Therefore, lifelong learning is also important for economy to function effectively and efficiently to create employment opportunities (Omay, 2013).

It is also clear from the efforts of international co-operation that lifelong learning is important. UNESCO's 1972 Report and the European Union's Lisbon Strategy show the importance of the situation on a global scale. It seems that the efforts of raising the

education level of the population, which is among the first solution that comes to mind for the struggle against unemployment, is also seen as inconclusive (Omay, 2013).

Recent developments indicate that a new turn has been introduced for individuals with higher levels of education, unlike in previous years. Because the majority of the unemployed people today are newly graduated individuals from universities. Despite increasing rates of higher education graduates, unemployment does not decrease. This suggests that the problem is not solely due to lack of education. This situation raises the question of how well the young people are able to meet the needs of the labor market, as well as the adequacy of the education they receive. For this reason, it has become a frequently highlighted subject that education should not be limited to school education. UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNESCO, 2017).

Therefore, it is inevitable that education and learning will spread throughout the whole life span. In fact, the studies on the subject emphasize that the strategies to be developed in relation to lifelong learning should be based on a cooperation that will include all segments of the society, the ability to meet the needs of those who demand it, and the strategies to be developed for lifelong learning should be accessible to all individuals in society. Another important point is to educate individuals about what they will learn in order to provide lifelong learning and to adapt the education system accordingly (Omay, 2013). Although each EU country is responsible for its own education and training systems. EU policy is designed to support national action and help address common challenges, such as ageing societies, skills deficits in the workforce, technological developments and global competition. Education and training 2020 (ET 2020) is the framework for cooperation in education and training. In 2009, ET 2020 set four common EU objectives to address challenges in education and training systems by 2020. One of them is "Making lifelong learning and mobility a reality". Furthermore "at least 15% of adults should participate in lifelong learning" is set as a benchmark (EU, 2017).

The concept of lifelong learning and the strategies developed for this understanding constitute the benchmark for the employability of the population. For this purpose, the employability of the population is being tried to be protected and developed. Contrary to the old era today, being graduated from higher education is not the only condition to be employable today. Now individuals are in need of learning throughout their lives.

Today, the fastest worn out and consumed thing has become information. Every day we are experiencing scientific developments show that what we learnt in school was wrong. It has become imperative for the training to be an ongoing process so that the workforce can adapt to technological developments and acquire new knowledge.

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