

ANALYSIS OF UNEMPLOYED STRUCTURE IN LATVIA ACCORDING TO THEIR ACQUIRED EDUCATION

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Abstract: The article discusses a range of significant and topical problems connected to the unemployed problems related to education, the lack of diverse new methods for ensuring a more effective study process of the unemployed in Latvia. Such problems of the unemployed as social exclusion, lack of communication, which hamper the individual self-realization and making of contacts, are becoming increasingly topical within the society. The problem in the area of employment is related to the lack of balance between the labour market demand and supply. The aim of the research is to analyze the structure of the unemployed in Latvia according to their acquired level of education and to prove that during the crisis scientifically justified labour market research is needed to foresee the development of the labour market in future and determine efficient mechanisms for solving the problem of economic inactivity by means of fostering labour market competitiveness, adding new skills to the acquired ones, increasing the education level according to the changing work and life conditions. The research was carried out in the Jekabpils Branch of the State Employment Agency and the Institute of Education and Home Economics of the Latvia University of Agriculture, applying methods of theoretical analysis and evaluation.

Keywords: education, employment, motivation, unemployment, the unemployed.

Introduction

Work is one of the most essential human activities. Usually it is the main source of earning for living, as well as serves as grounds for creative thinking, self-realization and social contacts. The fulfilment of work-related tasks and the social environment ensures the possibility to develop oneself, ones own personality (Reņģe, 2000). Employment is one of the principal economic problems that elicit a wide social and political response. Thus also the level of economic activity is directly linked with employment and education – the higher the unemployment rate in a country or region, the more attention to that is paid.

The educational and financial policy initiatives implemented during the latest years have not been efficient enough and advised, and the present global financial crisis has made also Latvia lag several years behind, making the government search for new solutions within the areas of social policy, education and employment. Active employment policy is the principal tool for ensuring welfare, and active measures for fostering employment can help find the way out of the crisis. Now it is very important for each individual to continuously acquire new skills for the motivation to obtain higher education, as well as for promoting economic growth and productivity, focusing on the improving quality of education and training, including the development of innovative learning and teaching methods (Reņģe, 2002). Latvian state has available help from the European Globalisation Adjustment Fund (EGF), which is the part of European response to financial and economic crisis, and it's goal is to help European citizens, who has lost their jobs because of the current global financial and economic crisis, and support their efforts to find a job quickly. The Fund is specifically designed for those workers, who are dismissed because of world trade patterns change or the current financial and economic crisis (Eiropas Globalizācijas pielāgošanas fonds, 2011). Lithuania and other European Union countries has repeatedly received the support from The Fund EGF, but Latvia, where is one of the highest unemployment levels and where many people lost their jobs because of the global financial crisis, was not used the possibilities of the Fund EGF yet (Jančevska, 2011).

The employers have the possibility to choose and select the most appropriate and productive employers for a payment that is available and comparable with the productivity of employees. The less qualified employees are no more needed, thus making the composition of the unemployed to be characterised as less skilled, with lower level of education or being more or less problematic to

employ (Pļaveniece, Skuškovnika, 2002). In such a situation, the socially less protected groups of population – the disabled, elderly, youth, women after maternity leave, as well as less educated people – become unemployed, thus annulling the lately achieved improvements within the labour market (Briges komunikē par ciešāku Eiropas sadarbību..., 2011).

The reduction of workforce and aging of the society in Latvia encourages to pay special attention to the preparation of the youth for the labour market requirements (the national unemployment rate in youth is a risk for the future economic growth) and training of elderly people in order to promote their competitiveness in the labour market as long as possible (National Reform Programme of Latvia for the Implementation of the „Europe 2020” Strategy, 2011). In the result of narrowing of different sectors the number of the unemployed increases and even highly qualified and skilled specialists become unemployed.

Reasons for the ongoing changes in the society have influenced the education and training systems. In unemployment and technological revolution conditions, the study process shall not be limited to obtaining primary education; instead it shall ensure a stable comprehensive knowledge base for renewing technical and professional skills of employees. Everyone shall follow the new topicalities related to the educational development in Europe, should visualize the prospective and search for ways to acquire higher education (National Reform Programme of Latvia for the Implementation of the „Europe 2020” Strategy, 2011). Each family, each school learner and each person within the labour market is concerned about the destructive effect of unemployment on personality and society in general (Omarova, 1994). The best opportunity for education to continue to perform its essential development function is striving to provide a convincing response that could dispel this concern.

Results of a research in the State Employment Agency (SEA) about people who have become unemployed due to various reasons revealed that every year the knowledge level of the unemployed becomes lower, that there is a lack of the necessary background knowledge, and that a large part of the unemployed are not able to and do not wish to learn (See Table 2). Their presence in the SEA further education learning groups they often justify by the opportunities to receive grants or influences from their family wishes. The underlying reasons of this problem are very deep.

To let SEA specialists successfully determine whether people wish to do something to improve their standard of living and welfare according to the market requirements, whether they are motivated or they need help from specialists, motivation trends should be distinguished. Usually the word ‘motivation’ is perceived as energy, delight, activity. Motivation of individuals can be recognized by the stability, intensity and orientation (Felzers, 2006).

Drawing up the prospective tasks for the development of our society and assessing them, increasingly more statements about the development prospective of a young specialist were expressed, such as moral autonomy, own viewpoints, activity, need for development. It means that the society increasingly demands independent, creative personalities able to determine their lives regardless of any ‘driving forces’, able to choose their life goals and ways of achieving them, thus ensuring personal development and a positive effect on the development of the society (Felzers, 2006).

To ensure personality development, a goal is needed, but achievement of any goal involves certain activity. There should be a need – more or less conscious – that serves as grounds for orientation towards self-development (Stabiņš, Pupiņš, 2008). Within the everyday work with the unemployed in SEA, while observing their attitudes towards the specific life situations, education, the following questions arise: how to motivate them to acquire a new profession or to train skills within an existing profession, increase the importance of learning, justify the importance of learning, what methods to use, how to help choose the most appropriate education institution.

Facing the problems and difficulties within the study process, the unemployed often lose interest in studies and consider them to be of no use, thinking of excuses related to health problems, age or family conditions and in the worst case deserting from the study process without provision of any explanations.

The following goals were defined to improve the education policy of the Republic of Latvia:

- to improve access to education;
- to promote access to lifelong learning;
- to eliminate the possibilities of exclusion from the education process;

- to balance the labour market demand and supply by determining the acquisition of the topical professions.

Materials and Methods

Analysis of unemployment problems and employment conditions, as well as solution of these issues is the everyday work of the authors already for several years both in the Jēkabpils branch of the State Employment Agency and at the Institute of Education and Home Economics of the Latvia University of Agriculture.

The aim of the article is to analyze the structure of the unemployed in Latvia according to their acquired level of education and to prove that during the present crisis scientifically justified labour market research is needed to foresee the development of the labour market in future and determine efficient mechanisms for solving the problem of economic inactivity by means of fostering labour market competitiveness, adding new skills to the acquired ones, increasing the education level according to the changing work and life conditions (Geske, Grīnfelds, 2006).

The problem of the research are defined as follows:

- insufficient learning motivation of the unemployed;
- lack of diverse new methods for efficient learning process of the unemployed;
- lack of balance in the labour market demand and supply for determining the acquisition of the necessary professions in long-term.

The theoretical methods - the studies of scientific literature and different types of documents, analysis and evaluation as well as reflection of personal experience are used in the research.

In the previous years, e. g., in 2006, 2007, there were different kinds of Latvian labour market studies carried out, e. g., 'Study for Evaluating Correspondence of the Qualitative Composition of the Long-term Unemployed to the Labour Market Demand' and 'Reasons and Consequences of Unemployment and Social Exclusion'. The national level studies were carried out by the Marketing and Public Opinion Research Centre and the Sociology Research Institute of the University of Latvia ("Socioloģisko pētījumu institūts Ltd."). The studies analysed the qualitative composition of the long-term unemployed, evaluating their education, motivation and described the obstacles for involvement in the labour market and active measures adopted by the State Employment Agency.

Results and Discussion

The unemployment rate in a particular country, region in a certain period of time is one of the most significant indicators as regards the degree of economic activity. Prerequisites for the determination of the state's economy were gradually formed. The Great Depression came to an essential need to reassess the role of the state in economy during 1928-1933. Consequently, it was John Maynard Keynes (1883 - 1946) who developed the concept of economic regulation, laying the foundation for the entire macro-economic theory. This theory was a coup, because the economy has been studied not only from a narrow business lines, but the country's overall interests. John Maynard Keynes in his popular book "The General Theory of Employment, Interest and Money" offers its own interpretation of mass unemployment and gives recommendations for the implementation of national policies to fight unemployment. The work was written during the Great Depression, when unemployment on a large scale covering the world's leading powers (Кейнс, 2007). Decreasing of the unemployment is the competence of each state, but there are common terms put forth for the employment rate in the European Union (EU), Therefore this socially economical problem is especially topical in the period of time until 2011, when the employment rate of 70 % should be achieved in all EU member states. At the present moment, the employment rate in Latvia is only 51.7 % (Latvijas ilgtspējīgas attīstības stratēģija līdz 2030.gadam, 2008). Due to various reasons the real unemployment can be far greater than the one proposed by the official statistical data.

With the growth of the importance of knowledge in the economy, demand for accordingly prepared and qualified specialists grows increasingly as well. Education programmes no more guarantee knowledge and skills for the whole life. If necessary, everyone should be active and ready to change profession, fully apply personal creative potential and develop it throughout life (Maslo, 2003).

The role of non-formal education grows in increasing competitiveness and the expanding possibilities for integrating into the labour market.

The employment rate registered by the Latvian State Employment Agency (SEA) in the first quarter of 2011 (14.4 %) was higher than in Estonia (13.8 %), but lower than in Lithuania (16.3 %) (Table 1).

Table 1

Registered rate of unemployment and level of job seekers in Latvia 2009 – 2011

Inspection year	Registered unemployment rate (%), SEA	Level of job seekers (%), data of the Central Statistical Bureau
2009	16.0	20.1
2010	14.3	17.2
2011	14.4	16.5

Source: NVA dati (2009-2011)

In the breakdown according to levels of education, the highest number of the registered unemployed is within the level of professional education, i. e., 48430 unemployed people – 35.2 % of the total number of the registered unemployed (Table 2).

Table 2

Breakdown of the unemployed according to levels of education in Latvia 2009 – 2011

Year	Total number of the unemployed registered	Breakdown according to education					% of total				
		Higher	Professional	Primary	Secondary	Lower than primary	Higher	Professional	Primary	Secondary	Lower than primary
2009	179235	25986	65954	31768	49438	3717	14.5	36.8	17.7	27.6	2.1
2010	162463	19927	58902	32514	45661	4231	12.3	36.2	20.0	28.1	2.6
2011	137638	16844	48430	26712	37488	3702	12.2	35.2	19.4	27.2	2.7

Source: NVA dati (2009-2011)

It should be noted, that first of all less educated and less qualified people will be the ones to lose their jobs. Only high level of proficiency demanded in the labour market can save a specialist. A genuine professional will never be unemployed. Everything is up to the individual – if he/she wishes to save their work, he/she shall learn, obtain qualification to be competitive in the labour market (Pļaveniece, Škuškovnīka, 2002). At the moment, the number of the unemployed with the level of higher education has increased as well. In 2011, it was 16844 people or 12.2 % of the total number of the unemployed with the level of higher education. Especially women have become unemployed. The number of unemployed women is 12161 or 71.5 of the total number of the unemployed with the level of higher education. There are 4850 unemployed men with the level of higher education or 28.5 % of the total number of the unemployed with the level of higher education (NVA dati, 2011).

Table 3 clearly summarizes the number of the registered unemployed with the level of higher education representing a breakdown according to professions.

The largest number of the unemployed is registered in the engineering profession – 15.3 %, then economists follow with 15.1 % and teachers account for 11.3 % of the total number of the unemployed (Table 3).

Table 3

**The number of the registered unemployed with the level of higher education,
representing a breakdown according to professions in July, 2011**

Education profession	Number of the unemployed	% of total
Engineering (building, electrical, mechanical, electronics, etc.)	2602	15.3
Economist	2568	15.1
Teacher (general secondary education professional education, primary, pre-school, etc.)	1920	11.3
Director/manager (enterprise, unit, department, etc.)	1284	7.5
Lawyer	886	5.2
Specialist (public relations, personnel, logistics, environment protection, design, bank)	739	4.3

Source: NVA dati (2011)

To help the unemployed willing to find a job, SEA offers different learning programmes for professional qualification:

- professional training, requalification or qualification;
- training with the employer;
- non-formal education;
- measures for raising competitiveness;
- training and practice of the SEA agent assistants;
- lifelong learning events for the employed;
- career guidance.

Education is one of the preconditions for success within the labour market. The largest number of the unemployed is formed by people with professional education, general secondary education and primary or unfinished primary education. The number of the unemployed with higher education, in turn, already for several years fluctuates around the level of 12 % of the total number of the unemployed (Table 2). It testifies to the fact that people with higher education are better able to orient in the labour market and their level of mobility is higher.

Discussing the dynamics and tendencies of unemployment of the latest 3 years (Table 1), it can be concluded that there are the following principal problems in the Latvian workforce market:

- Lack of quantitative correspondence in supply and demand. This involves the problem that the number of the unemployed registered with SEA drastically differs from the number of vacancies. In Riga, this difference is around 21:1 (the unemployed: vacancies), but in rural areas the situation is even more serious, for example in Rezekne Region – 86:1, Balvi Region – 178:1 (NVA dati, 2009-2011). In these rural regions, no further development, economic activity or demand for workforce is foreseeable.

- Lack of qualitative correspondence in supply and demand. The workforce in the labour market is of comparatively low level of qualification, but there is a demand for highly qualified people. All workplaces demand young, educated people with knowledge of foreign languages, computer literate, able to work unlimited hours and with practical work experience (Operational Programme „Human Resources and Employment”, 2011).
- Lack of territorial correspondence in supply and demand. In various places of Latvia, the demand for certain professions is different. For workforce to freely move to another region, the following preconditions shall be met: available apartments for accommodation, vacancies for family members, sufficient flow of information on a national level. The real situation shows that people are not keen on suddenly changing their place of living for work, instead they better prefer to expect for vacancies near their places of living.

To improve the situation and ensuring contemporary, qualitative education that meets the national and global labour market requirements, as well as economic and social development needs of regions especially highlighting the following:

- professional education allows individuals at the age of working capacity to acquire knowledge, skills and qualification, preparing a competitive workforce for the sectors of national economy;
- formal, non-formal and informal education compliment each other, enriching the learning culture of the society and thus indirectly promoting motivation to plan career in a timely manner;
- lifelong learning provides the possibility for individuals to continue education developing competences and staying in the labour market, increasing capability, ability to adapt and contribution to the development of national economy;
- human general skills serve as grounds for further education and qualification and thus are an essential component in preparing of educated and highly skilled workforce, professional orientation and career education help find motivation to develop own career paths and personality according to labour market requirements;
- why people have to learn losing their job, what new skills is needed in today's circumstances?

It is necessary to develop further measures and tools to foresee in future expected professional skills deficit at national, regional and branch level:

- to promote employment opportunities and economic growth, and respond to broader social objectives, particularly promoting social inclusion;
- purposeful career opportunities should be provided for both youth and adults, and be equally focus on women and men also on people with high potential and on those who are at risk of exclusion from the labour for different reasons;
- to increase public awareness of the opportunities offered by The National Employment Agency;
- The Latvian state has to show more support for the unemployed who has lost their jobs because of the global financial crisis.

Only target oriented activity in Latvia by means of developing the knowledge society and developing an education system correspondent to this target can ensure development and growth of the state. Opposite to other countries which can choose from various ways of development, our country has no alternatives, and further hesitation can lead to irreversible consequences.

The aforementioned opportunities and consistencies are highlighted in the long-term conceptual document approved by the Parliament (*Saeima*) of the Republic of Latvia 'A Growth Model for Latvia: People First' (Latvijas izaugsmes modelis: Cilvēks pirmajā vietā, 2005), National Lisbon Programme (Nacionālā Lisabonas programma, 2005) and National Development Plan 2007 – 2013 (Latvian National Development Plan 2007- 2013, 2006). The Latvian education system has improved and become a part of the European education area.

Solutions for fostering employment are an important step forward to a more coordinated and improved action in the areas of education and employment, as at the moment it is impossible to prevent the unemployment caused by the crisis (Padomes un komisijas 2010.gada kopīgais progresā ziņojums par darba programmas „Izglītība un apmācība 2010” īstenošanu, 2010). However, in case of active involvement of the government it is possible to minimize the liquidation of workplaces and help thousands of people find new and better jobs. Therefore further research is necessary to help the society, each its member understand complicated, unpredictable situations in order to be able to help foresee the employment potential of each member of the society. According to the estimates of demography specialists, in 2030, about 57 % of the Latvian population will be over the age of economic activity and therefore dependent on the others. To compare – today only 45 % are over this age (Latvijas ilgtspējīgas attīstības stratēģija līdz 2030.gadam, 2008). It means that Latvia has to think of how to increase the proportion of economically active population by means of developing and improving lifelong learning programmes and making the period of economic activity as long as possible for every individual (Plaude, 2004).

The problem involves the insufficient motivation of the economically inactive population to improve their skills, the need to develop the organization of further education, the need to improve

cooperation between the employer and education institution, what the authors plan to solve in their further scientific research.

Conclusions

- In the breakdown according to levels of education, the highest number of the registered unemployed is with the level of professional education, i. e., 35.2 % of the total number of the registered unemployed. The unemployed with the level of higher education account for 12.2 % of the total number of the unemployed, but women as a social group account for 71 % of the total number of the unemployed with the level of higher education.
- Only high level of proficiency demanded in the labour market can save a specialist. A genuine professional will never be unemployed.
- The largest number of the unemployed with the level of higher education representing a breakdown according to professions is registered in the engineering profession – 15.3 %, then economists follow with 15.1 % and teachers account for 11.3 % of the total number of the unemployed.
- To help the unemployed willing to find a job, SEA offers different learning programmes for professional qualification: professional training, requalification or qualification; training with the employer; non-formal education; measures for raising competitiveness; training and practice of the SEA agent assistants; lifelong learning events for the employed; career guidance.
- Discussing the dynamics and tendencies of unemployment of the latest 3 years, it can be concluded that the principal problems in the Latvian workforce market are the following: the lack of quantitative and qualitative correspondence, as well as of territorial correspondence in supply and demand.
- It means that the responsible authorities- ministries and National Employment Agencies and etc. of Latvia has to think of how to increase the proportion of economically active population by means of developing and improving lifelong learning programmes and making the period of economic activity as long as possible for every individual. This can be achieved by developing professional orientation and career education, what helps one's to find motivation to develop own career paths and personality according to labour market requirements as well as increasing public awareness of the opportunities offered by The National Employment Agency.
- However, in case of active involvement of the government now it is possible to minimize the liquidation of workplaces and help thousands of people find new and better jobs.
- Therefore further research is necessary to help the society, each its member understand complicated, unpredictable situations in order to be able to help foresee the employment potential of each member of the society.

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