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## INTEGRATING SKILLS WITH EDUCATION: A QUALITATIVE ANALYSIS

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### ABSTRACT

*Education should equip us with essential skills to lead an effective and meaningful social life is an important aspect of society. In the present study the investigator makes an in-depth qualitative analysis on need of integrating education and skill for inclusive and sustainable development. The relationship between education and skill is viewed from different angles by the investigator. The growing demand that necessitates integrating education and skills is analysed. It was revealed that, growing youth unemployment, rising vulnerable employment, increasing concentration of the poor in middle-income countries, exacerbating social exclusion, Undermining social cohesion were some of the present trends. Factors facilitating linking education and skills in our country was also analysed and it was found that growth of information and its changing nature, a shifting away from teaching to an increased focus on learning, lifelong learning, future learning, rising skills requirements and foundational skills, employability challenges were some of the factors. An attempt is also made to anticipate the future changes in linking skill and education which includes - develop more responsive education, apply career adaptive competencies, closer collaboration between stakeholders, contribution to society are certain anticipating changes analysed by the investigator.*



**KEY WORDS:** *integrating education and skill , transmission, acquisition, creation.*

### INTRODUCTION

Education, or the transmission, acquisition, creation and adaptation of information, knowledge, skills and values, is a key lever of sustainable development. This is based on a vision of inclusive societies in which all citizens have equitable opportunities to access effective and relevant learning throughout life delivered through multiple formal, non-formal and informal settings. As such, education is essential to individuals' development as it is to the development of their families, of the local and national communities to which they belong, and to the world at large. The right to education is to be seen as an enabling right for the realization of other economic, social and cultural rights, as well as a catalyst for positive societal change, social justice and peace.

### PRESENT TREND OF EDUCATION THAT INHIBITS LINKING EDUCATION AND SKILLS

The current context of global development is characterized by widening inequalities observed in many countries

#### **Growing youth unemployment**

High rates of youth unemployment have become a structural problem in many countries. This situation denies opportunities for millions of youth to make their creative contributions to society. As well as

being a threat to social cohesion, the weak labour market integration of youth is a loss to development as a whole.

### **Rising vulnerable employment**

According to latest International Labour Organization figures, vulnerable employment is on the rise mainly in sub-Saharan Africa (22 million persons) and in South Asia (12 million persons).

### **Increasing concentration of the poor in middle-income countries**

There is a wide and tremendous concentration of the poor in the middle income countries which makes the situation worse to be deprived from skill oriented education.

### **Exacerbating social exclusion**

The poor are always excluded from the society. They constitute the major part of the country and their exclusion will hinder the proper implementation of education and its connection with skills.

### **Undermining social cohesion**

There is no proper cohesion between the different stakeholders of the society for the better sustainable development. Skill development through education is hindered by the lack of collegial interactions between different sectors of the society.

## **FACTORS FACILITATING AND ENABLING SKILL EMPOWERED EDUCATION**

### **The growth of information and its changing nature**

With the continued development of knowledge societies, the influence of new technologies on the creation of knowledge is growing. Not only are the rate of production and the volume of information continuing to grow exponentially, but information is also less and less dependent on text-based transmission and increasingly includes audio, graphic, and visual supports through a variety of media. The exponential growth in the volume of information and its changing nature are questioning the very notions of the authority of traditional bodies of knowledge controlled by legitimate educational institutions.

### **A shift away from teaching to an increased focus on learning**

With formal education traditionally emphasising teaching more than learning, education systems have focused on the transfer of information and knowledge from the teacher to the learner.

### **Lifelong learning**

Learning in formal education systems has long been associated with classroom teaching. While a great deal of learning covered by formal education may take place at home, at school, and elsewhere in the form of homework, reading and preparation for examinations, the physical space defined by the classroom remains a central feature of formal education systems at all levels of learning.

### **Future learning**

Blurring boundaries between learning, working and living. The key challenge remains to ensure that the life-long characteristics of workplace learning are reflected in education and skills strategies and policies. These include development of new approaches for recognition and validation of non-formal and informal learning and enabling flexible access to skills development and qualifications.

### **Rising skills requirements and foundational skills**

Skills associated with the use of new digital media in our everyday lives are evolving and becoming more complex. Beyond minimalistic definitions of literacy and numeracy skills, educational development

must address the issue of adequate literacy, information and media literacy required in the information and digital age and appropriate means of assessing these skills levels.

### Employability challenges

Facilitating transition from school to work. A greater emphasis should be placed on knowing how to use the tools for navigating in the world of work and seeking further learning. This means that education policies and programmes must be built on the basis of a careful analysis of the needs and aspirations of the individuals, enterprises and societies in question and that they must be owned by all relevant stakeholders.

### ANTICIPATING CHANGES BY LINKING SKILL AND EDUCATION

- **Develop more responsive education:** skills policies that include greater diversification and flexibility allow for the adaptation of skill supply to rapidly changing needs and ensure that individuals are better equipped to be more resilient
- **Develop and apply career adaptive competencies:** This should also include increasing the capacity of education and skills development systems to identify skills needs early on, as well as anticipate their evolution, and make better use of labour market information for matching skills demands and supply.
- **Closer collaboration between stakeholders:** International cooperation should become an important feature for knowledge sharing and enhancing capacities in anticipating change.
- **Contributions to society:** Opportunities for millions of youth to make their creative contribution through life skill education.

### CONCLUSION

In this context, the design of effective education and skills policies is challenged by the difficulty of anticipating change. There is a need to develop more responsive education and skills policies that include greater diversification and flexibility and that allow for the adaptation of skill supply to rapidly changing needs and ensure that individuals are better equipped to be more resilient and can learn to develop and apply career adaptive competencies most effectively.

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