

# International Journal of Innovative Research in Science, Engineering and Technology

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## A Study on Integrating Education and Youth Development

Phuloma Daimary

B.Ed Student, North East Regional Institute of Education, Umiam, Shillong, India

**ABSTRACT:** Just like good school is an important asset for individual's development, youth development is one of the important assets for nation's development. Education is viewed as an important milestone for shaping the future of a nation by bringing out the best in man by developing their innate abilities and competencies. Youths, who are the most active part of population, need to thrive for developing their competencies and this can contribute to nation's development. Therefore, education and youth development should move in parallel lines for ensuring nation's development. The present paper aims to study how education and youth development can be integrated keeping in view with the relevant literature available.

**KEYWORDS:** integration, education, youth development.

### I. INTRODUCTION

Education is the key to nation's development. It develops a nation by providing skills and knowledge to its population. And youth make up the largest proportion of population. So, education needs to emphasize on youth development side by side with academic development. Here, education refers to formal education imparted in schools, and other formal educational institutions.

The UN defines 'youth' as between the ages of 15 and 24, corresponding to the complex period of transition from school to work and from childhood to adulthood. Youth stage involves fear, doubts and insecurities in dealing with real life situations. They need special attention for their development. Today's youth are expected to be intelligent, pragmatic, and socio-politically active. They are expected to be maximum contributors of nation building. But in real scenario, youth's are over burdened with the educational system that mostly focuses on development of academic competencies. However, the development of skills, provision for construction of their own knowledge and interest based learning which are necessary for developing maximum competencies of youth are not given much importance. Therefore, just like the need of universalisation of elementary education and inclusive education are gaining much importance and recognition, the need of youth development through education too needs equal importance and recognition. Various national and international bodies and forums like Dakar Education for All Goals, etc. have emphasized on youth development through education. Investing on development of competencies of youth means investment on social and economic development of the nation. So, youth development as one of primary aim of education at all stages should be considered. Moreover, the factors that hinder youth development also should be addressed in the schools.

### II. OBJECTIVE

The present study aims to study how youth development can be promoted through education in schools.

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## III. METHODOLOGY

The present study is conducted based on secondary sources of data. The available literature are collected from secondary sources and reviewed. The data has been collected from various journals, research articles, etc. keeping in view the present study.

## IV. REVIEW OF RELATED LITERATURE

Intensive research works has been done on youth development, various programmes and practices on youth development. But researches done on education and youth development are less in number compared to the above mentioned areas.

- **Beck & Wiium (2019)**, conducted a study on “Promoting academic achievement within a positive youth development framework” stated that how youth perform in school can determine the possibilities they will have as adults. They also stated that schools are in a unique position to facilitate a successful transition to adulthood, and thus an important youth context.
- **Mishra & Bhanja (2014)** in their study “National development goals and youth: Higher education in India” stated that education as a dynamic process is seen to help to mould the personality, the character and behaviour of the youth in a positive direction. Its role is to help them grow strong and confident to face the world of competitions and challenges.
- **Mohamed (2011)**, in his study “Role of School Education on Positive Youth Development and Activism: A Study from Maldivian Teachers’ Perception”, concluded that schooling shoulders huge responsibility in nurturing positive youth development in schools graduates. The perception of teachers, being part of the school and instructing students in daily basis perceive positively that instructional activity, co-curricular activity, and school environment influences on students’ development.
- **Denny (2004)**, in his study “Healthy youth development: A review of effective programs and approaches” stated that schools remain vital for the health and well-being of young people. While the most successful schools already support healthy youth development through academic and extracurricular activities, schools can do more to promote healthy youth development. More supportive school environments and recognition of the impact that teachers have on the health and well-being of students are areas that can be strengthened in schools. Schools can also be settings for interventions that enhance the healthy youth development for students at risk of poor outcomes.
- **Johnson (1999)**, conducted a study on ‘Long-Term Impacts of a Youth Mentoring Program on Student Performance’ revealed that youth mentoring programme can improve academic outcomes.
- **Pittman (1991)**, in his study “Promoting youth development: Strengthening the role of youth serving and community organizations” stated that young people and their parents want youth development programs in the schools and neighborhoods.

## V. CONCEPT OF YOUTH DEVELOPMENT

Concept of youth development is concerned with meeting the needs of youth and developing competencies among them. It focuses on physical, emotional, intellectual and social development of youths. It is an approach which focuses on practices in engaging communities and schools to help youth develop. Youth development programs aims to develop qualities and skills desired to meet the needs of the youths and develop their competencies. It includes programmes and practices designed to develop knowledge, skills and attitudes thereby developing cognitive, affective and psychomotor domain. It is a stage that prepares youth to face and overcome the challenges of adulthood.

Youth development is more than helping one young person at a time; it entails the creation of a range of contexts or settings, including people and activities that promote youth development. Ideally, they constitute a system in the sense that they are inclusive, enduring, connected to each other, and connected to the larger macro-system that

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surrounds them (e.g., labor, market, government, mass-media). (Hamilton & Hamilton, 1999). Youth development should be seen as an ongoing, inevitable process in which all youth are engaged and all youth are invested. (Pittman, 1991). Positive youth development framework guides communities in organizing services that focuses on developing full potential of youths.

## VI. EDUCATION FOR YOUTH DEVELOPMENT

Schools can play a major role in youth development by integrating several youth development courses/subjects and programmes. The following courses and programmes can be integrated in the school curriculum.

- **Technical and Vocational education:** Globalization has a large impact on labour market. The competition in job market is increasing with globalization. While few nations are benefitting from it, other nations are facing unemployment problem. Technical and vocational education provides opportunities for youth to develop their competencies while accelerating their transition to work and further learning.

The importance of vocational education in vocational and career development has been recognized since times immemorial. Several education commissions in India have been emphasizing on providing vocational education to the youth. Secondary Education Commission (1952-53), recommended for vocationalization of education for increasing the productivity and vocational efficiency of the youth by providing diversified courses in multipurpose schools. Kothari Commission (1964-66), pointed out that vocationalization of education can increase productivity of the nation. The National Policy on Education (1986) and its revised formulations stressed on systematic and well-planned programmes on vocational education. It aimed to reduce the mismatch between the demand and supply of skilled man-power.

- **Physical education:** It is suggested that school leaders interested in developing a comprehensive, school-wide approach to positive youth development consider ways to integrate physical education into their planning. (Wright, 2009).

Physical activity is prime factor for holistic development of youth, fostering their physical, social and emotional health. Providing physical education both inside and outside school is crucial in helping youth to learn and develop life-skills.

- **Art education:** Research shows that participation in the arts has a positive effect on a wide range of outcomes for youth. Engagement with the arts not only reinforces deeper-learning skills, but studies show that it also positively impacts academic outcomes, such as standardized test performance. In addition, arts engagement has been linked with improved social behaviors, reduced likelihood of school suspension and increased school engagement. (Whinnery et. al., 2018).
- **Community services:** Communities can render services for youth development or youths can render services to the community. In both ways, youth development can take place. Therefore, community service can be an important area in the curriculum.

The role of National Service Scheme (NSS) is a notable in this regard. NSS is one of the largest youth development programme in India. Launched in several higher education institutions and universities in India, it is based on the philosophy of youth development through volunteerism and community services. More of such programmes can be launched in secondary and higher education institutions.

- **Support services:** Acknowledging the role of community in youth development is very important. Community wide initiatives can promote youth development. Support service for youth refers to wide range of formal and informal supports and risks that exist outside family. Positive youth development challenges communities to provide youth services, supports and opportunities for developing the competencies, confidence and character and help them make best choices in life.
- **Platform for youths' voices:** A common platform for youths' voices to be heard should be provided. When youths' have platform to raise their voice or express their views, it helps the concerned stakeholders in identifying their needs and fulfilling them. This platform can be created both inside and outside schools. Such platforms can either be motivational or informative. Formal organizations can be allowed to be formed by youths

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inside the school. Such organizations can conduct discussion forums, debates, etc. on a wide range of youth development related topics such as sex education, career issues, life after school, etc.

## VII. IDENTIFICATION AND INVOLVEMENT OF KEY STAKEHOLDERS

Youth development through education is not only a task of educational institution. Multiple stakeholders should join hands to make it a success. The stakeholders of education who can contribute towards youth development need to be identified. Their roles towards youth development should be defined by the schools. The following stakeholders can be identified and involved:

- Teachers,
- Parents,
- Educational administrators and planners,
- Government (all levels),
- Youth development organizations and agencies,
- Community, etc.

## VIII. YOUTH DEVELOPMENT PROGRAMMES AND ACADEMIC PROGRESS

Youth development programmes can contribute in academic progress of youths by psychological, social and cognitive development. Several research studies on youth development programmes have proved that youth development programmes have positive impact on academic performance of the youths.

“The Positive Development of Youth: Report of the Findings from the First Four Years of the 4-H Study of Positive Youth Development” by Lerner. et. al. revealed that 4-H participants reported higher academic competence in Grades 7, 9, 11, and 12, and higher school engagement at Grades 11 and 12 than participants enrolled in other OST activities.

Arbreton et. al. conducted a study named “Making Every Day Count: Boys & Girls Clubs’ Role in Promoting Positive Outcomes for Teens”. The study found that youth who attended clubs more frequently were likely to report decreased number of times skipping school, increased academic confidence and increased school effort.

Johnson, (1999), in his study “Sponsor-A-Scholar: Long-Term Impacts of a Youth Mentoring Program on Student Performance” revealed that students who participated in Sponsor-A-Scholar programme had significantly higher grade point averages in 10<sup>th</sup> and 11<sup>th</sup> grades.

Hence, youth development programmes should be initiated by schools. Youth development programmes such as summer camps, internship, community-based mentoring programs, etc. should be included in the curriculum. Youth development can form an integral part of co-curricular activities designed for schools.

## IX. CONCLUSION

Youths form an important building block for nation’s development in any aspect. Therefore, developing the capacities of youths in the process of education is necessary. In fact, any educational programme’s quality cannot be assured without including youth development in its objectives. While determining educational outcomes, development of youths should be an integral part. Youth development programmes and services must get key attention in the curriculum. Communities and youth development organizations should play an important role for youth development both inside and outside school.

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