

Education and Skills in the Year 2020 from A Social Perspective

Dr. Shilpa Rathi

Assistant Professor, Department of Commerce
ISBA Institute of Professional Studies, Indore, M.P., India

Abstract: *We are currently dealing with social, economic, and environmental concerns that are previously unheard of due to globalization that is picking up speed and the rapid advancement of technology. Meanwhile, those forces are giving us a plethora of fresh chances to improve humanity. We cannot foretell the future, therefore we must be open and prepared for whatever may come. Young adults in 2023 will replace the school-age children of today. They can be trained in schools for positions that haven't yet been developed, for technologies that haven't yet been developed, and to solve problems that haven't yet been foreseen. The task of seizing chances and figuring out answers will fall on everyone.*

Keywords: Education and Skills

I. INTRODUCTION

We are currently dealing with social, economic, and environmental concerns that are previously unheard of due to globalization that is picking up speed and the rapid advancement of technology. Meanwhile, those forces are giving us a plethora of fresh chances to improve humanity. We cannot foretell the future, therefore we must be open and prepared for whatever may come. Young adults in 2023 will replace the school-age children of today. They can be trained in schools for positions that haven't yet been developed, for technologies that haven't yet been developed, and to solve problems that haven't yet been foreseen. The task of seizing chances and figuring out answers will fall on everyone.

Students will need to cultivate curiosity, imagination, resilience, and self-control to navigate through such uncertainty. They will also need to respect and value the ideas, perspectives, and values of others. Finally, they will need to learn how to deal with rejection and failure as well as persevere in the face of difficulty. They will need to care for the welfare of their friends and family, their communities, and the environment in addition to gaining a good job and earning a large salary.

With the right skills and abilities, education may provide students the agency and sense of purpose they need to improve their own lives and the lives of others. The Future of Education and Skills 2023 project has been initiated by the Organization for Economic Co-operation and Development (OECD) to investigate the best ways to accomplish this. The project's goal is to assist nations in addressing two major issues:

- What abilities, competencies, dispositions, and values will today's students require to succeed and influence the world?
- How can this information, skills, attitudes, and values be effectively developed through educational systems?

The initial findings from this research are described in this position paper. A variety of international stakeholders participated in an iterative process to examine, test, and validate the first framework. They made sure that the framework is applicable anywhere in the world, compatible with more general regulations, and workable. By the end of 2018, the framework will be completed. In 2019, we'll shift gears and start looking at how the framework can be incorporated into pedagogy, assessment, and instructional system design. The framework offers a venue for idea exchange, comparison of successful and promising practices, discovery of cutting-edge research, and contribution to a new learning ecosystem while working with policy makers, academic experts, school networks, teachers, education leaders, students, and social partners. Please get in touch with us if you want to join us.

II. VISION FOR EDUCATION IN 2020

We are committed to helping each student realise their full potential, grow whole person, and contribute to building a shared future that prioritises the well-being of individuals, communities, and the environment. In order to value shared prosperity, sustainability, and well-being, school-age children in 2018 will need to let go of the notion that resources are limitless and should be exploited. They will require accountability and power, emphasising harmony over division and long-term success over short-term gain.

Education may make a difference in whether people accept the problems they face or are overcome by them in a world that is becoming more turbulent, uncertain, complex, and ambiguous. And it is reasonable for curriculum to continue to change, maybe in radically different ways, in an era marked by a new burst of scientific knowledge and an increasing number of complicated societal challenges.

Need for fresh approaches in a world that is changing quickly

Environmental

- Societies are changing quickly and drastically.
- Climate change and the loss of natural resources necessitate quick action and adaptation.

Economic

- Scientific knowledge is generating fresh possibilities and remedies that can improve our lives
- Financial interconnectedness at the local, national, and regional levels has led to the emergence of global value chains and a shared economy, but it has also increased exposure to economic risk and crises and pervasive uncertainty.

Social

- As the world's population continues to rise, communities and nations are changing due to migration, urbanization, and rising social and cultural diversity.
- Inequalities in living standards and life chances are growing throughout much of the world, while populist politics, conflict, instability, and inertia are eroding people's faith in the government as a whole. War and terrorist attacks are becoming more likely at the same time.

III. OBJECTIVES

Need for more expansive educational objectives: wellbeing of individuals and society the rapid advancement of science and technology has the potential to deepen injustices, exacerbate societal fragmentation, and hasten the depletion of resources if not guided by a clear goal. That goal has become increasingly well-being-focused in the twenty-first century. However, access to tangible resources, such as money, possessions, employment, and housing, is only one aspect of well-being. It also has a connection to the health, participation in society, relationships with others, education, security, happiness in life, and the environment all contribute to quality of life. Inclusive growth is based on equitable access to all of these.

The information, skills, attitudes, and values that enable people to contribute to and benefit from an inclusive and sustainable future must be developed through education. Developing specific, intentional goals.

Demand for a Broad Range (knowledge, skills, attitudes and values in action)

Change agents are the students who are best equipped for the future. They can influence the future, have a good impact on their surroundings, comprehend the intentions, actions, and feelings of others, and foresee the immediate and long-term effects of their activities.

In order to address complicated demands, the concept of competency calls for more than just the acquisition of knowledge and skills; it also calls for the mobilization of knowledge, skills, attitudes, and values. Students who are prepared for the future must possess both general and niche knowledge. Along with the ability to think beyond borders of disciplines and "connect the dots," disciplinary knowledge will continue to be crucial as the foundation from which new knowledge is created. Students will be able to expand their disciplinary knowledge by using epistemic knowledge,

or information about the disciplines, such as learning how to think like a mathematician, historian, or scientist. Understanding how something is manufactured or done, or the procedures or actions taken to achieve a goal, helps one gain procedural.

Students will have to put their knowledge to use in uncertain and changing situations. They will require a variety of abilities for this, such as cognitive and meta-cognitive skills (such as critical thinking, creativity, learning to learn, and self-regulation), social and emotional skills (such as empathy, self-efficacy, and collaboration), practical and physical skills, as well as a variety of other skills (e.g. using new information and communication technology devices).

Attitudes and values will act as a filter for how this larger variety of information and abilities will be applied (e.g. motivation, trust, respect for diversity and virtue). At the individual, neighborhood, societal, and international levels, the attitudes and values can be seen. While the diversity of values and attitudes resulting from various cultural viewpoints and personality qualities enriches human life, there are some universal human values.

Abilities to change our culture and sculpt our future-- Students must learn to navigate through ambiguity in a wide range of contexts, including time (past, present, future), social space (family, community, region, nation, and world), and digital space, if they are to participate actively in all aspects of life. They must interact with nature in order to understand its fragility, complexity, and value. The OECD Education 2030 project has identified three additional categories of competencies, the "Transformative Competencies," which together address the growing need for young people to be innovative, responsible, and aware. These competencies build on the OECD Key Competencies (the Desouters project: Definition and Selection of Competencies).

1. **Adding new worth--** In order to achieve stronger, more inclusive, and more sustainable development, new sources of growth are desperately required. Economic, social, and cultural problems can be solved by innovation at a reasonable cost. Innovative economies are better able to support greater living standards because they are more productive, robust, flexible, and resilient. People should be able to think creatively, create new enterprises, sectors, business models, and social models in order to be ready for 2030. They should also be able to create new employment, processes, goods, and services. More often than not, creativity comes from teams working together to build on current knowledge and generate new information, rather than from people thinking and working alone. The competency is supported by the constructs of flexibility, creativity, curiosity, and open-mindedness.
2. **Managing conflicts and tensions--** Young people will need to learn how to manage tensions, dilemmas, and trade-offs in a world marked by injustices. For instance, they will need to learn how to balance fairness and freedom, autonomy and community, innovation and continuity, efficiency and the democratic process. It is uncommon for balancing conflicting needs to result in an either/or decision or even just one answer. To avoid jumping to conclusions and recognize links, people will need to think more holistically. Only through acquiring the ability to comprehend the wants and desires of others will people be able to successfully secure their own well-being as well as that of their families, their communities, and the interdependence that surrounds them.
3. **Accepting liability--** The other two require the third transformative competency, which is a requirement. People must be able to think independently and collaborate with others in order to deal with novelty, change, variety, and ambiguity. Both creativity and problem-solving require the ability to weigh the potential outcomes of one's choices, to weigh risk and reward, and to take ownership of the work that is produced. This implies a feeling of accountability, moral responsibility, and intellectual maturity, with which a person may consider and analyze his or her actions in light of experiences, personal and societal goals, lessons learned, and what is right or wrong. Asking questions about standards, meanings, and boundaries is a necessary part of acting morally.

IV. PRINCIPLES

Working group participants and partners are jointly developing "design concepts" for modifications to curricula and educational systems that will eventually be applicable in other nations in response to these difficulties.

- **Student initiative.** In order to inspire students and take into account their past knowledge, skills, attitudes, and beliefs, the curriculum should be created with them in mind.

- **Rigor**-The subjects chosen should provoke serious thought and reflection.
- **Focus**- To guarantee the depth and caliber of pupils' learning, a manageable quantity of topics should be introduced in each grade. To further emphasize Important ideas, topics may cross over.
- **Coherence**-The order of the topics should follow the logic of the academic discipline or disciplines from which they are drawn, allowing for the flow of ideas from simple to complex ones across various stages and age ranges.
- **Alignment**- The curriculum should be in line with effective methods of instruction and evaluation. While there are currently no technologies available to evaluate many desired outcomes, different assessment techniques may be required for various applications. It is important to create new assessment techniques that priorities student performance and activities that aren't always measurable.
- **Transferability**- Knowledge, skills, attitudes, and values that can be acquired in one environment and applied in another should be given higher attention.
- **Choice**- The chance to develop their own subjects and projects as well as a wide variety of project options should be provided to students, together with the guidance they need to make educated decisions.
- **Teacher autonomy** --Teachers should have the freedom and authority to successfully present the curriculum using their specialised knowledge, abilities, and experience.
- **Authenticity**- Students should be able to connect their classroom experiences to the outside world and feel motivated to learn. This necessitates both the mastery of discipline-based knowledge and collaborative, interdisciplinary learning.
- **Inter-relation**--A topic or concept's connections to other topics or concepts within and across disciplines, as well as to real life outside of school, should be made clear to learners.
- **Flexibility**-There should be a shift in the definition of "curriculum" from "predetermined and static" to "adaptable and dynamic". Schools and teachers should be able to adapt and align the curriculum to take into account both changing societal demands and unique student learning requirements.
- **Engagement**-- To ensure their ownership for implementation, teachers, students, and other important stakeholders should be involved early in the formulation of the curriculum.

V. SUGGESTION

Schools are under increasing pressure to prepare pupils for the quick-changing economic, environmental, and social environments as well as for jobs that haven't even been conceived yet, technology that don't even exist yet, and social problems that haven't even been foreseen yet. Learning may provide students the autonomy, skills, and sense of purpose they need to improve their own lives and the lives of others. In 2023, school-age children today will be young adults. So, a change is coming soon. What knowledge, skills, attitudes, and values will today's students need to shape and thrive in their world in 2023? Is one of the two broad questions addressed by the OECD's Education 2030: The Future of Education and Skills project?

VI. CONCLUSION

This essay summarizes an international campaign to reform education. By joining the OECD Education 2030 Working Group, you are welcome to share your thoughts and support for the project's ambitions and objectives. In order to make the learning framework practical, the group is gathering suggestions and illustrations of best practices. They contact: Students, teachers, school leaders, and parents to share practices and experiences as concrete examples of using the OECD Learning Compass 2030. Experts and researchers to help strengthen the links between evidence-based policy and practice, especially on the framework's constructs Local communities, professional associations to share their experiences in policy design and curriculum design related to the learning framework.

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