

# Chapter 16

## Job Creation Education and Skill Development Policies: Importance, Relevance, and Challenges

**Zainab Hamid**

*University of Kashmir, India*

### **ABSTRACT**

*Skill development is essential for the growth and development process, stimulates the transition from informal to formal economy, and identifies the opportunities and challenges to fulfill novel demands of changing economies and emerging new technologies. Skill development is one of the most important factors for the growth and development of economies that needs coordinating efforts and input from all agents, stakeholders, teachers, and students to make it successful. Many researchers have linked job creation education with achievement of the sustainable development goals (SDGs). This chapter gives a detailed account of what job creation education and skill development stands for apart from focusing on their objectives, importance, and challenges. The job creation and skill development education have been studied thoroughly in order to get key insights regarding what way the quality education should go ahead so as to survive the test of time. It has been recommended that researchers, policy makers, educational administrators, and other concerned allied members should gear in their efforts for fine tuning the quality and transforming education in a way that proper indicators are brought into consideration, so as to increase the efficacy and efficiency of students and other aspirants.*

DOI: 10.4018/979-8-3693-4163-6.ch016

## INTRODUCTION AND BACKGROUND

Technical education, vocational training and quality education are important sources of employment, income and growth and at the same time reduces poverty and achieves sustainable goals (Kawar, 2011). However, as per the reports of World Bank (2012) nearly 200 million people are unemployed, of which 75 million are under the age group of 25 and thereby 600 million new jobs have to be created in coming years to accommodate world's population. Consequently, government of every nation has to adopt policies to create small and medium sized investment projects to focus on job creation in order to revitalize, expand and recover economies and to lower the risks of poverty (Ayyagari Demirguc-Kunt & Maksimovic, 2011). In context of job creation education, researcher like Bryer, (2014) has stated that education is not only a preparation for good life but as an important strategic mean to increase the value of human capital and to empower them through social connection, political intelligence, social awareness and economic self-reliance mechanism. Similarly, Hussein, et al. (2023) has linked job creation education with achievement of economic growth, by increasing market activity and increment in production which in turn ultimately foster economic growth indicators, especially in industrial and agriculture sector. According to Hall and Kudlyak (2022) Job creation will absorb unemployment and increases production and exports which results in economic growth, job opportunities and jobs. Galor, Moav and Vollrath (2009) also revealed that job creation leads to more work opportunities particular for poor persons, which in turn will provide them with more income, more purchasing power and market activity and empowerment in order to support themselves and their families and which ultimately facilitate commercial and industrial projects to make more profits, and at the same time reduces poverty. According to Shane (2009) job creation can be calculated by deducing total number of new jobs from the total number of existing jobs so to determine the growth of a country to make assure that economic framework is in line with acceptable standard measure. Job creation education in every nation helps in achieving competitive advantage and economic prosperity through establishment of projects and investment through which new job opportunities are provided or created (Benbekhti Boulila & Bouteldja, 2021) Apart from this, many researchers like Henrekson and Johansson, (2010) have highlighted that job creation education results in decline in job demolition and is a sign of economic development and thereby all nations have to design plans, and curriculum in a way to encourage and recreate new jobs through the adoption of entrepreneurial

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/job-creation-education-and-skill-development-policies/370842](http://www.igi-global.com/chapter/job-creation-education-and-skill-development-policies/370842)

## Related Content

---

### E-Transformation in Higher Education and What It Coerces for the Faculty

Ela Akgün-Özbek and Ali Ekrem Özkul (2019). *Handbook of Research on Faculty Development for Digital Teaching and Learning* (pp. 355-378).

[www.irma-international.org/chapter/e-transformation-in-higher-education-and-what-it-coerces-for-the-faculty/228381](http://www.irma-international.org/chapter/e-transformation-in-higher-education-and-what-it-coerces-for-the-faculty/228381)

### A Self-Study on the Challenges a University Supervisor Faced in Online Teaching Practicum and How She Met Them

Gülten Koar (2023). *International Journal of Teacher Education and Professional Development* (pp. 1-12).

[www.irma-international.org/article/a-self-study-on-the-challenges-a-university-supervisor-faced-in-online-teaching-practicum-and-how-she-met-them/317218](http://www.irma-international.org/article/a-self-study-on-the-challenges-a-university-supervisor-faced-in-online-teaching-practicum-and-how-she-met-them/317218)

### Open Educational Resources in Teacher Preparation Programs: Teacher Candidates' Perceptions of Open Textbooks

Alesha D. Baker (2019). *International Journal of Teacher Education and Professional Development* (pp. 52-65).

[www.irma-international.org/article/open-educational-resources-in-teacher-preparation-programs/217458](http://www.irma-international.org/article/open-educational-resources-in-teacher-preparation-programs/217458)

### Preparing for Tomorrow's Work Today: A Horizon Scan of the Future of Work

John Onyeaku (2024). *Advancing Student Employability Through Higher Education* (pp. 72-92).

[www.irma-international.org/chapter/preparing-for-tomorrows-work-today/338014](http://www.irma-international.org/chapter/preparing-for-tomorrows-work-today/338014)

### Teaching English Language Learners: A Mainstream Response to Rural Teacher Preparation

Kelly Moser, Daina Zhu, Ha Nguyen and Emily Williams (2018). *International Journal of Teacher Education and Professional Development* (pp. 58-75).

[www.irma-international.org/article/teaching-english-language-learners/196556](http://www.irma-international.org/article/teaching-english-language-learners/196556)