



The Impact of Life Skills Education and Training on Promoting Gender Equality and Inclusion in Education

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Abstract:

The proposed study titled “The Impact of Life Skills Education and Training on Promoting Gender Equality and Inclusion in Education” discusses the importance of life skills education in education and how life skills education can promote gender equality and social inclusion. Life skills education helps students acquire skills beyond the traditional curriculum that help them face everyday challenges. It focuses on communication, critical thinking, and social-emotional skills. Life skills education helps to transform the traditional education system. They give marginalized communities a sense of being heard and respected, encouraging them to move forward in life. Life skills such as communication, problem-solving, and collaboration can build empathy and enable inclusion. Teaching these skills from pre-primary education level can reduce gender stereotypes and biases. However, there are some barriers such as limited educational opportunities, cultural norms and teaching methods. Solutions include advocacy, legislation, teacher training and adequate funding, various resources and appropriate monitoring, modification and refinement as needed. Overall, life skills education enables young people to value diversity, create opportunities to promote gender equality, and through understanding and empathy, future generations can build a more just and inclusive society.

Keywords: *Life Skills, Life Skills Education, Women Empowerment, Gender Equality, Social Inclusivity.*

1. Introduction:

Beyond the current traditional education, education with specific skills is particularly effective, which will benefit us later in life and maintain specific and well-planned progress. This will help students deal with various problems in their daily lives and make their journey in life easier. A specific life skills education can open the door to greater equality, inclusion, and opportunity for all students regardless of gender. Incorporating life skills into the mainstream curriculum is essential for social development and progress. Overall, life skills education deserves recognition for helping all types of students, regardless of gender, reach their full potential. The main objective of the current research is to examine how life skills education can promote social inclusion through gender equality for students in the education system.

2. What is Life Skills Education:

Life skills education generally refers to the acquisition of skills needed for daily living. The main goal of this education is to provide individuals with the ability to adapt and deal with various adversities in life. Life skills education systems typically support the poster cognition, emotion, interpersonal, and social life skills.

2.1. The topics included in Life Skills Education are -

Communication skills: the important thing that includes is – the ability to determine what we want to communicate and to understand how our communication will be perceived by others.

- 2.1.1. **Social skills:** Acquiring qualities such as empathy co-operation, responsibility and teamwork. Learning prepare etiquette, leadership and relationship of management.
- 2.1.2. **Perspective Taking:** This involves understanding how others think and feel. This lays the foundation for children to understand the intention of their Parents, Teachers and Friends.
- 2.1.3. **Critical Thinking:** This involves ongoing search for validity and reliability knowledge to guide beliefs, decisions and actions.
- 2.1.4. **Focus and Self Management:** Self management includes paying focus, remembering the rules, thinking, flexible and practicing self-management.

Also includes are the topics - Making communication, Self-Direction and Engaged Learning, Problems Solving.

3. Importance And Promoting Gender Equality And Social Inclusivity Through Life Skills Education:

In 21st century increasing Globalization with life skills Education has become essential for the prosperity of all people, especially marginalized communities. This education system teaches individuals important skills that enable them to effectively deal with the adversities of daily life and move forward. This education system should focus on both women and girls. Life skills education for marginalized groups, including women and girls, will promote gender equality and inclusion. Communication and critical thinking skills will be developed, and through this, women will be able to gain more freedom and control in their lives. They will be able to speak up for their rights, protest against injustice. This education system also improves their economic development. Through vocational training, they acquire various skills, and they move towards financial prosperity. They will gain more influence in decision-making at home and in society.

3.1. Fundamental Human Rights:

Gender equality is essential for a peaceful, prosperous, sustainable world. Therefore, it is necessary to teach adolescents skills such as critical thinking, empathy, conflict resolution, which can enable them to exercise their basic rights and better understand themselves and others, also build relationships.

3.2. Economic Growth:

Economic growth will only be possible when various inequalities in employment are eliminated and equal opportunities in education and wealth are ensured. This will reduce poverty and improve family income. Therefore, life skills education should be imparted to every student. They should be instilled with self-confidence, decision-making skills and a sense of social responsibility.

3.3.Improved Decision Making:

Women and marginalized groups must be included in political roles from various perspectives to develop innovative solutions and effective governance. In this regard, every young woman will lead the way for the future progress of society through life skills education.

3.4.Societal Stability and Health:

Societies that achieve gender equality in all aspects are more resilient, peaceful, and connected, and have higher literacy rates and improved health outcomes.

Through all of this, individuals can gain insight into diverse experiences, build empathy, and work together to promote inclusion, all of which need to be addressed through education and social initiatives.

4. Empowering Women Through Life Skills Education:

4.1.Build confidence and Self-esteem:

Confidence and self-esteem can be built through life skills training, which is crucial for women's empowerment, Helping them to understand in self and develop their self-esteem. Life skills training is very effective in overcoming gender inequalities and overcoming the barriers that women face in their progress.

4.2.Enhanced critical thinking and problem solving ability:

Life skills education develops critical thinking skills in women and increases their ability to challenge traditional and social norms and discriminatory practices.This skill plays a special role in societies where women face discrimination, gender-based violence, and limited access to resources. Women are able to identify And challenge gender-based biases in their workplaces.

4.3.Promotion Economic Empowerment:

The biggest component of women's empowerment is economic prosperity and independence.Life skills training increases women's financial awareness, literacy, communication, and vocational training, which opens the door to economic advancement. Financial development helps women contribute to the economic well-being of themselves and their families, and plays an effective role in poverty reduction and the wider society.

4.4.Promotion Health and Well-Being:

Life skills education has a direct impact on women's health and well-being.

Life skills training specifically helps and makes women aware of better lifestyles by providing knowledge about health, nutrition, cleanliness, and disease prevention.

4.5.Self confidence and Assertiveness:

The curriculum in the life skills education system is structured in such a way that it builds confidence and commitment in the individual. These skills are especially needed for women and marginalized groups, with which they can combat discriminatory behaviour.

5. Evaluation And Policy Recommendation:

There is a need for proper evaluation of how successfully the life skills education system has been implemented and for this a specific measurement framework needs to be formulated.This evaluation can be divided into two types: short term and long term. Short term refers to the knowledge and skills acquired by the participants during the life skills education program. Long term refers to changes and refinements in social norms, social behaviour, gender equality, etc.

Policy recommendations include the inclusion of gender equality and the inclusion of content related to social norms education. Teachers have a special role in this education system, so it is necessary to give importance to pre-service and in-service teacher training. Also, emphasis should be given to refresher training, mentoring programs, and resource centres.

In addition to all these issues, it is necessary to determine whether financial funds and various resources are adequate. Finally it can be said that it is necessary to monitor and evaluate in a timely manner whether life skills education is appropriate and if necessary it must be changed and revised.

6. Conclusion:

In light of the above discussion, we can say that by providing the necessary life skills education to individuals in society, we can create a more just, fair and inclusive society that will benefit all our members.

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