

Review of: "Empowering Future Workforces: Reframing Education to Develop Essential Skills for a Dynamic Labor Market"

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Potential competing interests: No potential competing interests to declare.

The reviewer agrees with the topic of this draft that under the circumstances of rapidly transforming labour market the aim and methods of education at all level have to shift from teaching specific and up-to-date knowledges to universal skills can be used in very different work and social situations is a good hypothesis for a research activity and the topic of paper.

If the author is preparing for research, then he or she lists the main directions of change needed in education. These are communication, critical thinking, and problem-solving skills. The reviewer believes that this should be complemented by futures literacy (See some literature in the References!). The latter means that young people and workers of all ages should be able to imagine their own futures embedded in the futures of their communities, to develop them continuously, and to plan and implement activities and forms of cooperation that will enable them to achieve the futures they want. The ability to use information and communication technologies, both in education and in the workplace, and in social technologies that transform everyday life, should also be given special and priority. These are good starting points for research on educational development, but they cannot be considered as final outcomes, as the testing of these skills in pedagogical and educational technology is still an ongoing task.

If such research is envisaged by the author, it is important to define both the context and the methodology of the research. An important decision point is at which level of education and for which age groups these skills should be developed. Finally, it is necessary to decide how the results of the research should be translated into action. This could be the curriculum for a particular subject, a teaching methodology manual, or the collection of experience in teaching methodology in this area and analysis of its use, etc.

In the case of research methodology, it is important to decide what proportion should be given to the processing of literature (desk research), personal experience of educational methodologies developed by others and their subsequent testing, and the identification and implementation of ways and means of developing one's own methodology.

If a stand-alone article on this topic is to be written by the author, a much more in-depth literature review would be required, as much research has been done on the changes outlined and needed in the field of education. If this literature exploratory and comparative research is carried out, it could be used to prepare a Discussion Paper focusing on why and what kind of skill development changes are needed in education and within general and/or vocational education and training or higher education. It would also be interesting to address the issue of employability and ability for upskilling, as

younger generations will already be much more flexible in their work and lifestyles than older generations.

The reviewer would prefer it if the author not only summarised his or her thoughts on the literature or research preparation, but also showed what research he or she had already done on the topic.

It would also be very interesting to see what research problems the researcher has encountered, where he has found insufficient, unsupported knowledge and hype, the reliability of which is not questioned but simply accepted.

The reviewer looks forward with interest to the author's improved study and his decision points regarding further enrichment of the content of the study.

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