

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

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The paper under review presents a very pertinent theme: the identification of points to change in education so that it adapts to the needs of the labor market, in this post-pandemic phase. Objectively, these points refer to improving skills common to the various types of jobs, rather than the technical typologies required by the respective functions. In this respect, without saying why or on what scientific basis, communication, team work, critical thinking and problem-solving skills are pointed out.

Empirically, these proficiencies seem important for a study on the transformation that must occur in post-confinement education or for a job market in constant transformation. It is also understood that these changes are more concerned with training the individual in soft skills than in technical skills for one or more positions. However, when approaching this subject, one cannot forget certain skills that the individual must acquire in terms of new technologies or adaptation to change versus conflict resolution and it is not seen these reflected in the work presented.

In other words, some ideas are here, but others are missing, such as, for example, literacy for new technologies or strategies for adapting to change in teaching.

Thus, it is clear that this is a work is still in its beginning, because the literature review only includes a book and a paper.

A quick literature review of the research papers produced in 2021, 2022 and 2023 on this subject, allows us to perceive the existence of a scientific production that demands to be revised, in order to support the ideas defended in this paper.

Likewise, the research methodology to be implemented is not clear, much less the results that are expected to be obtained and the consequent analysis and discussion of data, so it is proposed to review the work at this level as well.

It should be noted that in the new research to be developed, one should also try to understand why communication, critical thinking, team work and problem-solving are the keywords for educational change. In fact, from this empirical work it will not only be possible to respond to the research hypotheses raised, but other concepts that have not been contemplated so far may also emerge.