

Review of: "Technological Advancement and Changing Skills: Imperative for a Paradigm Shift in Education Delivery in Zambia"

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The topic covered by this article is quite relevant in light of the current context characterised by pervasive digitalization and automation, which pose relevant challenges but also opportunities to workers, firms and societies. However, I think that this paper should be more focused and present a clearer structure and aim. In particular, after a short overview of the context, the introduction shortly tackles some relevant issues and related strands of literature, such as the one concerning the link between technological change and risk of automation of the occupations/employment. Since the complementarity between advanced technologies and occupations/employment can be boosted by leveraging education and in particular certain skills, and thus can provide a strong motivation for the need to updating the education system and methods, I would analyse more in depth this relevant strand of literature. A significant number of potentially useful references can be found in the review of the literature on the link between technological change and employment that I recently conducted (Mondolo, J., 2022. The Composite Link between Technological Change and Employment: A Survey of the Literature. *The Journal of Economic Surveys*, 36(4), 1027–1068.). In particular, there is a section about AI/automation and employment where there is further evidence on the role played by skills and education on the probability of automation of occupations.

Also, I would provide more evidence, in particular empirical evidence supporting what is supposed to do the main aim of the work, that is shedding light on the limitations, challenges and potential improvements and actions aimed to make the education system more effective in this fast-changing and challenging context. In particular, it seems that the focus of this work is supposed to be developing countries, and in particular Zambia, which is also mentioned in the title itself; however, I found limited information on what the literature has found on this topic or what data capture about this country. In this regard, it may also be useful to report some basic statistics, referring, for instance, to the percentage of workers/individuals with certain skills (e.g., digital skills), the widespread of digital technologies at school or work etc. In doing so, after providing a mostly conceptual framework of the topic, you can show some interesting facts about a quite relevant issue, that is how Zambia is responding to the challenges of keeping up with growing globalization and digitalization by promoting adequate education at school and training programs. Some comparisons, in terms of achievements and drawbacks, could be made with some other developing countries. In doing so, the contribution of your paper would be more relevant and well-defined.

Finally, even though, all in all, the paper is quite well-written, I encourage the author to carefully re-read the text as there are some points in which it seems that some connective or verb is missing (e.g., in page 2: “Trener et al. (2021) proper usage of technology is becoming” -I think that you should add “According to...”; e.g., in page 3: “technologies have not received serious attention from educational institutions and are struggling to adopt them “ > if I understood what you meant, I think that “are” should be replaced by “which” -i.e., educational institutions are struggling to adopt technologies”).