Soft Skills Training: A Significant Tool for Future Achievement in Higher Education

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1. Introduction

Soft skills are the capacity to use technical, theoretical, or practical knowledge in real-life settings (experience). Guerra-Báez (2019) suggests that the concept of social skills is comparable to the concept of “life skills” proposed by the World Health Organization’s Mental Health Division, which defines them as “a set of socio-affective skills necessary for interaction with others that enable one to deal with daily demands and adversity” [1].

In light of a rapidly changing labor market, educational curricula must be continuously re-evaluated and revised. Various forms of research, as well as many publications released by the European Commission and the World Economic Foundation, show that labor market demands are always changing [2]. Technical skills were the only requirements in job descriptions in recent decades [3,4]. As a result, the 2018 report Modernization of Higher Education in Europe: Access, Retention, and Employability prioritize recent graduates’ employability in conversations about higher education policy.

Cornelia emphasizes that the majority of a person’s personality attributes influence his abilities. Soft qualities such as justice, boldness, courage, and tolerance are inextricably linked to the moral realm. All of these important characteristics contribute to the development of skills. Furthermore, the study distinguishes between soft skills such as entrepreneurship and technology capabilities. Entrepreneurship skills, often known as leadership skills, encompass abilities such as taking chances, encouraging and motivating coworkers, creativity, innovation, and ad-

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Higher education in Europe has grown fast as a result of the Bologna Process, which aimed to standardize educational programs by establishing a single degree structure and establishing a common credit system, and a quality assurance system... The aim of increasing the number of graduates, however, has yet to be achieved. “40 percent of EU citizens aged 30-34 have a higher education certificate”, according to one of the five primary goals in the Europe 2020 plan for creating a “smart, sustainable, and inclusive economy that produces high levels of employment, productivity, and social cohesion”. In addition to raising the number of graduates, it is critical to increase the quality of their education to ensure that they are well-trained and capable of responding to the ever-changing and complex demands of today’s competitive environment.

Higher education institutions (HEIs) strive to improve and modify the quality of their graduates’ education in response to industry demands. As a result, it becomes necessary to equip graduates for the growth of labor market skills. For that purpose, HEIs must establish a curriculum that is aligned with labor market demands and allow for the development of soft skills during the teaching and learning process. According to Chamorro Premuzic, Arizte, Bremner, Greven, and Furnham, this approach should be used for both professional practice and personal and social growth.

In China, where the economic environment is shifting from delivering good, cheap products that meet international demand to delivering market solutions through a large entrepreneurial capacity geared toward working smarter rather than tougher, there is a growing interest in innovation and enterprise education. Simulation classes, business proposal contests, and a business incubator or scientific park are some of the innovative and entrepreneurship education programs offered by Chinese institutions. Soft skills training is offered in addition to hard skills development to improve foreign language abilities, communication skills, critical thinking and analysis, creativity, and knowledge of other nations. According to Anderson and Zhang, China’s innovation and enterprise education potential should be viewed as a “...change process that can supply the means to address increasing problems of pollution, health and safety at work, and even social wellbeing”, rather than just a “...need for new enterprises to drive economic growth”. Enterprise education is a part of China’s greater twenty-first century national education reform agenda, which aims to provide “all-around” quality education from elementary school through academia.

Universities throughout the world are increasingly offering soft skill development courses to help students increase their employability. In general, programs emphasize critical thinking, problem-solving, communication skills, foreign languages, conflict resolution, work ethic, social responsibility, teamwork, creativity, and innovation. University professors recognize that some soft skills are best developed and honed outside the academic walls. Furthermore, they are increasingly attempting to equip their graduates with specialized “soft” skills in addition to traditional “hard” abilities to enable them to flourish in a quickly changing and dynamic environment. Employers say many graduates lack “soft skills such as teamwork”, according to the British Association of Graduate Recruiters (AGR). They go on to explain that candidates are generally academically competent but lack soft skills such as communication, verbal and numerical logic.

In higher education, soft skills training programs are becoming increasingly popular. Universities must now cooperate closely with students. In their fields of specialty, they must encourage and develop a variety of competencies. They must realize that soft skills distinguish between acceptable and ideal applicants. Employees with soft skills are essential not only to create and sustain connections with external clients but also to engage effectively with inside teams. Applied sciences must be included in the learning curriculum at universities. It allows organizations to develop future professional capabilities. It’s a chance for institutions, employers, and students to work together in three ways. The next generation of professionals is made up of recent graduates. Institutions must provide them with the required skills to compete in today’s labor market. Employers have no restrictions on the recruitment criteria they use or the knowledge they seek. Furthermore, graduates have the potential to be leaders in the company. They have four years in college to build skills and mold their abilities. Students’ primary arsenal includes communication skills, leadership skills, adaptability, work ethic, teamwork, EI (Emotional Intelligence), and so on. Soft skills training programs embedded in the educational curriculum can help to improve certain skills to some level. Graduates with soft skills training develop a sense of confidence, accountability, and responsibility.

Rethinking educational policy-Investing in skills and instilling soft skills into the lives of future generations aims to enhance their knowledge, understanding, values, and skills, which are the foundations of education for long-term development and socioeconomic benefits.

2. Soft Skills: Basic Concept

For students in higher education, soft skills are essential. Non-technical components of a job include soft
skills, often known as employability skills, 21st-century skills, professionalism, soft skills, or interpersonal skills. Consider their personality attributes and work habits that aren’t always listed in a job description, but that companies value in a successful employee [14].

When you combine these encouraging outcomes with employers’ increased emphasis on these talents, it’s apparent that soft skills for high school students are important. Teaching soft skills, on the other hand, is a difficult task. The mastery of soft talents is difficult to quantify. There is no obvious, consistent approach to linking classroom learning to soft skill development.

2.1 Definitions of Terms and Categorization

Although many critics argue that soft skills are indistinguishable because they are so closely linked to one another and individual attributes, various research has sought to make analytical distinctions and propose classes. One of the first studies in the field was conducted by the World Health Organization in the early 1990s, which identified the following life skills: decision-making, problem-solving, creative thinking, critical thinking, communication skills, interpersonal skills, self-awareness, empathy, coping with emotions, and coping with stress [15].

Soft skills are sometimes described by associating them with other characteristics. Soft abilities, according to Verma [16], correspond to the Emotional Intelligence Quotient (EQ), whereas hard talents belong to the Intelligence Quotient (IQ). Cinque appears to conflate social and soft talents. Finally, other researchers believe they represent a dynamic mix of cognitive and metacognitive talents, as well as interpersonal, intellectual, and skills that can be applied [17].

“Soft” “professional” and “vital” talents are all defined uniquely by distinct people. We attempted to casually explain soft skills as they relate to workforce outcomes.

2.2 Importance of Soft Skills

During the previous few decades, the academic environment has changed; students are expected to attain lofty goals, and the market has become increasingly picky in selecting the best people.

The educational system is exam-driven, with a heavy emphasis on teaching hard skills for students to become good professionals. Unfortunately, according to Rubin and E. C. Dierdorff, higher education students are still graduating without important management abilities [18].

Soft skill development begins at home even before a child is admitted to a school. The work market in the twenty-first century is uncertain. As a result, it is critical to educate, enlighten, and advise the younger or coming generation on the necessity of these abilities when job hunting, interviewing and finally working. Soft learning skills would be extremely beneficial and supportive in leading a tranquil and joyful existence. As a result, educational institutions and training centers should begin focusing on various methodologies and techniques to help students acquire soft skills. In reality, these abilities will come in handy for them in any situation. To substantiate the views pinpointed, a recent study showed that a child is fully grown with a well-balanced set of social, cognitive, and emotional skills, allowing the youngster to handle an endless number of obstacles in today’s society. It is also believed that the combined set of talents improves the skills, therefore minimizing disparities of all kinds. Most significantly, the educational system should focus on developing soft skills, which may be used not only to land a job but also to improve one’s social abilities [19].

Academic and professional success is built on soft skills. According to numerous studies, soft skills account for 75% of employment success, while hard skills account for 25%. Employers should prioritize soft skills and achievement as a selection and placement factor for students after graduation. In their curricula, faculty administrators and academic teaching staff should place a great emphasis on improving students’ soft skills [20].

University education is a continuous process that develops and prepares university graduates for a competitive job market.

Soft skills are recognized to generate personality traits, attitudes, professional attributes, social intelligence, and emotional intelligence quotients, and they play an important part in the personality development of university graduates. They will be able to communicate more effectively, perform more efficiently, and work well with others in a professional business setting as a result of this [21].

Since the COVID-19 epidemic disrupted the traditional educational model, various approaches and methods have been implemented in this short time. Higher education around the world, in collaboration with universities and colleges, is prepared to provide graduates with modern education standards. To be ready for the job market, graduates must be able to comprehend and learn soft-skills knowledge successfully. Academic education and soft skills continue to evolve in modern times to meet the demands of the workplace and the market. Business organizations, on the other hand, are lamenting the absence of soft-skills acquisition among university graduates. They believe that to prepare incoming graduates for the job market, they must organize training sessions.

Soft skills, often known as life skills, are crucial be-
cause they enable pupils to succeed in any setting. Learning to work as part of a team and communicate effectively is just as vital as mastering the technical skills taught in schools.

As a result of the COVID-19 epidemic, the higher education ministry, universities, and institutions must incorporate soft skills into their academic programs.

3. Soft Skills in Higher Education

Higher education institutions can better understand the gaps in their student population and guarantee that students have the skills they need to succeed in the profession and life by concentrating on soft skills [22].

Soft skills like listening, connecting with others, cooperating with coworkers, and others have recently become more important in all industries. A pleasant, quiet, and composed lifestyle can result from working in such an environment.

The continuing mismatch of the educational system with labor market needs raises questions about the university’s role in developing the skills required to live a successful and responsible life, as well as for society to meet current and future difficulties.

Following the Bologna Process, which aimed to integrate educational programs by establishing a uniform degree structure, a common credit system, and a quality assurance mechanism, higher education in Europe has grown fast, on the other hand, the goal of increasing the number of university graduates has not yet been achieved. One of the five main targets of the Europe 2020 strategy to create a smart, sustainable, and inclusive economy with high levels of employment, productivity, and social cohesion is for 40% of EU citizens between 30 and 34 to have a university degree. Aside from increasing the number of graduates, it is also vital to improve the quality of their education to ensure that they are highly trained and capable of responding to the ever-changing and complicated needs of today’s workplace [9].

The descriptors are not subject-specific or limited to academic, professional, or vocational areas in an attempt to identify the nature of the entire qualification, but instead focus on the acquisition of transferable skills, effectively incorporating the most recent research guidelines emphasizing the importance of soft skills in achieving expected performance levels.

Soft skills, also known as behavioral skills, are being promoted more than ever by human resources professionals in the Asia-Pacific (APAC) region. As proven by the pandemic, employees at all levels demand agility, critical thinking, complex problem-solving, creativity, and communication skills. As the crisis worsens, executives who are empathetic are rising to the fore, changing the stereotype of a strong CEO [21].

According to data acquired through studies, soft skills are becoming more crucial in the workplace. Soft-skill intensive occupations are expected to expand 2.5 times faster than other occupations, according to Deloitte Access Economics. The soft skills training market in China is predicted to grow at a CAGR of 57 percent, according to Yahoo. Soft skills will account for two-thirds of all jobs in Australia by 2030 [20].

Hard skills - specialized, learned technical talents including information technology certifications, reading and writing fluency, as well as presentation and project management skills - are important to both Thailand and Vietnam’s governments.

According to Stuart Connor, Pearson Asia’s Qualifications and Assessment Director, these are unique abilities that must be explicitly taught. Simultaneously, he says, there are more general, or soft talents, which are more instinctive but no less valuable. Interpersonal skills like collaboration, networking, and empathizing with coworkers are among them.

Teaching students to interact effectively across cultures, countries, and languages is just as vital as teaching them the hard skill of communication [23].

3.1 Strategies for Soft Skills Development in Higher Education

Recent developments in the production system and labor market have increased the pressure on higher education to produce marketable graduates. Universities must not only impart information and talents particular to each subject or occupation, but also build so-called soft skills, or dispositions and qualities that are transferable to a wide range of occupational circumstances and sectors, to attain this goal [26].

Soft skill development was seen as a serious difficulty for these primarily technical and disciplinary-oriented universities. Competent and motivated instructors, in particular, have been identified as a critical prerequisite for meeting future expectations. Learning theories, social psychology, behavioral science communication, facilitation (including group dynamics), and organization and management science are all needed to build these skills. Human development is even more vital than cognitive abilities. Both intellectually and practically, these must be mastered. To incorporate personal development elements into the curriculum, teachers, and professors with new ideas and abilities are required. This, in our perspective, does not necessitate replacing existing discipline courses with soft skills-oriented courses or developing distinct soft
skills courses, but rather integrating them into existing courses [28].

Soft abilities can only be developed by establishing the foundation. Individuals must be committed to their education.

3.2 Limitations to the Development of Soft Skills in Higher Education

To boost the soft skill development of university students, all stakeholders must work together. Students must improve their skill development not only to continue their studies, but also to succeed later in life, in a job, and life. First and foremost, it necessitates a shift in parents’ perspectives and thinking, as well as those of universities and individual students. More crucially, there is a call for a shift in the entire school system’s pedagogical paradigm. The educational system must assist students in understanding that studying is about exploring and developing personal talents rather than just passing tests, and that good grades are not the most important aspect in determining a student’s success. One of the most significant hurdles to graduates making a smooth transition to the job is a deficiency of skill development in higher education. According to Tran [27], while there is evidence of an effort to change, include, and develop soft skills in the system, the centrally controlled curriculum, traditional teaching methods, the prevalence of passiveness among students, and cultural characteristics all impede the effort to develop skills for university students.

3.2.1 Curriculum and Traditional Teaching Method

The development of students’ soft skills has been hindered by university curricula and traditional teaching methods. Traditional teaching methods, such as knowledge transfer from teachers to students, test-based learning styles, and assessments based on exams that repeat knowledge learned in class, obstruct efforts to help students develop the soft skills needed to manage actual communicative interactions in the workplace and life outside of the university [29].

3.2.2 Effort to Change

Individual university lecturers and HEIs have also been seen attempting to improve, include, or enhance soft skills in their teaching and curriculum design. This effort is exemplified by group work projects and interactive lessons. Positive results were difficult to achieve because (1) there were no systemic changes, so individual teachers’ efforts went unnoticed, (2) there was evidence of renewed teaching style but little change in assessment design, and (3) many students failed to see the link between active participation in study activities and the development of soft skills [17].

3.2.3 The Prevalence of Passiveness

The student’s reactions to the circumstance also demonstrated a high level of passivity among them. To achieve excellent grades, they concentrated on learning to achieve the maximum possible marks during their studies. When students heard that soft skills were vital for finding jobs before graduation, they struggled to find ways to learn them and began criticizing the institution for their shortcomings. They didn’t appear to realize that abilities are acquired and developed outside of class through class activities and university relationships [29]. In this instance, institutions around the world should develop various activities for students both inside and outside of the classroom. Students, on the other hand, who do not aggressively pursue these restricted possibilities to gain abilities, will quickly fall behind in fulfilling employer demands.

3.2.4 Cultural Features

Students seemed to be surrounded by too many rumors and guesses about the new work environment in a collectivist culture without official information from the school. One of these stories was about employers’ “soft skills” criteria. This prompted students to seek out soft-skill centers to apply the approaches (not skills) they learned there to real-life situations like job applications and interviews. Employers, on the other hand, voiced dissatisfaction, citing the distinction between skill and techniques. The demand for self-sufficient, active, dynamic, and adaptable people has increased as a result of globalization, particularly when the domestic economy is growing swiftly and diversely [30]. There were still occasions when students’ thoughts and actions were not entirely their own. Transitioning from school to job was more difficult for these students. Only those who can plan for their future, increase their knowledge and abilities through school and extracurricular activities, and make decisions about their education and lives will have a smooth and successful transition [28].

3.3 Framework for Embedding Soft Skills in Higher Education.

Soft skills are taught comprehensively to students in higher education. This technique is based on a variety of programs and significant activities, encompassing both curricular and co-curricular aspects of informal teaching and learning activities. Student life on campus includes
residence halls and the surrounding neighborhood, as well as academic and non-academic support programs. 

3.3.1 Development of Soft Skills through Formal Teaching and Learning Activities

In general, scholars agree that there are three ways to develop soft skills in students through formal teaching and learning activities: a stand-alone subject, an embedded model, and a combination of the two models. The stand-alone subject model uses a training method to provide students with the opportunity to improve soft skills through specific courses that have been carefully prepared for this purpose. These subjects are usually taught as college courses such as English, Islamic civilization, entrepreneurship, and electives such as rhetoric, critical thinking, and so on. The independent subject approach can also be started by encouraging students to enroll in several additional courses that can be combined into a minor unrelated to the original program. Minors in business management or public communication, for example, are recommended for students completing an education program. However, such an approach requires an increase in the number of credits and the time commitment to the program.

Soft skills are integrated into teaching and learning activities across the curriculum within the embedded framework. Unlike the stand-alone subject paradigm, students are not required to take additional courses here. Instead, children are taught soft skills through a variety of structured teaching and learning activities that are developed and implemented using specific strategies and methods. The content and learning outcomes for each course are maintained in this manner. Soft skills learning outcomes are integrated and incorporated into the learning outcomes of the various courses. This is the model that should be used in all courses for various majors in higher education institutions. The learning outcomes spell out each component of soft skills, which are subsequently put into the semester’s instructional strategy. Following that, a variety of teaching and learning activities are implemented, including questioning, class discussion, brainstorming, teamwork, presentation, role play and simulation, task/project, fieldwork, and site visits. In general, lecturers’ competence in applying various student-centered teaching strategies and approaches is required for the development of soft skills using the embedded framework. It also entails active teaching and learning, with students being expected to participate fully in all activities. Learning by questioning, cooperative learning, problem-based learning (PBL), and e-learning are some of the practical tactics and methods.

Embedded subject framework and standalone subject framework together. Each of the above frameworks has its weaknesses and advantages. The standalone model has a significant advantage in terms of framework, planning, implementation, and evaluation. This is because the course or subject was specifically designed to help students develop soft skills. On the other hand, this paradigm did not provide students with the opportunity to develop and acquire soft skills in conjunction with other information and skills in the major. In addition, students’ opportunities to take additional soft skills courses are limited due to the existing number of credits for the degree. In contrast, the embedded model’s design, planning, implementation, and assessment are more difficult than the standalone model. This strategy requires instructors to master certain teaching and learning skills, which they then use in the main courses of the program. On the other hand, this model is more effective in developing and acquiring soft skills because it is integrated with the other information and skills in the curriculum when carefully planned and implemented with the appropriate teaching and learning methods. In addition, this model does not require additional courses to the existing courses in the program. In addition, this model does not require additional courses to existing courses in the program. Based on the weaknesses and strengths identified, colleges should adopt the embedded approach rather than the stand-alone model. This is because the embedded model emphasizes student-centered learning methods, including experiential learning and problem-based learning, and provides students with hands-on experiences.

3.3.2 Development of Soft Skills through Support Programs

This refers to programs and activities that are designed, developed, and implemented to promote soft skills directly or indirectly. In general, there are two types of programs and activities: academic and non-academic support programs. The academic support program is designed to help students develop soft skills related to academic learning. Learning Skills and the English Language Support Program (ELSP) are two examples of these programs. The non-academic support program, on the other hand, helps students develop soft skills that have nothing to do with academics, but rather with their personal and professional development. Most of the programs and activities are co-curricular and extra-curricular.
3.3.3 The Development of Soft Skills through Campus Life Activities

The majority of university students live half their time on campus. Therefore, universities should take advantage of this excellent opportunity to improve their soft skills. This can be achieved through well-designed activities on pleasant campus grounds.

4. The Future Growth of Soft Skills Training in the Global Economy

In 2020, the soft skills training market in the United States is expected to be worth $67.8 million. The country currently holds a 29.52 percent share of the global market. China, the world’s second-largest economy, is expected to reach a market size of $61 million in 2027, with a compound annual growth rate of 5.7 percent. Japan and Canada are two other major geographic markets with projected growth rates of 5.8 percent and 4.8 percent, respectively, from 2020 to 2027. Germany in Europe is expected to grow at a CAGR of approximately 5 percent, while the rest of the European market (as defined in the report) is expected to reach $61 million by 2027. The Other Products segment holds a share of 11.2% in 2020.

The youth population in Sub-Saharan Africa (SSA) is expected to increase from 195 million in 2015 to 284 million in 2030, with more than 11 million young people entering the labor market each year over the next decade. This shift is creating a demographic dividend that, if properly harnessed, can boost economic development and eliminate intergenerational poverty. However, many young people, especially young women and those living in conflict-affected areas struggle to find work. Young people must acquire a variety of skills to find and fill meaningful jobs. While academic and technical skills have always been valued by businesses, soft skills are becoming increasingly important.

The United States, Canada, Japan, China, and Europe are expected to drive the global Other Products segment at a CAGR of 4.2 percent. By the end of the analysis period, these regional markets, which had a combined market size of $20.7 million in 2020, will grow to $27.7 million. China will continue to be one of the fastest-growing markets in this group of regional areas. The Asia-Pacific market is expected to reach $39.9 million by 2027, led by countries such as Australia, India, and South Korea. This analysis provides a clear insight into how the epidemic has impacted production and the buy-side.

Those concerned about the future of employment predict a trend toward hiring people with soft skills. According to the McKinsey Global Institute, up to 375 million workers, or 14% of the global workforce, will be forced to change jobs or acquire new skills by 2030 due to automation or artificial intelligence (AI). Humans will have to take on tasks best suited for humans when machines take over the technical work. As a result, emotional intelligence becomes critical.

By 2030, soft-skill occupations will account for two-thirds of all jobs. Deakin was asked to assess the value of acquiring and quantifying soft skills to better understand the areas in which the Australian workforce and businesses need to improve.

The world of work is changing, and it is up to all stakeholders—students, educational institutions, and government agencies to recognize and adapt to current trends to better prepare and equip learners with the skills they will need in future workplaces.

The current digital transformation - the so-called “fourth industrial revolution” - is key to how we will work in the future. Globalization and automation are changing the way businesses operate, and developing skills that complement the evolving professional landscape will be critical to long-term success.

While it is important to provide both hard and soft skills to today’s students, creating a culture of lifelong learning is equally important.

Retraining, upskilling, and continuing education must be built into the education system as a constant so that students are flexible and can adapt to new skills when the job market inevitably changes. In addition, as the economy transitions to the new economy, educational institutions and businesses must instill in their students and employees a desire to learn throughout their careers.

This is especially important as the demand for certain technical skills that are critical right now may change as technology advances and the workplace evolves unpredictably. Jason believes that “learning should never stop”. Because the industry is changing so quickly, students need to constantly update their technical skills, but they also need behavioral skills to be a good fit in a global organization.

5. Conclusions and Future Research

Higher education is increasingly seen as a critical component of national policy for gaining a foothold in the global market, and higher education institutions are becoming more important providers of highly valued human capital to support national progress. The rapid transition to an information technology economy and high-tech industry necessitates continuous human resource development and training. As a result, establishing a proper postsecondary education system is risky in terms of assembling a...
capable staff.
Implementing a lifelong learning infrastructure for graduate students and working professionals is one of the most effective strategies to close the soft skills gap. The fundamental components of lifelong learning and human development are soft skills. By their very nature, soft skills have an impact on our attitudes, behaviors, and interactions with people in our lives and at work.

The ability of a nation's citizens to be highly intellectual and skilled is significantly dependent on their ability to address the difficulties of globalization, which are in line with the era of the information economy. Human capital development is critical because it forces the nation to envision its vision and mission. A nation's strength will be weakened if it lacks high-quality human capital, as there will be no human factor capable of launching new projects and ideas. A good education system produces good human capital. The development of such human capital requires a well-designed and well-structured educational system. As a result, higher education institutions play a critical role in developing highly skilled and knowledgeable human capital to meet the demands and expectations of a diverse population. Higher education institutions' teaching and learning processes should be able to provide future graduates with this knowledge and skill set.

First, this paper provided background concepts before analyzing the requirement for soft skills in the modern-day in terms of personality and professionalism. Second, it clarifies the significance and purpose of teaching and acquiring soft skills in today's world. Third, it linked the complete description of the obstacles and limitations that scholars undergo and strategies to fit with the structures created to establish and enhance soft skills in higher education at the global level. Further, it provides the current and future status of the global economic rise in soft skills. Recommendations for future research were also provided.

Future research could delve into how to provide managerial-type feedback to graduates, as well as how to measure soft skills in a variety of teaching environments and commercial and public enterprises.

In addition, the OECD's Education 2030 [42] aims to find answers to two broad questions: "What knowledge, skills, attitudes, and values will today's students require in 2030 to impact and succeed in their world?" and "What knowledge, skills, attitudes, and values will today's students need to shape and thrive in their world in 2030?" "How can educational systems successfully develop this knowledge, skills, attitudes, and values?" and "How can instructional systems effectively develop these knowledge, skills, attitudes, and values?" This proposal will discuss the importance of learner agency, present an overall learning framework with transformational competencies, examine the nature of the knowledge, skills, attitudes, and values that young people will require, and conclude with suggested curriculum design ideas.

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