

Dear Readers,

Time flies. We are now releasing the second Issue of GJSD, the Journal that is published by the Global Institute for Lifelong Empowerment (GiLE). The occasion of the publication of Issue 2/2021 is an excellent opportunity to *reflect in action*. An opportunity to see if everything is working out as expected, to conclude what are the lessons learned from the challenges we faced, and to review why it was necessary to revise the Journal's internal organisation, editorial processes, and Aims and Scope, as well as to evaluate our promotional efforts in 2021. The year witnessed several exciting developments, but *our vision remains essentially the same*, one year on: GiLE aims to equip rising talent for a future facing humanity today. This future is likely to involve grand changes, challenges and ongoing skills development.

Coinciding with an increasing number of submissions, the changes to our Editorial Team required us to reflect on the Journal's internal organisation, its editorial processes, and the individual contributions of our members. At this point, I am delighted to announce a new, more diverse *Editorial Team*, a group of young people who are fully committed to working hard to improve the content and the reach of the Journal. At the same time, we would like to thank the outgoing team members for all their hard work and contribution to our success.

We updated the *Aims & Scope* of our Journal since all of our stakeholders wish to focus on the human skills – such as behaviours, personality traits and work habits – that significantly enhance the employability of young people. The skill sets required for both “old” and “new” occupations are changing, and it will transform how and where people work. The word “soft skills” is commonly used in contradiction to “hard” (technical) skills, but describing such skills as “soft” should in no way imply that they are less important or easier to acquire. Soft skills are hard to master. It takes years to develop them, and much more than a once-and-done approach is needed to train people to become good at them. Moreover, the need for them is abundantly clear: an adaptable and resilient workforce and society will increasingly need these human skills.

As part of the scope of our scientific journal, and as part of the *GiLE Advocacy pillar* of our Foundation, we introduced new sections that complement the traditional research articles. These new sections include a *Guest column* and a *Food for Thought* section where data-based essays and case studies from the worlds of both education and the corporate world are published. The guest column in the second issue of GJSD is written by Mariëtte Huizinga, the founder of [ONE.WHY](#), who believes that we can create a change if we focus on future skills. The Food for Thought section features a short article written by Dr. Károly Polcz, on the importance of delivering an effective business pitch – a skill that everyone might need in the 21st century.

GJSD especially welcomes research articles from *early-career researchers*. Our team is happy to offer a constructive peer-review process, whereby reviewers provide targeted evaluation with supportive feedback. We are happy that we could support several PhD students who submitted their research papers to Issue 2/2021.

Issue 2/2021 features *seven selected research papers* that altogether discuss two main categories: *education and the world of work*. The correlation between the two is quite apparent, as the available jobs on the labour market set the requirements that education must meet

(employability). At the same time, education affects the development and modernisation of jobs, as well as the quality, skills, and attitudes of the workforce, and ultimately in turn impacts the quality of products and services offered by firms.

The goal of both education and the world of work can no longer be to preserve some kind of status quo in society. Instead, change is everywhere, it is now widely accepted as inevitable, and today's task is to manage it. For their part, educators must now accept *change management* as an integral part of what they do. They must formulate *dynamic, sufficient responses to new challenges*, whether these entail changes to the curriculum or to organisational structures; educational institutions and those who work for them must adapt and respond pro-actively and innovatively, and on an ongoing basis.

The papers of Issue 2/2021 cover relevant and novel topics, such as the importance of curriculum development and learning through collaboration and communication, the need for new consciousness and personal attitudes e.g. growth mindset, metacognition, self-efficacy and neuroplasticity, the beliefs and attitudes that influence learning, or how teaching digitally has become an organic part of modern teaching.

Where the world of work is concerned, papers consider the impacts of the Covid-19 pandemic on future workplaces, well-being and engagement in hybrid work environments, the importance of coaching skills, the new competencies that are required due to techno-social changes, and the impact of intercultural teamwork and communication strategies at the workplace.

We encourage researchers, educators, trainers and those with a non-academic background to read these research papers and to submit a paper to contribute to dialogue with our readership. If you would like to be part of our team, do not hesitate! Please, complete our [application form](#).

With best wishes to all readers, authors and visitors of our website.

Dr. Judit Beke

Dr. Judit Beke is the Editor-in-Chief, Co-creator of the GiLE Foundation

