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Corrigendum: Re-envisioning a “skills framework” to meet 21st century demands: what do young people need?

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21st century skills, skills framework, Thai basic education, participatory approach, children and youth participation, SDG4 quality education, competency-based curriculum

A corrigendum on

Re-envisioning a “skills framework” to meet 21st century demands: what do young people need?

by Buasuwan, P., Suebnusorn, W., Butkatunyoo, O., Manowaluilou, N., Kaewchinda, M., Lalitpasan, U., Srilapo, N., Sarnswang, S., Suksiri, W., Wiboonuppatham, R., and Sripongpankul, S. (2022). *Front. Educ.* 7, 1004748. doi: 10.3389/educ.2022.1004748

In the published article, there were errors in the author list, and author Promptilai Buasuwan was erroneously listed as corresponding author. Further, the author Wanwisa Suebnusorn was erroneously listed as co-first author. The corrected author list appears below.

Promptilai Buasuwan¹, Wanwisa Suebnusorn^{1*}, Oraphan Butkatunyoo¹, Nongluck Manowaluilou¹, Marid Kaewchinda¹, Usanee Lalitpasan¹, Nart Srilapo¹, Sudarat Sarnswang¹, Weeraphat Suksiri¹, Rangsun Wiboonuppatham² and Saipan Sripongpankul³

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In the published article, there was an error in [Table 1](#). Sampling procedure for workshops as published. It was written that the North region is border to China. This has been corrected to Laos PDR and Myanmar. The corrected [Table 1](#) and its caption Sampling procedure for workshops appear below.

In the published article, there was an error in [Table 4](#). Comparing skill needs priorities by groups as published. There were ranked items were listed incorrectly.

The corrected [Table 4](#) and its caption Comparing skill needs priorities by groups appear below.

In the published article, there were several errors in the text.

The value of reliability was written incorrectly. A correction has been made to the section “Phase II: National Survey of skills needs.” This sentence previously stated:

“The survey instrument used four scales of dual response questionnaire, with reliability of 0.969” The corrected sentence appears below:

“The survey instrument used four scales of dual response questionnaire, with reliability of 0.993.”

There was an error regarding the number of online polls that had been completed. A correction has been made to the section ‘Activity 2: Children and youth’s voices through the “dare to dream campaign”’, This sentence previously stated:

“After the brainstorming workshops, three online polls were conducted with 26,109 children” The corrected sentence appears below:

“After the brainstorming workshops, three online polls were conducted with 20,109 children.”

The demographics of the polls were written incorrectly. Since polls were collected for three rounds, the percentages indicated may cause some confusion as to which round is being referred to. A correction has been made to the section ‘Children and youth voices through the “dare to dream campaign”’. This sentence previously stated:

“Sixty percent of respondents were 15–19 years old, and 63% were female” The corrected sentence appears below:

“Most respondents were 15–19 years old, and were female.”

There was an error regarding the number of additional skills identified. A correction has been made to the section “Phase III: Developing a new skills framework through a consultation process,” This sentence previously stated:

“In consultation with key stakeholders and partners in education, 23 additional skills were identified” The corrected sentence appears below:

“In consultation with key stakeholders and partners in education, 29 additional skills were identified.”

Parts of the skills framework were listed incorrectly. A correction has been made to the section “Classifications and dimensions of the skills framework,” in order to match the term used in Figure 1. This sentence previously stated:

“(2) Skills in the managing self.” The corrected sentence appears below:

“(2) Skills in managing self.”

In addition, formatting changes have been made to the section “Classifications and dimensions of the skills framework.” The

sentence “(3) Skills in living with others” has been moved to a new paragraph, and the list “(1) communication (2) Active citizenship (3) Teamwork (4) Social etiquette” has been indented as they are sub-categories of skills in living with others.

In the published article, the reference for Kongvimon et al., 2015, was incorrectly written as “Kongvimon, S., Thepsaeng, S., Chatkamontha, S. (2015). *The strategies for developing the life skills in schools; St.Gabriel’s foundation Thailand*, 19–29. Available online at: <http://ejournals.swu.ac.th/> (accessed May, 31).” It should be “Kongvimon, S., Thepsaeng, S., Chatkamontha, S. (2015). *The strategies for developing the life skills in schools; St.Gabriel’s foundation Thailand*, 19–29. Available online at: <http://ejournals.swu.ac.th/> (accessed May, 31).”

In the published article, there was an error in the Funding statement. In the Number of Certificate of Approval from the Institutional Review Board regarding ethical consideration in the research, an incorrect institutional review board (IRB) number was used. It was displayed as “KUREC-ss62/081.” The correct Funding statement appears below.

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The authors apologize for these errors and state that this does not change the scientific conclusions of the article in any way. The original article has been updated.

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TABLE 1 Sampling procedure for workshops.

Region	Province	Justification
North	Chiangrai	<ul style="list-style-type: none"> - Diverse culture and Ethnic groups - Rich in natural resources - Border to Laos PDR and Myanmar
Northeast	Ubon Ratchthani	<ul style="list-style-type: none"> - The 2nd biggest province in the Northeast - Fast-growing economy to become the center of the workforce in the Northeast - Diverse culture with border to Lao PDR
East	Rayong	<ul style="list-style-type: none"> - Industrial hub as part of Eastern Economic Corridor - Fast growing economy in industry, tourism, agriculture - Highest income per GDP
West	Kanchanaburi	<ul style="list-style-type: none"> - The 3rd largest province in the country - Rich in natural resources and eco-tourism - Diverse and long history of culture with border to Myanmar
Central	Patumthani	<ul style="list-style-type: none"> - Fast growing economy - Semi urban and rural with agricultural and industrial sectors
South	Songkhla	<ul style="list-style-type: none"> - The 2nd largest number of populations in the South - Diverse culture and ethnic groups of people e.g. Chinese, Malay, Thai

TABLE 4 Comparing skill needs priorities by groups.

Rank	Teachers	Youth	Parents	Education supervisor	School administrators
1	Researching	Doing online business	Doing online business	Researching	Using E-money
2	Doing online business	Foreign language	Using E-money	Strategic thinking and planning	Doing online business
3	Using E-money	<ul style="list-style-type: none"> - Creating innovation - Using E-money 	Creating innovation	<ul style="list-style-type: none"> - Creating innovation - Foreign language 	Researching
4	Creating innovation	<ul style="list-style-type: none"> - Researching - Entrepreneurship 	<ul style="list-style-type: none"> - Living with AI - Researching 	Rethinking	-Creating innovation – Living with AI
5	Living with AI	Creating online social network	Entrepreneurship	Critical thinking	Creating online social network