

TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET): FOSTERING GOOD GOVERNANCE FOR A SUSTAINABLE GLOBAL ECONOMY

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Abstract

Technical Vocational Education and Training (TVET) plays a pivotal role in fostering good governance for a sustainable global economy. This research paper explores how TVET empowers individuals through skills development, enhances employability, and promotes economic competitiveness. It describes the contribution of TVET to sustainable practices, resource management, and resilience building. Green skills and environmental practices can be incorporated into TVET programmes to avail students with the knowledge and skills to handle global challenges and promote sustainable development. Furthermore, the industry-driven curricula of TVET courses ensure that graduates possess up-to-date knowledge, enhancing their competitiveness in the job market. The paper also identifies challenges in implementing TVET for good governance and proposes strategies to overcome these barriers. It presents case studies showcasing successful TVET programs that have positively impacted economies and societies. Policy recommendations emphasize the need for policymakers and educational institutions to prioritize TVET to achieve good governance and sustainability. Additionally, international collaboration and cooperation in advancing TVET practices are crucial for sustainable global development. The paper suggests, prioritizing and investing in TVET for an inclusive and sustainable global economy, with individuals well-equipped to address the challenges of the future.

Keywords: Good Governance, Sustainability, Global Economy, Skills Development, Technical Vocational Education and Training (TVET).

Introduction

Technical Vocational Education and Training (TVET) emerged as a critical component of education systems worldwide, bridging the gap between academic learning and practical skills required in the workforce. The significance of TVET lies not only in its ability to equip individuals with job-specific competencies but also in its potential to contribute to broader societal goals, such as good governance and a sustainable global economy.

The global economy is undergoing profound transformations, characterized by rapid technological advancement, demographic shift, and evolving industry demands. In this dynamic landscape, the traditional dichotomy between vocational and academic education is fading, with TVET

playing an integral role in preparing individuals for the challenges of the modern world.

Technical Vocation Education and Training programs cater to a wide array of industries, ranging from manufacturing and construction to information technology and healthcare. They offer practical learning experiences, hands-on training, and work-based learning opportunities, ensuring that graduates are job-ready and capable of meeting the demands of the job market.

This research paper sets out to explore the multifaceted role of TVET in achieving good governance and fostering a sustainable global economy. By examining how TVET empowers individuals, enhances employability, and promotes economic competitiveness, we aim to shed light on its

potential to shape a more inclusive, prosperous, and environmentally conscious future. Through an analysis of case studies and examples, we will investigate successful TVET programs that have positively impacted economies and societies. By identifying challenges and proposing strategies for effective implementation, we aim to emphasize the importance of targeted policies and collaborative efforts to maximize the benefits of TVET.

Ultimately, this research seeks to highlight TVET's potential in addressing the pressing global challenges of today, including unemployment, inequality, and environmental sustainability. By understanding its role in achieving good governance and fostering a sustainable global economy, we can pave the way for a more resilient and equitable future.

Literature Review

In the dynamic realm of the modern workforce, Asha et al. (2019) asserts the imperative need for continuous skilling and reskilling through lifelong learning, resonating with the accelerating pace of technological advancements. They contend that traditional models of Technical and Vocational Education and Training (TVET) fall short in adequately preparing individuals for the evolving demands of the digital age. To remedy this deficiency, they advocate for the integration of informal and non-formal learning paradigms within TVET systems, advocating for innovative approaches that promote lifelong learning as an intrinsic component of professional development.

Building upon this foundation, Ahmad et al. (2023) delve deeper into the landscape of TVET education, specifically examining the underutilization of Learning Management Systems (LMS) within these institutions. Their meticulous exploration identifies a myriad of factors influencing LMS adoption, elucidating crucial insights into the enhancement of online teaching and learning experiences in TVET settings. These findings not only shed light on the technological challenges faced by TVET institutions but also underscore the importance of addressing these challenges to ensure the efficacy and

relevance of vocational education in the digital era.

Meanwhile, Husna et al. (2023) provide a practical case study of Vocational Education and Training (VET) adoption within the Indonesian Science Techno Park (STP), offering a tangible example of successful strategies in education, technology transfer, and entrepreneurship incubation within the maritime sector. Their research illuminates the transformative potential of tailored VET programs in empowering communities and fostering economic growth in specialized industries. Furthermore, Voak et al. (2022) draw attention to the systemic barriers hindering Indonesia's efforts to align its education system with the demands of the contemporary workforce, emphasizing the importance of culturally contextualized approaches in vocational education reform.

In the realm of sustainable development, there exists an often-overlooked yet pivotal contributor: community colleges and Technical and Vocational Education and Training (TVET) institutions. Legusov et al. (2021) shine a light on their significant role in advancing sustainability agendas, drawing from a rich tapestry of case studies across diverse socio-economic contexts. Their research underscores the profound impact these institutions have on the achievement of the United Nations' Sustainable Development Goals (SDGs). By advocating for heightened recognition and support for community colleges and TVETs, their work champions a holistic approach to sustainable development, seamlessly integrating economic, social, and environmental considerations into vocational education and training systems.

In a parallel discourse, Caves et al. (2021) navigate the intricate relationship between education and employment within the framework of TVET programs, particularly emphasizing their influence on youth labor markets. Employing the Education-Employment Linkage Theory, they conceptualize the collaboration between education and employment as a symbiotic partnership crucial for curriculum development, delivery, and adaptation.

Through the introduction of the Education-Employment Linkage Index, they provide a tool to assess the interconnectedness between actors from both spheres within TVET programs. Applying this index to upper-secondary TVET programs in Benin, Chile, Costa Rica, and Nepal, their findings illuminate the varying degrees of linkage and underscore the potential benefits of transitioning towards more integrated approaches, particularly in contexts characterized by large informal economies and low formal education rates.

Similarly, Caves et al. (2018) unravel the pivotal role of TVET in Nepal's educational landscape amidst the country's ongoing developmental trajectory. With the transition to a new federal system of government, the paper delves into the imperative to reevaluate Nepal's TVET system, emphasizing principles such as permeability, quality, good governance, and education-employment linkage. Through stakeholder engagement and legal framework analysis, they advocate for a coordinated input-oriented governance model and an occupation-driven education-employment linkage approach, tailored to Nepal's unique context and aspirations for progress.

Furthermore, Bolli et al. (2018) accentuate the criticality of robust interactions between educational and employment systems in optimizing the efficacy of vocational education and training (VET) programs. By devising an instrument to measure education-employment linkage (EEL) and conducting a comprehensive survey across 18 countries, they reveal the correlation between dual VET systems and higher EEL scores. Their findings underscore the necessity of employer involvement in defining qualification standards, determining curriculum updates, and integrating workplace training with classroom education, highlighting the pivotal role of collaboration between educational and employment stakeholders in optimizing VET outcomes.

Navigating the intricate landscape of vocational education and training (VET) systems, Johanna (2020) embarks on an exhaustive exploration of the Swedish state-

funded post-secondary VET system, Higher Vocational Education (HVE). Her comprehensive study meticulously dissects the myriad factors shaping the selection and transmission of knowledge within this context, navigating the complex interplay between national policy imperatives and localized organizational dynamics. Drawing from an extensive array of data sources, including policy documents, interviews, and observational insights, Johanna critically interrogates the formation of the VET system, the integration of knowledge into curricula, the organizational architecture of program provision, and the pivotal role of employer engagement. Guided by a theoretical framework rooted in Bernsteinian theory, her analysis illuminates global trends within the Swedish HVE system, highlighting both its alignment with vocational pathways in higher education and the potential risks of constraining students' mobility within local labor markets.

Meanwhile, Lopes et al. (2023) underscore the paramount importance of aligning VET with labor market demands to unlock its full potential in reducing academic dropout rates, unemployment, and fostering economic growth. Their study, conducted in the Leiria region of Portugal, employs a robust mixed-methods approach to identify priority areas for VET at the secondary education level. By triangulating quantitative analyses of employment data with qualitative insights from stakeholder consultations, including policymakers and employers, Lopes et al. reveal critical mismatches between the skills offered by the VET system and the demands of the labor market. Their findings offer valuable guidance for policymakers and VET providers, advocating for enhanced communication and collaboration to bridge these gaps and ensure a more responsive and effective VET system.

In a parallel exploration, Inmaculada et al. (2023) delve into the realm of self-perceived employability (SPE) among Spanish university and VET students, shedding light on the nuanced dynamics shaping their perceptions of future employment prospects. Through a meticulous

analysis of survey data encompassing a diverse cohort of students, they uncover intriguing differences in SPE between university and VET pathways, as well as the varying impacts of gender, work experience, and perceptions of labor market precariousness. Their research not only underscores the importance of practical competencies in enhancing employability but also highlights the adverse effects of precarious employment on students' confidence in securing meaningful employment opportunities.

Embarking on a journey to unravel the prevalence and implications of Informal Vocational Training (IVT) in India, Bazaz et al. (2022) conduct a meticulous examination in Srinagar, Union Territory of Jammu and Kashmir. Their research uncovers the stark socio-economic divides perpetuated by accreditation discrepancies between IVTs and formal vocational, technical, and professional courses. By illuminating the challenges faced by vulnerable populations in accessing formal training opportunities and the inherent limitations of IVTs in the absence of academic recognition, Bazaz et al. advocate for a paradigm shift towards establishing a credit-based linkage between IVTs and formal courses. Their findings hold profound implications for societies grappling with informal economies, offering insights into how bridging this accreditation gap can unlock pathways to greater occupational and economic prosperity for marginalized communities.

Amidst the evolving landscape of vocational education and training (VET), Tommasi et al. (2023) address the pressing necessity for programs aimed at bolstering critical thinking skills and media literacy among students in Initial Vocational Education and Training (IVET). Recognizing the potential gap in intellectual training compared to their counterparts in traditional education pathways, the study evaluates the efficacy of a training program utilizing a mixed methods approach. Rooted in a cognitive psychology theoretical framework, the program employs three primary techniques for trainers to engage with

students in the classroom. Spanning across five different countries—Greece, Italy, Spain, Portugal, and the Netherlands—the study encompasses 35 trainers implementing the training techniques in their respective centers, involving a total of 288 students over an average duration of 5 months. Through a comprehensive evaluation employing both quantitative and qualitative methodologies, including pre/post-measures of critical thinking skills and media literacy for the experimental group, the findings underscore a notable enhancement in these competencies among participating students, thus affirming the effectiveness of the training intervention. This study not only underscores the applicability of the training program across diverse cultural contexts but also underscores the viability of training strategies rooted in cognitive psychology, presenting a methodologically robust approach for assessing training programs.

Meanwhile, Gessler et al. (2021) present a series of international comparative and review studies funded by the German Federal Ministry of Education and Research, encompassing a spectrum of vocational education and training (VET) themes across various countries. Guided by Urie Bronfenbrenner's ecological systems theory as a conceptual framework, the research delves into four system levels—micro, meso, exo, and macro—encompassing diverse facets of VET dynamics. From examining intended curricula in China and Russia to exploring quality management models in Indian VET institutions, and from scrutinizing cooperation between schools and companies in the Mexican hotel industry to unraveling the cultural representations of non-academic labor in Mexico, the studies offer a multifaceted lens into the intricacies of international VET landscapes. Furthermore, through three review studies focusing on European VET policy, VET transfer, and VET research, Gessler et al. underscore the imperative for critical and comparative research endeavors to enrich the understanding of global VET dynamics, thus paving the way for informed policy

interventions and scholarly advancements in the field.

TVET for good governance Empowerment through skills development and inclusivity

One of the fundamental aspects of TVET is its capacity to empower individuals by equipping them with practical skills and knowledge. By focusing on hands-on training and real-world applications, TVET programs enable students to gain valuable competencies that are directly relevant to the job market. This empowerment extends to diverse groups, promoting inclusivity by providing opportunities for individuals from various socio-economic backgrounds to access quality education and training. Through TVET, individuals gain a sense of self-confidence and agency, enabling them to actively contribute to their communities and the economy. As graduates acquire relevant skills, they become less dependent on government support and more capable of pursuing sustainable livelihoods, thereby fostering good governance by reducing the burden on social welfare systems.

Enhancing employability and reducing unemployment

Unemployment remains a pressing challenge in many countries, and TVET serves as a potent tool to address this issue. TVET programs are designed in close collaboration with industries, ensuring that graduates possess the skills and expertise required by employers. Consequently, TVET graduates are more readily employable, which contributes to a more skilled and productive workforce. By reducing unemployment rates and promoting gainful employment, TVET plays a crucial role in enhancing social stability and economic prosperity, both of which are central tenets of good governance. Moreover, employed individuals are more likely to be actively engaged in societal affairs, contributing to informed decision-making and participatory governance.

Industry-driven curricula and economic competitiveness

TVET's industry-driven curricula ensure that educational content aligns with the demands of the labor market and emerging industries. As a result, graduates possess the practical skills and knowledge that are highly sought-after by employers, leading to increased economic competitiveness. Furthermore, industry driven TVET fosters innovation and adaptability, allowing nations to remain competitive in the global economy. Countries with a skilled and adaptable workforce are better positioned to attract foreign investments, stimulate economic growth, and create a conducive environment for sustainable development.

In conclusion, TVET plays a vital role in achieving good governance by empowering individuals through skills development and inclusivity, enhancing employability, and reducing unemployment. Additionally, TVET's industry-driven approach contributes to economic competitiveness and sustainability. Policymakers and stakeholders should prioritize investing in TVET to foster a skilled and engaged workforce, leading to improved governance and a more sustainable global economy.

TVET for a Sustainable Global Economy Incorporating green skills and environmental practices in TVET

As the world faces pressing environmental challenges, the incorporation of green skills and environmental practices in TVET has become crucial for promoting sustainability. TVET programs can play a pivotal role in equipping individuals with the knowledge and skills needed to address climate change, resource depletion, and other environmental issues. By integrating green skills into TVET curricula, students learn about sustainable practices, renewable energy technologies, waste management, and eco-friendly manufacturing processes. This empowers graduates to become advocates for environmental stewardship, promoting sustainable practices in their workplaces and

communities. TVET can also foster a sense of environmental responsibility among students, leading to the adoption of eco-conscious behaviors and attitudes. As individuals understand the impact of their actions on the environment, they become more conscious consumers and make informed decisions that contribute to sustainable development.

Resource management and building resilience through TVET

Effective resource management is a critical component of sustainable development. TVET can play a vital role in this regard by training students in efficient resource utilization and conservation techniques. By learning about resource-efficient technologies and sustainable agricultural practices, graduates can contribute to reducing resource waste and mitigating environmental degradation. Furthermore, TVET can help build resilience in communities and industries, enabling them to cope with environmental and economic shocks. Through disaster management training, students gain the skills needed to respond to natural disasters and other crises, thereby reducing the overall vulnerability of societies.

By promoting resource management and resilience building, TVET supports sustainable economic growth. Industries that adopt resource-efficient practices are better positioned to thrive in an era of resource scarcity and changing environmental regulations. Moreover, resilient communities are more capable of recovering from economic setbacks, contributing to the stability of the global economy.

In conclusion, TVET plays a significant role in fostering a sustainable global economy by incorporating green skills and environmental practices. By equipping individuals with the knowledge and skills to address environmental challenges and promoting resource management and resilience, TVET contributes to a more sustainable future. Policymakers and educators should prioritize integrating sustainability into TVET curricula to create a skilled workforce capable of driving

sustainable development and contributing to a greener and more prosperous global economy.

Challenges and possible solutions in implementing TVET for good governance.

A. Identifying challenges in implementing TVET for good governance.

Perception and stigma: TVET has often been perceived as a secondary option compared to academic education, leading to a stigma that devalues vocational skills. This perception hinders the recognition of TVET's importance in achieving good governance.

Limited awareness and information: Many individuals, parents, and even policymakers lack sufficient awareness and information about the benefits and potential of TVET. This results in a lack of support and investment in TVET programs.

Outdated curriculum and technology: TVET must continually adapt to keep up with rapidly evolving industries and technological advancements. Outdated curriculum and training facilities can impede graduates from meeting current market demands.

Quality assurance: Ensuring consistent quality across TVET institutions can be challenging, impacting the credibility of TVET programs and graduates.

B. Strategies to overcome barriers and enhance the effectiveness of TVET

Raising awareness and changing perceptions: Governments and stakeholders must actively promote TVET as an attractive and viable career pathway. This can be achieved through awareness campaigns that highlight the value of TVET in addressing societal challenges and promoting economic growth.

Strengthening career counseling and guidance: Improving career counseling and guidance services at schools can help students make informed decisions about their educational and career paths, including considering TVET as a viable option.

Aligning curriculum with industry needs: Close collaboration between TVET institutions and industries is essential to design curricula that reflect current market demands and equip students with relevant

skills. Regular industry input helps ensure that graduates are job ready. Investing in infrastructure and technology: Governments and educational institutions should invest in modern infrastructure and technology to create a conducive learning environment. This enables students to acquire hands-on experience with state-of-the-art tools and equipment, enhancing their employability. Establishing quality assurance mechanisms: Implementing robust quality assurance measures, such as accreditation and certification processes, ensures that TVET institutions maintain high standards of education and produce competent graduates. Encouraging public-private partnerships: Collaboration between the public and private sectors can strengthen TVET programs by providing opportunities for students to gain work experience, access industry-specific training, and secure job placements. Supporting lifelong learning: Encouraging a culture of lifelong learning among TVET graduates helps them stay relevant in a rapidly changing job market. Offering upskilling and reskilling programs can enhance employability and career advancement.

In conclusion, addressing the challenges in implementing TVET for good governance requires concerted efforts from governments, educational institutions, industries, and other stakeholders. By adopting strategies to overcome barriers, such as raising awareness, improving curriculum alignment, and investing in infrastructure, TVET can become a powerful tool in achieving good governance and contributing to sustainable economic development.

How TVET functions in selected countries.

A. Successful TVET programs that have positively impacted economies and societies

Germany's dual vocational training system: Germany's dual vocational training system is widely regarded as one of the most successful TVET models globally. It combines classroom education with practical, on-the-job training, allowing students to develop job-specific skills while earning a wage. This program has contributed significantly to

Germany's robust economy by ensuring a skilled workforce that meets industry demands.

Singapore's institute of technical education (ITE): The ITE in Singapore offers a comprehensive range of TVET programs that cater to various industries. Through close collaboration with industries, the ITE ensures that graduates are equipped with relevant skills and experience. The program has played a vital role in Singapore's economic development by supplying a skilled workforce and supporting technological advancements.

Switzerland's apprenticeship system: Switzerland's apprenticeship system is renowned for its success in providing students with high-quality vocational training. By offering a diverse range of apprenticeships, Switzerland has maintained a low youth unemployment rate while nurturing a skilled labor force that drives economic growth.

B. Analyzing the role of TVET in specific regions or countries

TVET in Rwanda: Rwanda has made significant strides in promoting TVET as a means of addressing unemployment and fostering economic growth. The government has invested in modernizing TVET facilities, collaborating with the private sector, and aligning curricula with industry needs. As a result, TVET graduates are increasingly contributing to various sectors, including construction, agriculture, and technology, thereby boosting Rwanda's development.

TVET in Malaysia: Malaysia has prioritized TVET to address the country's demand for skilled workers in various industries. The government's efforts to enhance TVET infrastructure, improve curriculum relevance, and offer industry internships have led to an increased supply of skilled workers, supporting Malaysia's economic diversification.

TVET in South Korea: South Korea's focus on TVET has been instrumental in driving its industrial and technological advancements. Through partnerships between industries,

educational institutions, and the government, South Korea's TVET system has produced a skilled workforce that has propelled the country's economic growth and global competitiveness.

These case studies and examples highlight the diverse ways in which successful TVET programs positively impact economies and societies. By tailoring TVET to meet specific regional or national needs, countries can harness the potential of a skilled workforce to foster economic development, reduce unemployment, and contribute to overall societal well-being. The success of these programs underscores the importance of strategic planning, collaboration, and investment in TVET to achieve sustainable growth and prosperity.

Policy Initiatives for enhanced TVET programmes

Steps for policymakers and educational institutions to prioritize TVET for good governance and sustainability:

Recognize the value of TVET: Policymakers should acknowledge the crucial role of TVET in achieving good governance and fostering sustainable economic development. Educational institutions must promote TVET as a respected and viable career pathway to attract more students.

Align TVET with national development goals: Develop policies that align TVET programs with national development goals, including sustainable economic growth, environmental conservation, and social inclusion. This ensures that TVET contributes directly to broader societal objectives.

Invest in modern infrastructure and technology: Allocate adequate funds for upgrading TVET facilities and providing state-of-the-art equipment and technology. This enables students to receive training using cutting-edge tools and prepares them for contemporary work environments.

Strengthen industry partnerships: Foster strong partnerships between TVET institutions and industries. Encourage regular dialogues to identify skill requirements, offer industry internships, and involve employers in curriculum design. These collaborations

enhance employability and promote industry-driven education.

Promote green skills and sustainable practices: Integrate sustainability principles into TVET curricula to equip students with green skills and environmental awareness. By training graduates to adopt sustainable practices, TVET can contribute significantly to a greener economy.

Enhance teacher training and professional development: Provide continuous training and professional development opportunities for TVET educators. This ensures that teachers are well-equipped with the latest industry knowledge and teaching methodologies.

The Importance of international cooperation and collaboration in advancing TVET practices:

Knowledge exchange and sharing best practices: Facilitate international cooperation among TVET institutions to share best practices, innovative teaching methods, and successful TVET models. Cross-border collaboration enriches TVET programs with diverse perspectives.

Cross-border student mobility: Support student exchange programs and internships abroad, enabling TVET students to gain international exposure and experience different work cultures. This fosters a global mindset and enhances students' adaptability.

Collaborative research and development: Encourage joint research and development projects among countries to address common challenges in TVET. Collaborative efforts lead to the development of cutting-edge solutions and practices.

Harmonization of qualifications: Promote the harmonization of TVET qualifications and standards internationally. This facilitates the recognition of TVET qualifications across borders and enhances the mobility of skilled professionals.

Participate in international forums: Policymakers, educators, and stakeholders should actively engage in international forums and conferences on TVET.

Participation allows them to stay abreast of global trends and innovations in TVET.

Support developing nations: Developed nations can support developing countries in building their TVET capacity through knowledge sharing, technical assistance, and investment. This contributes to human capital development and economic growth in these countries.

By implementing these policy recommendations and fostering international cooperation, countries can enhance the role of TVET in promoting good governance, sustainable economic growth, and social well-being. Collaborative efforts will create a skilled and adaptable global workforce that drives inclusive and sustainable development.

Final thoughts

Throughout this research, we have explored the multifaceted role of Technical Vocational Education and Training (TVET) in achieving good governance and fostering a sustainable global economy. We found that TVET empowers individuals through skills development and inclusivity, enhancing their employability and reducing unemployment. By providing industry-driven curricula, TVET programs contribute to economic competitiveness and sustainable growth. The integration of green skills and environmental practices in TVET equips graduates to address environmental challenges and promotes eco-conscious practices in industries. Furthermore, TVET promotes resource management and resilience-building, enabling societies to cope with economic and environmental uncertainties.

The findings of this research underscore the critical importance of TVET in achieving good governance and sustainability. TVET equips individuals with practical skills and knowledge, empowering them to become active contributors to their communities and the economy. By aligning TVET curricula with industry needs and environmental sustainability, societies can foster a skilled and adaptable workforce, essential for addressing current global challenges.

TVET plays a pivotal role in reducing unemployment, promoting economic competitiveness, and facilitating inclusive development. Its ability to nurture environmentally responsible practices ensures that graduates contribute to a more sustainable future.

As we conclude this research, it is imperative to issue a call to action for policymakers, educators, industries, and other stakeholders to prioritize and invest in TVET. By recognizing TVET's significance in achieving good governance and sustainability, stakeholders must:

Allocate adequate funding: Policymakers should allocate sufficient resources to enhance TVET infrastructure, curriculum development, and teacher training.

Promote collaboration: Encourage collaboration between TVET institutions and industries to ensure curricula align with industry demands and foster innovation.

Raise awareness: Educators and policymakers must promote TVET as an esteemed career pathway and communicate its potential impact on economic growth and sustainable development.

Invest in sustainability: Integrating green skills and sustainable practices in TVET programs is vital for preparing a workforce capable of driving environmental stewardship.

Foster International Cooperation: Embrace international collaboration to share best practices, exchange knowledge, and enhance TVET standards globally.

Support lifelong learning: Encourage TVET graduates to engage in continuous learning and upskilling to remain relevant in a rapidly changing job market.

By collectively prioritizing and investing in TVET, stakeholders can build a skilled workforce equipped to address future challenges, contribute to good governance, and drive sustainable economic growth. Through concerted efforts, we can pave the way for a more sustainable and prosperous future for all.

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