Message from the Chief Editor: JTET December 2021

It is time to move on! Pandemic should not be a reason for us to keep growing. Hands-on training and physical face-to-face training might not be happening as usual, digitalization of Technical and Vocational Education and Training (TVET) becoming a new norm. Welcome to the December 2021 issue, volume 13, number 4, with more interesting research findings.

In this volume, we present 10 papers from multiple countries, catering to a wide range of recent topics from the post-pandemic effect on curriculum and delivery, digitalisation of TVET training, to the development of the best model for entrepreneurship education. These topics are in line with the current situation of economic and career uncertainty worldwide. During this time, our graduates need to be more competent to get job placement or opt to be job creators as an entrepreneur.

In this post-pandemic era, vocational training effectiveness has become the main concern in Bahrain, as highlighted in the first paper. Training effectiveness was determined from the materials and organisational culture aspects, which is mainly based on Kirkpatrick models. In the second paper, the concern is on the economic development through education. The authors have focused on developing a conceptual framework of an instructional model for creating an innovative business project for private vocational colleges in Thailand. The third paper from Indonesia, Ana et al., explores teaching strategies during the post-pandemic era, in the Malaysia and Indonesia educational contexts. The focus of the strategies was on learning objectives, lesson materials, teaching and learning activities, learning design, media, resources, and learning evaluations. The fourth paper concerns the professional entrepreneur competencies and creativity skills through a start-up project for Russian and Azerbaijan university students. A start-ups project was embarked as an initiative in strengthening and upgrading entrepreneurship students' professional competencies to which, the competencies and skills levels were identified based on self-assessment criteria of their professional progress during the educational training.

Digitalisation of TVET training has become the main agenda in most countries. In the fifth paper, from Ukraine, using a computer-aided design (CAD) for training a specialist and technologist in fashion design for vocational education students has proven to be effective and could further bridge the gaps between industries and universities. The sixth paper focuses on measuring the adequacy of pedagogical and technical skills acquired by Philippine graduates based on their curriculum structure. Similarly, the seventh paper from South Africa measures how TVET colleges prepare graduates, especially in nurturing students with occupational-relevant skills in the modern engineering environment.

A different perspective of measuring gaps between knowledge and skilled workers in TVET from existing literature, the eighth paper reveals the differences for both groups of workers in terms of definition, job description, and roles. The ninth paper presents TVET lecturers' skills development during work-integrated learning from South African perspectives. The authors studied how lecturers obtained learning experiences through the newly implemented "Work Integrated Learning-WIL". Interestingly, lecturers gained practical experiences including industrial relevant skills, which seems the best model to narrowing the gaps. The last paper from Kenya, studying the relationship between assessment methods and acquisition of entrepreneurial skills in entrepreneurship education for hospitality graduates at Technical Training Institutes. Based on the overall research outcomes, it is proven that education through technical and vocational training can make changes!

Another fantastic year for JTET comes to an end. We look forward to many more submissions of impactful research for the advancement of TVET practices and policies worldwide.

Wishing all readers a healthy and prosperous new year!

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