

Message from the Chief-Editor

Welcome to all our readers to the Journal of Technical Education and Training (JTET), volume 5 issue number 2. In this issue, five articles on TVET global experiences of four countries namely, Malaysia, Brazil, Pakistan and Greece are presented. These articles highlight some of the current concerns, initiatives undertaken to alleviate these concerns and best practices in TVET which can be a source of inspirations and motivations in many areas.

If we are to ensure the credibility of our TVET graduates is sustained, valid assessment is one of the major concerns. Thus, the first article by Kamis shares with readers good practices for developing an assessment instrument which can be a source of reference to TVET practitioners who seek to design valid and reliable assessment instruments.

In the second article, da Rocha-Pinto, Cherman and Bezerra invite us to focus our attention on the need to take into considerations the perception of others in ensuring quality TVET. They raise the issue of the perception of employers, specifically contractors, towards the adequacy of the training provided by TVET institutions in Brazil in preparing their workers. Their experience can benefit us from other sectors of TVET. The third paper which is from Greece echoes similar concern of the previous paper. In this paper, Maria Vasiliki Brinia discusses the target skills that we train our students for and the transferable skills that they actually acquire. Their source of information was from a case study in one of the largest company in Greece. In the fourth paper, Bushra brings us to Pakistan and share with us the current status of TVET provision in Pakistan with some lessons learned that could be equally shared.

Coming back to Malaysia, in the last paper, Fazlinda brings our attention to a minority group in TVET who has been marginalised; the hearing-impaired students in TVET. Having special needs make them more susceptible to negative perceptions and employment discriminations. Thus ensuring that they meet industry expectations by equipping them with the appropriate employability skills is important. Knowing what the employability skills that they need to develop is thus crucial. Fazlinda discusses the differences between what employers demand from ordinary workers and hearing-impaired workers which has implications on training provisions in TVET.

Last but not least, I sincerely hope that our readers have benefitted from JTET and will continue to spread positive and good news about JTET to others. I also would like to invite our readers to share their knowledge with the TVET community by submitting their research articles to JTET. To our authors, thank you for submitting your papers to us and we will support you by not charging any publication fee for as long as we can. To our reviewers and editors, and others behind the scenes, thank you very much for your tireless voluntary efforts in making the publication of this issue possible. To everyone, May the New Year of 2014 brings you many happy returns!

Prof Dr. Maizam Alias

1. COMPETENCY ASSESSMENT OF CLOTHING FASHION DESIGN: RASCH MEASUREMENT MODEL FOR CONSTRUCT VALIDITY AND RELIABILITY

Arasinah Kamis, Ab. Rahim Bakar, Ramlah Hamzah, Soaib Asmiran and Norhaily, Abdul Halim

2. TECHNICAL VOCATIONAL EDUCATION IN BRAZIL: THE CONTRACTORS' PERCEPTIONS

Sandra Regina da Rocha-Pinto, Andrea Cherman and Katia Regina Bezerra

3. RELATIONSHIPS BETWEEN FACTORS AFFECTING THE TRANSFER OF VOCATIONAL SAFETY TRAINING IN THE WORKPLACE: THE CASE STUDY OF ALUMINIUM OF GREECE

Maria Vasiliki Brinia and Maria Efstathiou

4. DEVELOPMENT OF PAKISTAN'S TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET): AN ANALYSIS OF SKILLING PAKISTAN REFORMS

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5. EMPLOYABILITY SKILLS OF THE TECHNICAL AND VOCATIONAL STUDENTS WITH HEARING IMPAIREMENTS: EMPLOYERS' PERSPECTIVES

Fazlinda Ab Halim, Ab Rahim Bakar, Ramlah Hamzah and Abdullah Mat Rashid