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Introduction

The Journal of Technical Education and Training is a biannual, blind peer reviewed journal supported by a group of esteemed international editorial committee. It is a multidisciplinary journal that publishes articles on the various aspects of Technical Vocational Education and Training (TVET), covering a wide range of areas in both formal and informal sectors of TVET practices from around the world. Articles that are considered for publications include research articles as well as analytical essays.

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Message from the Chief Editor

Welcome back to all our readers to the Journal of Technical Education and Training (JTET), volume 3 issue 2. In this issue, six articles on TVET experiences from three countries namely, India, Malaysia and Portugal are presented. These articles highlight some of the best practices in TVET as well as some of the concerns that we need to be dealing with in managing and implementing TVET.

The first article by Alvi, Md Sail and Awang brings a happy note on the TVET front that is gaining greater acceptance from the general public. Better acceptance towards TVET is certainly good news as this will support the efforts in meeting greater demand for TVET workforce that the developing nations need today.

The second article by Ismail and Kasim addresses the issue concerning factors affecting academic success among TVET students who are undertaking courses that are outside their discipline. In this particular study the authors investigated the factors affecting the academic success of non-accounting students who are taking an accounting course. Although the study is within a formal educational setting, similar situation often arises at the work place where changing of job scope is often experienced due to changing demands of industries. Thus, the findings may have some relevance on work-place training as well.

The next two articles share with our readers the experiences of two technical institutions on how they have successfully managed to keep their engineering students actively engaged in learning. The first of these articles, by Neto, Williams and Carvalho shares with readers their techniques for gathering data that provides evidence of positive engagements among students upon their implementations of initiatives on active learning methodologies. In keeping with the Portugal's article, the fourth article by Mohamed, Mat Jubadi and Wan Zaki shares another best practice for keeping engineering students engaged, i.e., via a project oriented problem based learning method that was implemented on a first year engineering students undertaking Analog Electronics in a technical University in Malaysia.

The fifth article by Hassan looks at the readiness level of workers for e-training. This article highlights the need for workers to be competent in using information and communication technology (ICT) as workplace training providers are increasingly dependent on ICT supports in their training programmes. Lastly, the sixth article brings us back to the training institutions; specifically on how to assess the performance of our training institutions so that it can inform decision makings.

As a conclusion, I would like to thank all authors, editors, reviewers and technical help that have contributed to the publication of this issue. Your strong support is very much appreciated.

Professor Dr. Maizam Alias

