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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 to the Journal of Technical Education and Training (JTET), volume 4 issue 2. In this issue, six articles by authors from three countries namely, Indonesia, Malaysia and Nigeria are presented. These articles highlight some of the issues and challenges faced by trainers and employers in the TVET sectors in these countries as well as the efforts that have been undertaken to resolve these issues.

The first two articles are based on the Malaysian experience with the first article by Hassan et al who seek employers' perspectives on the contribution of industrial training in helping graduates achieve the desired employability skills. The second article by Kaur Bhar, Abu Bakar and Chua addresses the language issues faced by employees working in IT related companies. In particular, the authors investigated the difficulties faced by IT employees that arise from language barriers.

The third and fourth article report on the efforts undertaken by TVET educators in the respective countries in trying to improve TVET trainings. From Nigeria, the authors share their experience in implementing activity-based instructions on vocational and technical education students. Factors affecting the success of students' learning were discussed and recommendations for future success were given which may be equally relevant to practitioners in similar situations. From Indonesia, article by Ana and Lutfhiyah Nurlaela reports on their attempt to develop an effective model for project-based learning. The study sought the expert views of food and nutrition educators in several universities in Indonesia in order to develop their production-based learning model.

A second paper from Indonesia by Dadang Hidayat Martawijaya, shares with readers the author's experience in developing and implementing a teaching factory learning model. The learning model provides vocational senior high school students with an authentic industrial working experience in the manufacturing and production sector in the very same school that they are enrolled. The author provides insights into the challenges that schools may face in trying to implement the model and give suggestions on pro-active measures to counter them. The last paper, also from Indonesia and authored by Usman, Hendarman and Jamal and Elfaki. Although this article is not strictly on technical and vocational education and training, the focus of this article which is on the education participation index (EPI) of Indonesians is of relevance to those in the TVET sectors as well. Furthermore, the EPI reported and analysed do include TVET participations.

Lastly, I do hope that the current articles are of interest to our readers and are of benefit in some way. To end my message, I would like to thank all authors, editors, reviewers and technical help that have contributed to the publication of this issue. Your continuing support is much needed and greatly appreciated.

Professor Dr. Maizam Alias

