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ENHANCING TVET FOR A DIGITAL-READY WORKFORCE: A SYSTEMATIC LITERATURE REVIEW

Selvi Rajamanickam[1*], Ridzwan Che' Rus[2], Mohd Nazri Abdul Raji[3]

[1] Faculty of Technical and Vocational, Universiti Pendidikan Sultan Idris, Tanjong Malim Perak Malaysia
Email: tbernselvi77@gmail.com
[2] Faculty of Technical and Vocational, Universiti Pendidikan Sultan Idris, Tanjong Malim Perak Malaysia
Email: ridzwan@ftv.upsi.edu.my
[3] Faculty of Technical and Vocational, Universiti Pendidikan Sultan Idris, Tanjong Malim Perak Malaysia
Email: mohd.nazri@ftv.upsi.edu.my
[*] Corresponding Author

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Abstract:

This study explores the integration of Industry 4.0 (IR 4.0) technologies into Technical and Vocational Education and Training (TVET) systems, aiming to cultivate a workforce prepared for digital challenges. With the rapid progression of technologies such as the Internet of Things (IoT), artificial intelligence (AI), big data, and robotics, there is a pressing need for TVET systems to evolve. This systematic literature review assesses how on-the-job training (OJT) enhanced with IR 4.0 technologies can advance TVET development. Despite the potential benefits, such as improved learning outcomes through the application of virtual reality (VR) and augmented reality (AR) in simulated training environments, and the customization of learning experiences through big data, there are significant challenges to address. The study follows a rigorous three-phase systematic review methodology. It begins with an identification process using key search terms across databases like Scopus and ERIC, leading to the selection of 281 articles. After screening and applying inclusion/exclusion criteria, 22 articles were finalized for full review. There is a disparity in access to these advanced technologies across different regions, potentially exacerbating existing inequalities in educational outcomes. This review aims to explore these issues comprehensively, offering a critical examination of the ways in which TVET can adapt to not only incorporate IR 4.0 technologies but also overcome the barriers to their successful implementation, thereby truly enhancing the capability of the workforce to meet the demands of a digital future.

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Keywords:

TVET, Industrial training, IR 4.0, Digitalisation, Digital Age

Introduction

In today's swiftly changing digital economy, it is increasingly vital to ensure that Technical and Vocational Education and Training (TVET) aligns with the requirements of Industry 4.0.This systematic literature review seeks to explore how TVET programs worldwide are adapting to prepare a workforce that is proficient in digital skills and ready to meet the challenges of new technological landscapes. Given the acceleration of digital transformation across industries, TVET systems face both significant challenges and opportunities. The review examines studies published over the last decade, analyzing key trends, methodologies, and outcomes in the integration of digital technologies within vocational training. By evaluating the effectiveness of these adaptations and identifying gaps in current practices, this paper intends to provide actionable insights and recommendations for policymakers, educators, and industry leaders. This will ensure that TVET programs not only respond adaptively to technological advances but also actively contribute to the cultivation of a digitally competent workforce (Kuntadi et al., 2022). Industry 4.0 encompasses a range of advanced technologies including the Internet of Things (IoT), artificial intelligence (AI), big data, and robotics, all of which are reshaping production processes and business models. This systematic literature review aims to explore how industrial training (OJT) combined with these technologies can enhance TVET development. TVET has traditionally played a pivotal role in preparing individuals for specific trades and crafts, ensuring that they possess the practical skills needed in various industries. However, the rise of IR 4.0 presents both opportunities and challenges for TVET systems worldwide. The integration of advanced technologies requires a rethinking of traditional training methods, curricula, and delivery modes. Industrial training, which involves practical training at the workplace, is particularly significant in this context as it provides real-world experience and immediate application of skills (Regel et al., 2022). One of the primary benefits of integrating IR 4.0 technologies into TVET through OJT is the enhancement of learning outcomes. Technologies such as virtual reality (VR) and augmented reality (AR) can simulate real-world scenarios, allowing trainees to practice and refine their skills in a controlled environment before applying them on the job. Moreover, the use of big data and analytics can help in personalizing training programs to meet the specific needs and learning paces of individual trainees. This not only improves the efficiency of the training process but also ensures a higher level of competency among the workforce (Ridzwan & Binti Abd Rahman, 2022). However, the implementation of IR 4.0 technologies in TVET through practical training is not without challenges. Issues such as the high cost of technology, the need for continuous upskilling of trainers, and resistance to change can hinder the adoption process. Additionally, there is a need for robust frameworks and policies to support this integration, ensuring that all stakeholders are adequately prepared and that the transition is smooth. In conclusion, the synergy between industrial training and IR 4.0 technologies holds significant potential for enhancing TVET development (Montalbo, 2022:Dey & Devi, 2019:Hasnan et al., 2019). By providing practical, hands-on experience with advanced technologies, this approach can ensure that the workforce is not only skilled but also adaptable to the rapidly changing demands of the modern industry. This systematic literature review will delve into the various dimensions of

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this integration, exploring the benefits, challenges, and best practices for leveraging IR 4.0 technologies in TVET through industrial training.

Literature Review

This study employed a rigorous three-part systematic review methodology to identify a substantial number of pertinent articles. The process began by selecting key terms and finding associated words using reference works like thesauruses, dictionaries, encyclopedias, and prior research. This enabled the creation of precise search queries for databases including Scopus and Eric, as outlined in Table 1. During this initial stage, a total of 281 relevant articles were located and obtained from these databases, which served as the basis for the present investigation.

Material and Methods

This study employed a rigorous three-part systematic review methodology to identify a substantial number of pertinent articles. The process began by selecting key terms and finding associated words using reference works like thesauruses, dictionaries, encyclopedias, and prior research. This enabled the creation of precise search queries for databases including Scopus and Eric, as outlined in Table 1. During this initial stage, a total of 281 relevant articles were located and obtained from these databases, which served as the basis for the present investigation.

Identification

Table 1: The Search String

Data base	Search string
Scopus	TITLE-ABS-KEY (job AND training AND education) AND (LIMIT-TO (SUBJAREA , "SOCI")) AND (LIMIT-TO (EXACTKEYWORD , "Education") OR LIMIT-TO (EXACTKEYWORD , "Employment") OR LIMIT-TO (EXACTKEYWORD , "Training") OR LIMIT-TO (EXACTKEYWORD , "Digitalization") OR LIMIT-TO (EXACTKEYWORD , "Students") OR LIMIT-TO (EXACTKEYWORD , "Higher Education") OR LIMIT-TO (EXACTKEYWORD , "Skill") OR LIMIT-TO (EXACTKEYWORD , "Workplace") OR LIMIT-TO (EXACTKEYWORD , "Work force") OR LIMIT-TO (EXACTKEYWORD , "Vocational Training") OR LIMIT-TO (EXACTKEYWORD , "Job Market") OR LIMIT-TO (EXACTKEYWORD , "Technology")) AND (LIMIT-TO (PUBYEAR , 2022) OR LIMIT-TO (PUBYEAR , 2023) OR LIMIT-TO (PUBYEAR , 2024)) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (PUBSTAGE , "final"))
Eric	**(" TVET Development ") OR ("Industrial training") OR ("** IR 4.0 Technologies **")** pubyearmin:2022 pubyearmax:2024

Screening

The screening process for selecting articles for the study "Enhancing TVET Development Through Industrial training and IR 4.0 Technologies: A Systematic Literature Review" involved a detailed multi-stage approach to ensure the inclusion of the most relevant and high-quality research. Initially, records were identified through comprehensive searches in Scopus and ERIC databases, yielding 187 and 94 records, respectively, for a total of 281 potential articles. During the screening phase, records from Scopus (42) and Eric (28) were combined, resulting in 70 records to be reviewed. After removing 18 duplicate records, 52 unique records remained. These 52 records were further screened based on specific exclusion criteria, which included non-English articles, publications dated before 2020, conference papers, books, review articles, and articles in press. This step led to the exclusion of 24 records, leaving 28

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records eligible for full-text review. In the eligibility phase, each of the 28 records underwent a full-text review to ensure their relevance and quality. This review process resulted in the exclusion of 6 additional articles due to non-English language, publication date prior to 2020, being conference papers, book reviews, articles in press, or not related to social sciences and engineering as detailed in Table 2. Ultimately, 22 articles were included in the systematic literature review. These articles collectively provide a comprehensive overview of recent advancements and best practices in enhancing TVET development through industrial training and the integration of IR 4.0 technologies, ensuring the review is grounded in the most relevant and up-to-date research available.

Table 2: The Selection Criterion Is Searching

Criterion	Inclusion	Exclusion
Language	English	Non-English
Timeline	2020-2024	<2020
Literature type	Journal (Article)	Conference Book,Review
Publication Stage	Final	In Press
Subject Area	Social Sciences and Engineering	Besides Social Sciences and Engineering

Eligibility

The eligibility process for selecting articles was a critical step in ensuring the relevance and quality of the studies included in the systematic literature review on enhancing TVET development through industrial training and IR 4.0 technologies. After the initial screening and removal of duplicates, 52 unique records were identified. These records were then subjected to a thorough full-text review to confirm their suitability based on predefined criteria. Specifically, articles that were non-English, published before 2022, or categorized as conference papers, book reviews, or articles in press were excluded. Additionally, articles that did not focus on the social sciences and engineering disciplines were also removed. This rigorous full-text review led to the exclusion of 24 articles, resulting in 28 records deemed potentially eligible. A subsequent detailed evaluation of these 28 articles ensured that only those directly relevant to the study's focus on industrial training and IR 4.0 technologies in TVET were included. This final assessment excluded 6 more articles, culminating in a total of 22 high-quality articles being selected for inclusion in the review as shown in Figure 1. This meticulous eligibility process ensured that the review was comprehensive, relevant, and based on the most current and high-quality research.

Data Abstraction and Analysis

This study utilized an integrative analysis approach as one of the assessment methods to examine and synthesize various research designs (quantitative techniques). The goal of the competent study was to identify pertinent topics and subtopics. Data collection was the initial step in theme development. Figure 2 illustrates how the authors meticulously analyzed a compilation of 22 publications for assertions or material relevant to the topics of the current study. The authors then evaluated the current significant studies related to TVET development

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through On-The Job Training and IR 4.0 Technologies. The methodology used in all studies, as well as the research results, are being investigated. Next, the author collaborated with other co-authors to develop themes based on the evidence in this study's context. A log was kept throughout the data analysis process to record any analyses, viewpoints, riddles, or other thoughts relevant to the data interpretation. Finally, the authors compared the results to see if there were any inconsistencies in the theme design process. It is worth noting that, if there are any disagreements between the concepts, the authors discuss them amongst themselves. The produced themes were eventually tweaked to ensure consistency. The analysis selection was carried out by two experts. Hattori Mina from Technical and Vocational Education (TVET) Nagoya University Japan and the other expert known as Rian Vebrianto from Industrial Engineering Universitas Islam Negeri Sultan Syarif Kasim, to determine the validity of the problems. The expert review phase ensures the clarity, importance, and suitability of each subtheme by establishing the domain validity.

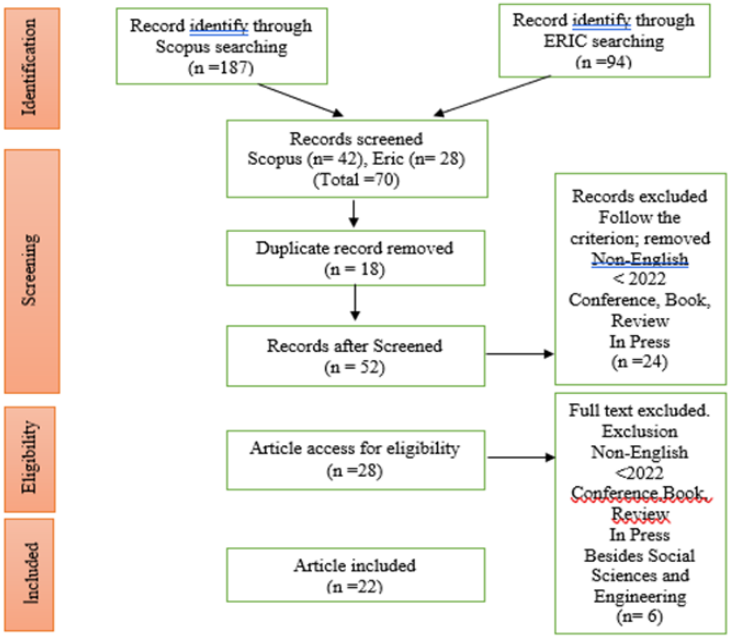

Figure 1: Flow Diagram Of The Proposed Searching Study

Results and Finding

The systematic literature review on "Enhancing TVET Development Through On-The Job Training and IR 4.0 Technologies" categorizes findings into four key themes: Skills Development in the Digital Age, Impact on Workforce Productivity, Relevance of IR 4.0 Technologies in TVET, and Industrial training. These themes collectively underscore the transformative potential of integrating IR 4.0 technologies and industrial training in developing a competent, adaptable, and future-ready workforce. Based on the searching technique, 22 articles were extracted and analysed. All articles were categorised based on four main themes, which are Skills Development in the Digital Age (6 articles) Impact on Workforce Productivity (4 articles) Relevance of IR 4.0 Technologies in TVET (4 articles) Industrial training (8 articles) as shown in Table 3.

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Table 3: List Of Articles

Authors	Title	Year	Source title	Findings
(Wei et al., 2024)	Investigating The Determinants of Vocational Education and Economic Development in Digital Age: A Review from 2018-2023	2024	International Journal of Religion	Vocational education programs need to focus on industry-relevant skills to meet labor market demands.
(Mahmud & Wong, 2022)	Digital age: The importance of 21st century skills among the undergraduates	2022	Frontiers in Education	Data literacy and problem-solving skills are essential for workplace success and the development of critical and creative thinking.
(Sandí-Delgado et al., 2022)	Acceptance of Serious Games to Develop Digital Competencies in Higher Education	2022	Electronic Journal of e-Learning	However, factors such as academic qualifications, work experience, and perceived usefulness can influence their acceptance and use.
(Urakova et al., 2023)	Investigating digital skills among Russian higher education students	2023	Contemporary Educational Technology	Digital literacy should be enhanced across different study fields and genders.
(Sarva et al., 2023)	Development of Education Field Student Digital Competences—Student and Stakeholders' Perspective	2023	Sustainability (Switzerland)	Improving digital resources and support can address these issues.
(Budai et al., 2023)	Digital Competence Development in Public Administration Higher Education	2023	Sustainability (Switzerland)	Factors such as gender, age, and prior training influence these gaps.
(Umut Zan et al., 2020)	A Study on Digital Literacy Skills of Faculty of Letters Students: Use of University Library	2020	International Journal of Emerging Technologies in Learning	Students' digital literacy skills vary by department and technology usage habits.
(Martzoukou et al., 2022)	A study of university law students' self-perceived digital competences	2022	Journal of Librarianship and Information Science	Digital platforms and tools are valued more for academic study than digital citizenship skills.
(Althubyani, 2024)	Digital Competence of Teachers and the Factors Affecting Their Competence	2024	Sustainability (Switzerland)	Science teachers in Saudi Arabia have medium digital competence and

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	Level: A Nationwide Mixed-Methods Study			positive attitudes towards digital technologies.
(Borda et al., 2022)	Impact of Digital Inequality on the COVID-19 Pandemic: Evidence from European Union Countries	2022	Sustainability (Switzerland)	These findings prove the importance of universal access to the Internet for older people and those living in rural areas.
(Mardiana, 2024)	Perceived Impact of Lecturers' Digital Literacy Skills in Higher Education Institutions	2024	SAGE Open	Equipping lecturers with robust digital literacy skills is essential for effective technology integration in higher education.
(Sounoglou, 2023)	Greek, Finnish and Danish curricula and their relation to the labor market: a critical approach	2023	Journal for Critical Education Policy Studies	The study concludes that the intention behind these curricula is to develop skills that meet labor market requirements, benefiting the economic framework not only in the respective countries but also on a broader scale.
(Jevtić et al., 2023)	The Effects of Digitalization and Skills on Women's Labor Market Inclusion- Serbian Gap Study	2023	Journal Women's Entrepreneurship and Education	Digital skills and competencies are strongly correlated with women's social inclusion in the labor market.
(Miço & Cungu, 2022)	The Need for Digital Education in the Teaching Profession: A Path Toward Using the European Digital Competence Framework in Albania	2022	IAFOR Journal of Education	The study emphasizes the critical need for digital education among teachers.
(Norman et al., 2022)	The Educational Digital Divide for Vulnerable Students in the Pandemic: Towards the New Agenda 2030	2022	Sustainability (Switzerland)	Effective emergency teaching strategies and design can help mitigate the educational digital divide.
(Adarkwah & Huang, 2023)	Technology addiction, abduction and adoption in higher education: Bird's eye	2023	British Journal of Educational Technology	Policymakers should adopt a multifaceted approach to drive ICT

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	view of the ICT4AD policy in Ghana 20 years on			initiatives and use technology as a growth engine.
(Abylkasymova et al., 2022)	Influence of High-Tech Society on the Development of Modern Educational System	2022	Journal of Higher Education Theory and Practice	The study concludes that the development of modern educational systems in a high-tech society requires expanding educational courses to incorporate digital skills, mobile learning, and artificial intelligence programs.
(Napal et al., 2020)	Sustainability teaching tools in the digital age	2020	Sustainability (Switzerland)	The study proposes a set of indicators to help teachers select and manage educational resources effectively, aiming to enhance the acquisition of scientific competences.
(Caldeiro-Pedreira & Yot-Domínguez, 2023)	Uses of TikTok in education. A systematic review of the didactic possibilities of TikTok	2023	Science journal	TikTok can positively impact motivation and learning, particularly in developing digital skills and responsible usage.
(Sun et al., 2022)	Higher Education to Support Sustainable Development: The Influence of Information Literacy and Online Learning Process on Chinese Postgraduates' Innovation Performance	2022	Sustainability (Switzerland)	Information literacy positively affects postgraduates' innovation performance.
(Abdul Hamid et al., 2024)	Augmented reality for skill training from TVET instructors' perspective	2024	Interactive Learning Environment	This study found there is a challenge to implement AR technology in certain aspects such as students' acceptance, instructors' expertise, technology barrier, and policy for TVET institutions.

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(Demirtaş, 2024)	Data Literacy and Education: A Science Mapping Study	2024	Participatory Educational Research	The analysis reveals that understanding the trends, influential topics, and collaborative tendencies in data literacy research is crucial for future development

Skills Development in the Digital Age

Making predictions about the future is always a venture fraught with uncertainty, but it is often possible to discern significant future trends from the patterns we observe in the present. The trajectory of the future can either amplify existing conditions or bring about transformative changes that, while not yet fully realized, are discernible on the horizon (Demirtaş, 2024). In the digital age, the landscape of skills development is undergoing a profound transformation, driven by rapid technological advancements and the pervasive integration of digital tools into everyday life . The Fourth Industrial Revolution, characterized by innovations such as artificial intelligence, automation, the Internet of Things (IoT), and big data analytics, is reshaping industries and altering the nature of work. As traditional job roles evolve and new ones emerge, the demand for digital literacy and specialized technological skills is escalating (Wei et al., 2024). Educational institutions, vocational training programs, and organizations must adapt to these changes, emphasizing the cultivation of skills that align with the needs of a digitally driven economy. This necessitates a holistic approach to education and training, where theoretical knowledge is seamlessly integrated with practical, hands-on experience using advanced technologies (Borda et al., 2022). In this dynamic environment, continuous learning and adaptability are crucial, ensuring that individuals can thrive in an ever-changing digital world. As we explore the facets of skills development in the digital age, it becomes evident that preparing the workforce for future challenges requires innovative training methods, forward-thinking curricula, and a commitment to fostering a culture of lifelong learning.

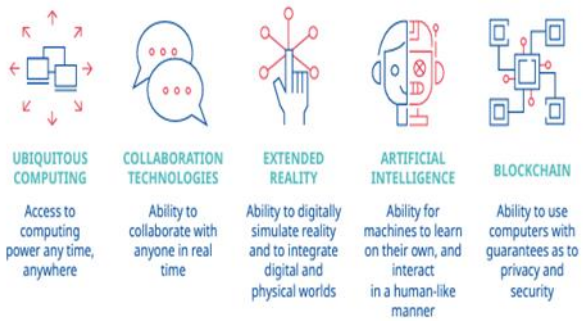

Figure 2: Learning And Skills For Digital Era

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The figure 2 above highlights five key technologies pivotal in the context of Industry 4.0 and their implications for various sectors, including Technical and Vocational Education and Training (TVET). Ubiquitous Computing refers to the integration of computing capabilities into everyday objects and activities, providing access to computing power at any time and from any location. In the context of TVET, ubiquitous computing allows for continuous learning and access to educational resources. Trainees can utilize mobile devices and other smart tools to access training materials, perform tasks, and receive feedback regardless of their physical location (Mardiana, 2024). Collaboration Technologies enable real-time collaboration and communication between individuals, regardless of their geographic locations. These technologies are essential for fostering teamwork and communication in both educational and industrial settings. In TVET, collaboration technologies facilitate remote training, virtual classrooms, and interaction with peers and instructors, thereby enhancing the learning experience. Extended Reality (XR) encompasses virtual reality (VR) and augmented reality (AR), allowing the digital simulation of reality and the integration of digital and physical worlds. XR technologies provide immersive training environments where trainees can practice and refine their skills in realistic scenarios without the risks associated with real-world practice. This is particularly beneficial in fields that require precision and safety, such as healthcare and engineering. Artificial Intelligence (AI) involves the development of machines and systems capable of learning, reasoning, and interacting in a human-like manner. In TVET, AI can be used to create personalized learning experiences, adaptive training programs, and intelligent tutoring systems that cater to the individual needs of learners, thereby improving training outcomes (Jevtić et al., 2023). Lastly, Blockchain technology offers the ability to use computers with guarantees regarding privacy and security. In the realm of TVET, blockchain can ensure the secure and transparent management of educational credentials, certificates, and learner data, thereby enhancing trust and credibility in the certification process. These five technologies collectively contribute to the modernization and enhancement of TVET systems, ensuring that the workforce is well-prepared for the demands of Industry 4.0. By integrating these technologies, TVET can provide more effective, efficient, and flexible training solutions, ultimately leading to a more competent and adaptable workforce.

Impact on Workforce Productivity

The primary goal of integrating IR 4.0 technologies in TVET, especially through industrial training, is to boost workforce productivity. Workers trained in these advanced technologies are better equipped to handle complex tasks, adapt to new processes, and innovate. This leads to increased efficiency, higher quality of work, and the ability to keep pace with technological advancements, all of which are key drivers of productivity in the modern workforce (Abylkasymova et al., 2022). While the benefits are clear, there are challenges in implementing such a system. The political economy of digital transformation illuminates political and policy factors that underpins the related issues of technology ownership, precarity and the gig economy, and the prospects of a work-less future. It shows that, the need for substantial investment in technology and training, the requirement for trainers who are skilled in both teaching and IR 4.0 technologies, and the necessity to continuously update the curriculum to keep pace with technological advancements (Miço & Cungu, 2022). Beyond immediate productivity gains, this approach has long-term benefits. It prepares a future-ready workforce, promotes innovation, and ensures that industries remain competitive in a global market. Moreover, it can lead to job creation in new and emerging sectors driven by IR 4.0 technologies. The enhancement of TVET through industrial training and the integration of IR 4.0 technologies is a forward-looking approach that promises significant improvements in

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workforce productivity. It aligns vocational training with industry needs and technological trends, ensuring that the workforce is prepared for the challenges and opportunities of the modern industrial landscape. However, successful implementation requires careful planning, investment, and a commitment to continual learning and adaptation as shown in Figure 3. The development of new emerging technology skills is essential in preparing the workforce to meet the demands of a rapidly evolving digital economy.

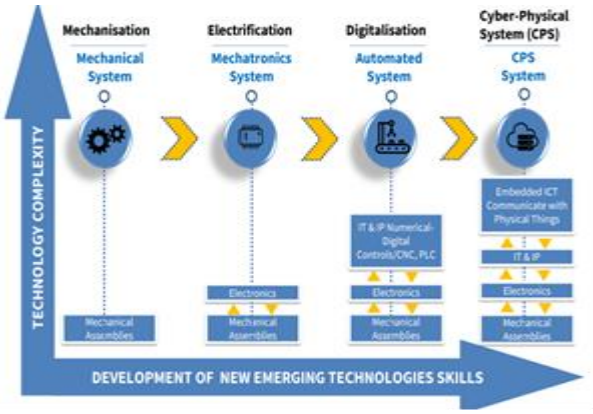

Figure 3 : Technology Vs Skill (Adapted from Penang Skill Development Centre)

Relevance of IR 4.0 Technologies in TVET

The initial Industrial Revolution began with the introduction of steam and water power, revolutionizing production through mechanization. This was followed by the Second Industrial Revolution, characterized by the rise of electric power and mass production methods. The Third Industrial Revolution, often referred to as the digital revolution, was marked by the integration of information technology (IT) and automation into production processes, significantly impacting human interaction, commerce, and community structures through electronics, IT, and advanced globalization. Currently, the Fourth Industrial Revolution is unfolding, distinguished by technologies that merge the physical, digital, and biological realms. This revolution is reshaping product design, fabrication, usage, operation, maintenance, and service. Industry 4.0 represents a comprehensive shift that impacts all industrial and economic activities, transforming every sector into new systems and lifestyles (Umut Zan et al., 2020). This revolution is driven by 'disruptive technologies' such as nanotechnology, artificial intelligence (AI), robotics, bionics, genetics, and 3D printing. In the era of Industry 4.0, the boundaries between industry and services are becoming increasingly indistinct. Digital technologies intertwine with industrial products and services, resulting in hybrid offerings that blur the line between goods and services (Sarva et al., 2023). Concepts like the 'Internet of Things' (IoT) and the 'Internet of Services' are fundamental components of Industry 4.0, as identified by the European Parliament in 2016, reflecting this new era of interconnectedness and transformation.The relevance of Industrial Revolution 4.0 (IR 4.0) technologies in Technical and Vocational Education and Training (TVET) is a crucial topic in the context of modern education and workforce development. IR 4.0, characterized by rapid technological advancements like automation, artificial intelligence, the Internet of Things (IoT), and cloud computing, is transforming industries worldwide.

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Figure 4: Industry 4.0 Elements (Korhan, 2023)

Figure 4 above highlights industry 4.0 elements. As the 4th Industrial Revolution unfolds, nations worldwide are striving to adapt to this rapidly evolving landscape characterized by unprecedented technological advancements, driven by the widespread availability of research and new technologies. While a century ago automobiles were seen as wondrous inventions, today, self-driving cars are becoming increasingly available to the public (Adarkwah & Huang, 2023). Integrating these technologies into TVET programs is essential for several reasons: they equip learners with high-demand skills, ensuring employability and adaptability in various industrial roles; they align educational curricula with industry trends to close the workforce skills gap; they enhance learning experiences, preparing students for tech-driven work environments; they create a future-ready workforce capable of thriving amid ongoing technological advancements; and they foster innovation and productivity, positioning graduates at the forefront of implementing new technologies and processes in their workplaces (Sun et al., 2022).The incorporation of IR 4.0 technologies in TVET is vital for preparing a skilled, adaptable, and innovative workforce, aligned with the demands of modern and future industries. This integration not only benefits the learners but also contributes to the overall competitiveness and efficiency of the workforce in a rapidly evolving technological landscape.

Industrial training

Industrial training, integrated with Industrial Revolution 4.0 (IR 4.0) technologies, marks a significant advancement in workforce development by combining practical training in real-world environments with cutting-edge technologies such as artificial intelligence, automation, the Internet of Things (IoT), and cloud computing. This approach offers several key benefits: trainees gain hands-on experience with advanced technologies, enhancing their adaptability to modern workplaces; it fosters the development of highly relevant and in-demand skills, ensuring preparedness for future technological advancements; it improves job readiness by bridging the gap between theoretical knowledge and practical application; it boosts workforce productivity by equipping employees with the latest methodologies and technologies, leading to more efficient work processes and higher quality output; and it promotes continuous learning and innovation, preparing the workforce to adapt to ongoing technological changes (Abylkasymova et al., 2022). Consequently, industrial training combined with IR 4.0 technologies equips the workforce with essential practical skills, enhances their adaptability, and drives productivity and innovation in the workplace. Advancing Technical and Vocational Education and Training (TVET) through industrial training integrated with Industry 4.0

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technologies represents a significant step in modernizing and enhancing skill development. This approach aligns with the current demands of the labor market and the rapid technological advancements defining the fourth industrial revolution. The core of this advancement lies in embedding technologies like Artificial Intelligence (AI), the Internet of Things (IoT), robotics, and big data analytics into TVET programs (Miço & Cungu, 2022). This integration ensures that learners are not only acquainted with but also proficient in the technologies that are increasingly prevalent in modern industries. Practical, hands-on experience is invaluable in vocational education. Industrial training allows students to apply theoretical knowledge in real-world settings, bridging the gap between classroom learning and practical application. This method fosters a deeper understanding of work processes and enhances problem-solving skills in a real-time environment. By combining IR 4.0 technologies with industrial training, the workforce is better equipped to meet the demands of emerging industries. Employees trained in this manner are more adaptable and can contribute more effectively to innovation and productivity in the workplace. While the benefits are clear, there are challenges, such as the need for substantial investment in technology and training facilities, and the requirement for educators who are proficient in these new technologies (Napal et al., 2020). To address these, partnerships between educational institutions, industry, and governments are crucial. These partnerships can facilitate resource sharing, reduce costs, and ensure that training programs are aligned with industry needs. As industries continue to evolve, the need for continuous learning and adaptation becomes more critical. The advancement of TVET with a focus on IR 4.0 technologies prepares not only current but also future generations of workers for the challenges of a dynamic and technologically driven workplace (Mahmud & Wong, 2022). In conclusion, the integration of industrial training with IR 4.0 technologies in TVET is a strategic approach to ensure that vocational education remains relevant and effective in preparing a skilled, adaptable, and technologically savvy workforce. This approach is essential for meeting the evolving demands of the global economy and maintaining competitiveness in the rapidly changing industrial landscape.

Discussion

The mission of TVET (Technical and Vocational Education and Training) institutions focuses on delivering high-quality training to create skilled graduates proficient in knowledge, skills, and work ethics, while aligning with market demands. For countries like Ethiopia, and others in the developing world, forging strong partnerships between industries and training institutions is crucial for TVET success, as highlighted by UNESCO's emphasis on improving training systems and strengthening ties between education and the job market. However, challenges in this collaboration include limited initiative from TVET institutions and inadequate industry engagement, particularly in Ethiopia. The most significant link identified was industrial attachment, yet the same challenges of limited initiative and poor industry response persist. This paper explores the necessity of collaboration between TVET institutions and industry for effective skill acquisition by graduates. It argues for the need for educational institutions to go beyond basic education or vocational training to provide training for scientists, innovators, and high-level specialists. Technical institutions should establish strong connections with industries to gain support in enhancing practical training, through means like equipment donations, staff exchange programs, and practical experience placements for trainees and staff. The products of TVET institutions are vital inputs for industries. In line with the Republic of Kenya's stance, these institutions should seek close industry links to improve practical training. The shift towards market-responsive TVET in Ethiopia is an ongoing process and a novel approach for emerging economies transitioning from centralized systems. The

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paper also outlines eight key employability skills: Learning, Technology, Communication, Teamwork, Problem Solving, Initiative and Enterprise, Planning & Organizing, and Self-Management, emphasizing their importance in developing competent graduates. The examination of literature regarding the improvement of TVET through practical training and the implementation of IR 4.0 technologies suggests a diverse strategy for updating vocational training. Industrial training, as a practical approach, fills the void between academic theory and hands-on skills, equipping graduates with essential real-life experiences and enhancing their job readiness and marketability. Technological advancements in IR 4.0, including artificial intelligence, the Internet of Things, and automated systems, are significantly transforming industry landscapes. The incorporation of these technologies into TVET curriculums extends beyond merely keeping pace with industrial evolution; it is crucial for future-proofing students' skills. This fusion of technology and education ensures that the emerging workforce is prepared not only to meet current technological demands but is also primed for future technological developments. Integrating practical training and IR 4.0 technologies into TVET programs is essential for shaping a workforce that aligns with the current needs of the industrial sector. This strategy not only elevates the caliber and pertinence of vocational training but also primes graduates for success in an increasingly digital and mechanized environment. To harness this potential fully, it is crucial for government bodies, educational figures, and industry experts to collaborate. They should focus on creating adaptable and technology-responsive curricula, fostering solid connections with the industry for hands-on learning experiences, and committing to ongoing professional development for educators. Looking ahead, the effectiveness of TVET in the IR 4.0 age rests on its continuous ability to adapt and progress, thereby maintaining its role as a significant conduit to skilled employment and playing a pivotal role in cultivating a durable and inventive workforce.

Conclusion

The integration of industrial training with Industry 4.0 (IR 4.0) technologies presents a transformative opportunity for Technical and Vocational Education and Training (TVET) systems. By combining practical, hands-on experience with advanced technological tools, this approach can significantly enhance the development of TVET. The adoption of technologies such as virtual reality (VR), augmented reality (AR), big data, and artificial intelligence (AI) in training environments allows for the simulation of real-world scenarios, personalized training programs, and improved training efficiency. This not only ensures a higher level of competency among the workforce but also prepares trainees to meet the evolving demands of modern industries. However, the successful implementation of this integrated approach is not without its challenges. High costs associated with acquiring and maintaining advanced technologies, the need for continuous upskilling of trainers, and resistance to change from both educators and trainees can impede progress. To overcome these barriers, it is essential to develop robust frameworks and policies that support the seamless integration of IR 4.0 technologies into industrial training. These frameworks should focus on creating a conducive environment for continuous learning and adaptation, ensuring that all stakeholders are adequately prepared for the transition. In conclusion, the synergy between industrial training and IR 4.0 technologies holds immense potential for revolutionizing TVET development. By providing practical hands-on experience with cutting-edge technologies, this approach can ensure that the workforce is not only skilled but also adaptable to the rapidly changing demands of the modern industry.

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