Enhancing Development of Soft Skills among Technical Vocational Education and

Training Students towards Achieving the Sustainable Development Goals

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Abstract

Soft skills are fundamental set of skills for preparing students for life long and work in today's global world. Knowledge, innovation and creativity play key functions in developing human capital, which is a core driver of economic progress and sustainable development globally. It is in line of this background that this paper examined the development of soft skills in Technical Vocational Education and Training (TVET) students towards achieving the Sustainable Development Goals. The paper looked at the concept of TVET, reasons for promoting soft skills in TVET and discussed soft skills for sustainable development. These soft skills include: innovation skills, critical thinking skills, creativity skills, problem-solving skills, communication skills, collaboration skills, among others. The paper also highlighted who today's teachers and students are; and discussed the roles of TVET teachers in developing soft skills in students. Also examined in the paper are instructional methods for developing soft skills in TVET. The paper suggested that TVET teachers should balance direct instruction with project-oriented instructional delivery, among others.

Keywords: Soft Skills, Technical Vocational Education And Training, Sustainable Development Goals.

Introduction

Across the globe, development with attendant and multiplying effects (negative) for the future generation has been overtaking with development predicated upon the win-win base theory of the present and future generation. The development that gets together the requirements of the today's generation without compromise the ability of tomorrow's generations to meet their own needs is known as sustainable development. Sustainable development is premised on 17 goals, with 169 targets and 304 indicators.The 17 goals include no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequality, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice and strong institutions, and partnerships for goals (Gupta & Geeta, 2015; Batty, 2015). The most important among the listed goals is quality education in that quality education drives development of any kind be it in health, sanitation, poverty, inequality, production, etc.

Quality education is the weapon that liberates ignorance, disease and poverty. Various scholars have suggested ways of addressing these challenges through knowledge driven economy and skill acquisition in different vocational trades. Some scholars believe that through acquisition of vocational skills, the standard of living of people will improve for sustainable development. Buttressing their assertions, the Sustainable Development Goals (SDGs) 2016-2030 Agenda emphasized on how to end poverty and hunger, promote healthy living, ensure inclusive and equitable quality education, promote lifelong learning opportunities for all, and to revitalize the global partnerships sustainable development. To achieve the Sustainable Development Goals (SDGs) 2016-2030 Agenda, Technical Vocational Education and Training (TVET) must be given its rightful place as a catalyst for economic and sustainable development.

Concept of Technical Vocational Education and Training

Technical vocational education and training (TVET) is the education that aims at providing skilled workforce in applied science, engineering, technology and commerce. It operates, maintains and sustains the country's economic activities for rapid socio-economic development TVET is widely recognized as a vital driving force for the socio economic growth and technological development of nations. This is because a vital feature of TVET is its orientation towards the workplace and the emphasis of its curriculum on the acquisition of employable skills (Ayomike, Okwelle & Okeke, 2013). It is the preparation of individuals to in areas which require very specific skills in trades which are often of practical nature. TVET is the acquisition of knowledge and skills for the workplace to increase opportunities for productive empowerment and socio-economic development in knowledge economics and ever dynamic world of work. To this end, Irikefe (2017) stated that TVET is the preparation of persons in areas which require very specific skills in trade which are often of practical nature.

According to UNESCO (2015), TVET is education, training and skill development involving a wide range of occupational fields, production, services and livelihoods. TVET as part of lifelong learning is for recipients to acquire awareness, knowledge, skills and attitudes necessary for occupations in various sectors of economic and social life. It is a job-oriented training that is designed to develop the appropriate knowledge, skills, attitude and understanding in all recipients. No nation develops beyond the level of her human resources. To develop industrially requires a workforce that possesses the requisite knowledge, skills, and attitude of the ever dynamic world of work. Ogbuagu (2017) asserted that such workforce must be the products of TVET programmes. Ogbuagu referred to UNESCO meeting of experts which stated that since education is considered the key to effective development, TVET must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help improve the economy through the labour market outcomes. TVET involves strategies, innovations, initiations that bring changes, creativity, problem-solving and decision making, actively seeking out alternatives and opportunities, reformulating goals and priorities, redeploying resources, negotiating, resolving conflicts through dynamic or active leadership.

Reasons for Promoting Soft Skills in Technical Vocational Education and Training

Even with all the roles played by TVET in creating jobs thereby leading to sustainable development, it is still evident that unemployment rate is still high in Nigeria. The report of the National Bureau of Statistics (NBS) for the second quarter of 2016 reveals that unemployment rate is now 13.3% which equate to 26.06 million people. High unemployment has been leading to increasing poverty and serious social problems in Nigeria; coincidentally there has been a decline in TVET enrolment (Oviawe, 2017). Similarly, a lot of Nigerian graduates are unemployed because of the emphasis on theory in Nigerian schools at the expense of skills (Agbaegbu, 2011). He added that the issue of unemployment has led to many graduates roaming the streets in search of what to do. Many countries have improved employment rate by revitalizing TVET programmes and this has resulted in their development. Adeyemo (2014) stated that through TVET programmes China created 2/7 million jobs between 2012 and 2013. This is proof that an effective TVET programme can lead to job creation and sustainable development. The following are some of the reasons for promoting soft skills in TVET:

i.   The need for promoting soft skills in TVET is as a result of the pace of change which has ramped up exponentially. The leaps to new ideas that drive the need for new behaviours are happening globally. Whether it is a new application or a new way to learn, everyone have to adapt to the 'new' almost daily.

ii. Students need these soft skills because employers in the workplace globally demand them.

iii. TVET teachers should intentionally incorporate opportunities for practicing soft skills because they have the power to transform the quality of instructional delivery in all classrooms across all subjects (Fisher & Berliner in Gerenstein, 2016). Hence, TVET students need the full complement of skills in order to participate meaningfully in this ever dynamic global workplace rather than being steamrolled by it.

iv. The Federal Republic of Nigeria (FRN) (2014) in her national policy on education made provision for improvement of TVET and efficiency, and posited that the productivity of   technical   and   vocational efficiency of the students also be increased, and the students must acquire learning for perfection and learn to take pride in doing everything as thoroughly as   they can.

This can only be possible by improving the quality of TVET programmes through enhancing the development of soft skills in TVET students.

Soft Skills for Sustainable Development

Soft skills are indispensable education skilfulness for sustainable development. Soft skills are a set of skills for preparing learners for life and the global workplace. According to Toland (2011), soft skills are non-discipline specific, economically valuable skills required to get initial employment, progress in a job, as well as securing another job when desired. These skills are professional competency sought after by employers which students are helped to develop alongside subject/discipline. These skills include analytical and problem-solving skills, numeracy, confidence, time management, team working, communication skill, information technology, and monitoring skills. Learner (2012) recognized eight soft skills in Australia: communication; planning and organizing; teamwork, problem solving; self-management; initiative and enterprise; technology; and learning. These skills are fundamental for all individuals who hope to partake in the global labour force. It is universally acknowledged that graduates must possess soft skills besides the academic qualification which today is not a measurement of true abilities of the individual. This is why stakeholders in education including employers of labour are concerned about students' acquisition of skills relevant to today's world of work. Though students may have acquired necessary subject specific skills, it is not sufficient for them to be recruited. Employers still express dissatisfaction with graduates' overall work-related skills and preparedness for job. Dixon (2013) lamented that graduates' unpreparedness to compete for existing jobs, indict educational institutions for not teaching students basic skills that lead to critical thinking. Graduates need to learn in addition to academic studies, character and life skills which consist of developing self-esteem, self-confidence, interpersonal skills and ability to cope with the real world of work. These skills are known as soft skills. Soft skills are range of ability and competencies that go beyond what has traditionally been taught in the classroom. They include problem-solving, communication, collaboration, creativity and innovation.

In time passed, education was focused on reading, writing and arithmetic, but with globalization, the expectations of the world of work have become more complicated and this has also complicated the demands on education. Today, students are not only expected to read complex texts from a variety of genres, but respond in a variety of well composed essays and apply a variety of mathematical methods, to determine the answers to story problems, students must successfully apply technology to all areas of life and be able to code, decipher code, create WebPages, presentations, podcast, among others (Jenkins, 2015). Jenkins added that the fundamental skills students need to possess presently include:

i. Resourcefulness: technology is changing the world at an incredible pace. Careers that are essential presently may not exist in the future. Then students should be prepared for tomorrow's unknown world. Individuals who succeeded to be successful continually change their view, challenging all that they knew, and pushing technology by experimenting and learning from others. By encouraging students to discover and experiment, teachers can provide learners with prospects to employ resources and depend on themselves instead of the teachers. This should be done by giving learners project-based teaching which offers learners with the prospect to become self-governing learners, to depend on themselves instead of the teacher. Learners who are taught to resolve problems and discover answer to simple impediments make them more useful in the world of work.

ii. Responsibility: This is the second key ingredients to becoming a successful person. No one achieved anything without hard work and accepting the responsibility of his/her own actions. When teachers do not assist students accept the consequences for the decisions they make, learners never learn to accept responsibility. Instructing learners that they are responsible to both positive and negative consequences for

their actions and decisions helps learners become more successful adults. Delegating authority with learners is a way to teach responsibility.

iii. Respect and Dignity: learners need to understand the importance of respect. The world is consists of persons from diverse ethnicities, races and religion. Showing respect and dignity to others is a way to get things accomplished. Regardless of individual's socio-economic group, race, religion, tribe, belief or gender, he/she must learn to work cooperatively.

iv. Creative thinking and innovation: Creativity is being able to come up with something new. It includes both thinking creatively, and working creatively with others. The skills that promote creative thinking include adaptability, leadership, and teamwork. Building in opportunities for students to practice ideas generation techniques, such as brain storming, mind mapping. Storyboarding, or visualization, to mention a few, will bolster their abilities to create and innovate, while at the same time foster communication, collaboration, and problem-solving. Creativity and innovation are interconnected. Creativity is the ability to form ideas, develop new perspectives, envision a new design, invent a new product or service, identify new opportunities and appreciate the unexpected which will be critical to compete globally (Uzo-Okonkwo, 2008). The challenge of TVET educators is to allow, help, guide and encourage students to make these connections. Creative thinking and action are the key drivers of collaborative and sustainable development. Creativity and readiness to work with innovation can be promoted through lifelong learning when students: (a) are encouraged to change their daily routines; (b) experience changes in the environments in which their learning takes place; and (c) are enabled to find their natural talent.

v. Critical thinking and Problem-Solving: Critical thinking and problem-solving process can be activated by asking the learners to reason, either inductively, by moving from specific observations to broader generalization, or deductively, using a 'top down' approach to move from the general to more specific. Onyekaba (2016) stated that critical thinking is one of the bedrock of academic achievement and do not only aid in the manipulation of information, but also aids in problem set-up and decision making. Most notably, students will use deductive reasoning while testing a hypothesis. Students can also be engaged in analyzing how the parts of a whole interrelate with each other to create a sure set of results. Opportunities to ignite higher order thinking, such as analysis, evaluation, or synthesis can be achieved through asking students to make judgements based upon evidence, arguments, and beliefs. Ability to solve problems is said to be dependent upon the individuals' ability to utilize the knowledge required to solve the specific problems (Naffi, 2012). Problem solving is a product of creativity. In the process of solving problems, ideas are generated, solution found and evaluated so as to select the best ideas.

vi. Communication literacy: includes speaking and listening, encompassing comprehension and collaboration, along with the presentation of knowledge and ideas. With just modest attention to these standards across the curriculum, instruction could be transformed into a series of events where learners are given opportunities to participate in lively conversations, express their opinions, build upon others' ideas, present information, and evaluate another speaker's view point. Communication involves the exchange of information between people by means of speaking, writing or using a common system of signs of behaviour. These information include facts providing knowledge return to a given event or situation which may be utilized as a basis for making decision to modify a course of action that would otherwise not be implemented.

vii. Media literacy: social media can foster students learning by expanding the educational environment. Oladipo, Mamman and Saba (2015) stated that social media has positive impact on TVET in Nigerian educational institutions and has influenced students to be more interested in studying. Nelson (2015) posited that in the era of social media, the teacher is no longer at the centre of learning. The teacher's primary role is to support students to develop powerful learning network. Having social network and being digitally literate is what is required to aid students to connect with others and share their thoughts, interests, talents, passions, ideas, knowledge and skills. Social media changes the teacher as an expert to

the group as experts.   A statement by the Policies Commission for Business and Economic Education stated that learning with social media develops the skills students need to succeed in today's global workplace. Similarly, Okoli and Idele (2015) asserted that social media enhances academic performance of students.

viii. Collaboration/Teamwork: promoting collaborative learning is vital in the global workplace. Collaborative learning theory is a recent learning theories propounded by Lev Vygotsky proposes that social interactions lead to cognitive development. Within this theoretical framework, an effective learning strategy is scaffolding, which assumes the role of teachers and facilitators as instigators of the student's development, providing support structures to progress to the next stage or level of cognitive development through collaboration and interaction. The means of assisted performance are: modelling, feedback, instructing, questioning, and cognitive structuring whereby the student transits from other-assistance to self-assistance to unassisted internalized learning. The social environment, which can be both computerized and natural, acts as a necessary scaffold or support system that allows students to move forward and continue to build new competencies. The emergence of Computer Supported Collaborative Learning incorporates these scaffolding and social learning concepts. Collaborative learning can foster academic achievement and boost motivation as both in persons and groups exchange their ideas, negotiate on them, share their expertise, give explanations, externalize their thoughts, internalize their experience, argument on their actions and views, articulate their reasoning, and co-construct their knowledge.

ix. Technology literacy: Technology can promote instruction process in TVET programmes. The following are the benefits of employing technology in teaching and learning according to Metiri Group (n.d):

a.   Improved teaching, leadership and decision-making, as well as student-focused

       purposes.

b.   Improving learning.

c.   Increasing students' engagement in learning.

d.   Improving economic viability of students. For example, increasing students' abilities to succeed in the global work environment through teaming, technology   fluency, and high productivity).

e.   Increasing relevance and real-world application of academics.

f.   Closing the digital divide by increasing technology literacy in all students.

g.   Building soft skills (critical thinking and sound reasoning, global awareness, communication skills, information and visual literacy, scientific reasoning,   productivity, and creativity).

Who is Today's Teachers?

Today's teachers have greater advantage than teachers of yesterday. At their disposal are varieties of instructional information and communication tools and devices that were not in existence for in the past. For example, in time past, a teacher cannot imagine that from the comfort of his/her office or bedroom or even on transit, he/she can effectively communicate with his/her students and conveniently deliver instruction. Hence today's teachers are always in pace with the rapid changes in the global world. To this end, Cox (2016) asserted that the global teachers are aware of the ever-changing trends in technology and are in tune of what the future may bring to education. These teachers keenly look forward for novelty and are very concern with ICT tools and facilities that can assist their students become skilled better and acquire knowledge faster, certainly, they are concern with how to transform the instructional environment. They are familiar with the most excellent ICT tools and how, when and where to apply them. Therefore, it becomes clear that instruction

in today's global world is all in all different occurrence; for no reason before could learning occur the way it is at present everywhere, all the time, on any subject matter, supporting any learning. Instruction is conducted easily as any information the teacher wishes to pass to students are at the teacher's fingertips. However, not all teachers today can be addressed as global teacher; not all teachers can produce global students. Palmer (2015) asserted for any teacher to qualify as a global teacher who is capable of producing global students, he/she must demonstrate the following attributes:

i.   Adaptive and innovative: A digital era teacher is ready to adapt to whatever comes their way. Teaching a career that has pretty much stayed the same over the past few decades. The tools have changed over the years (chalkboard has been replaced by white board then Smart boards and then no boards (virtual classrooms)). Textbooks have been replaced with tablets, but the conventional teaching and learning practice has not. A teacher in this era of globalization should be able to look at their practice and adapt based on the needs of the learners. They must be able to adapt their teaching style to include different modes of learning, and adapt to new technology (Bashir, 2017). They must be able to adapt to the curriculum and requirements and be able to apply their imaginations to teach in creative ways. He/she should be someone determined to learn the new learning technologies.

ii.   Learner-Centred Classroom for Personalized Instructions: As students have access to any information possible, there is no need to 'spoon-feed' the knowledge or teach 'one-size fits all' content. As students have diverse personalities, goals and needs, offering personalized instructions is not just possible but also desirable. When students are allowed to make their own choices, they own their learning, increase intrinsic motivation, and put in more effort – an ideal recipe for better learning outcomes.

iii. Lifelong learner: With the emergence of new technologies, learning becomes essential for the teachers, hence the teacher in the era of globalization is a lifelong learner. They must remain abreast with contemporary innovations and inventions in ICT particularly as it affects the teaching and learning of building construction environment. Even though they may still utilize the same old course content and curriculum, they are expected to know how to change it to keep up to date with what is recent. A great teacher will not only embrace technology, but willing to learn more about it, thus they must keep learning.

iv.   Collaborate effectively with others: Technology allows collaboration between teachers and students. Creating digital resources, presentations and projects together with other teachers and students will make classroom activities resemble the real world of work. Collaboration is expected to go beyond sharing documents through e-mail or creating PowerPoint presentations. Other platforms like the social media should be explored to ensure adequate collaboration. Hence, learning is deemed to be more effective when ideas and knowledge are shared with others. Sharing expertise and experiences, communicating and learning from others, and been able to reflect is an essential part of the learning and teaching process. Consequently, an effective teacher must be able to collaborate and work well in a team. Working with others is a generic skills that is required in today's workplace.

v.   Use the social media: Today, the application of the social media like the Facebook, WhatsApp, Twitter, Youtube, Skype, Imo, Instagram, Blogs, Snapchat, Palmchat, Google+, Linked, Reddit, Researchgate, etc proffer the most economical, easiest and user friendly platforms of sharing information on a broad variety of subjects. They are ways that teachers can employ to organize, share, communicate, announce and even assign test/assessment for students. To fellow teachers, they are platforms that can be employed to exchange ideas, research and remain current with issues and updates in your field. Teachers can now develop professionally and increase their knowledge as there is a vast conversation occurring daily, and attending conferences is no longer the way to meet others and build professional networking.

vi.   Go digital: Digital or paperless organization of instructional resources and activities on personal website and integrating technology bring students learning experience to a different level. Sharing links and offering digital discussions as opposed to a constant paper flow allows students to access and share class resources in a more organized way. Hence, the global teacher should always learn to connect with like-mined persons. Again, global tools allow people to connect anyone, anywhere, and anytime.

Who is Today's Students?

Today's student according to International Educational Advisory Board (IEAB) (2015) spends five to six hours each day saturated in social media, print, electronic, digital, broadcast and news media. They listen to and record music; view, create and publish Internet content; play video games; watch televisions; talk on mobile phones and instant message every day. Indeed, they are more concern with how to download, upload, share files and take selfie pictures. According to IEAB (2015) and Cox (2016), 21st century students share the following characteristics:

i.   Their generation is the first to be surrounded by digital media. ICT has always been part of their lives, and because of this access, they are naturally incline to it. They are very much at home with digital technology and apply it easily. They expect it to support their learning and do what they need socially and academically. This group of students can perform a lot of responsibilities with mobile phones, handheld devices and other wireless equipment than they can with conventional computers/desktop. They often prefer computer-mediated communication and have developed their own language or slang which consists of acronyms like: LOL – laughing out loud, ATM – at the moment, BTW – by the way, among other slang.

ii.   Today's students are social and group-oriented. Relentlessly exposed to the world through the internet. They socially network continuously. In person, they travel in packs, shopping and playing together. Online, they seek opportunities to identify with other persons on a smaller scale, joining communities and associating with peers around the world. They are very collaborative; exchanging what they learn with others actually aid them make their own individual identities.

iii.   They like to be in charge. They pay little attention to conventional schedules and want to sit in a digital learning environment to learn or in an office to work. They prefer to employ technology in studying at anytime of the day and from anywhere in the world.

iv.   They prefer to use the internet in searching for information globally and utilize hypertext links to divert from original searches and learn about new things. They prefer to 'Google' or 'Yahoo it'.

v.   They think differently. Today's students simply accept technology, adapt to it and manipulate it expertly. A student looking for information simply 'Googles' it. What Google is and how it works does not concern them; they employ the tool to search for the information they require.

These inherent attributes of today's students make it imperative for the global teachers to look for innovative ways of enhancing the development of the soft skills among TVET students towards achieving sustainable development.

Roles of Technical Vocational Education and Training Teachers in developing Soft Skills

Stubbs (2013) identified five tips to foster students' experiences. If students do not have positive and enjoyable experience which they believe meets their needs, this is likely going to affect their interest and the output. Hence the following tips could be utilized to promote students' learning experiences among TVET students towards developing soft skills:

i.   Clarify roles of engagement: the students need a voice and need to know how they can use it to its best effect. There are a multitude of opportunities for students which would allow them to promote their leaning experiences, but a need for effective communication is a signpost and explains those opportunities. TVET educators need to make it as easy as possible for TVET students to engage.

ii. Be serious about the student voice: do not underestimate the benefits of a good student's survey not only does this allow TVET teacher to see the areas that require improvement andconsider the needs of TVET students, but the teacher knows where and how to focus on the students.

iii. Understand sources of satisfactions and dissatisfaction: TVET operations are highly

dependent on one another and deciding how best and where to intervene to improve the students experience can be challenging.

iv. Be bold enough to make systematic change: a strong TVET reputation attracts students. These bring resources which, when deployed effectively produce results that further promote reputation.

v.   Consider how technology can wrap TVET programmes around the students.

Others are:

i.   Focus on the soft skills, content knowledge and expertise.

ii. Build understanding across and among academic programmes.

iii. Emphasize deep understanding rather than shallow knowledge

iv. Engage students with real world information, tools and experts they will encounter in schools, in the world of work and life. Students learn best when actively engaged in solving meaningful problems, and allow for multiple measures of mastery.

To cope with tomorrow in sustainable ways, teachers need to offer teaching of creativity and soft skills more critical place in education and individual lives. This can be achieved by enhancing the development of soft skills. To enhance means to increase or further improve the good quality, value, or status of something or somebody (Hornby, 2010). Soft skills are not actually a new concept, but the fact remains that students' success in the classroom and in the world of work requires that their educational experiences be reflected to digital world, hence, enhancement in order to equip students to engage with it. This can be done through the application of innovative teaching methods

Instructional Methods for Developing Soft Skills in Technical Vocational Education and Training

Instructional method for fostering soft skills should be the reverse classroom methodology which focuses on developing global learners and soft skills by incorporating the use of technology, creativity, research inquiry, and self-management. By combining these strategies, the teacher is able to create a classroom that differentiates instruction, accommodates diverse learning styles and ability levels, along with providing rigours instructions. Policies Commission for Business and Economic Education (2012) stated that TVET teachers become benchmarks for best teaching practices; and TVET programmes must prepare teachers who have command of a core body of knowledge for and about TVET, integrate vocational academic learning, including school-based and work-based activities, and create instructional opportunities that meet the needs of various learners. Others are:

i.   Cooperative Learning Model: Cooperative learning involves activities such as reading, building, predicting, and mechanisms which include induction, deduction, and compilation. The by and large

product of cooperative learning not personally based but an integrated ability of individuals to reflect on the same task. Using the variance abilities and skills of persons in their best dispositions to achieve a common goal underpins cooperatives intelligence while the extent to which these persons learn from each other on the delivery processes of the given task further highlights cooperative learning. Collaborative intelligence according to Markova and McArthur (2016) has the capacity of a person to think with others towards accomplishing a unique project that matters to people in the group. However, collaborative learning and collaborative intelligence could be further detailed leaning on dynamic learning capacity.

ii.   Integrated and contextualized Learning Approach: Soft skills are best learned when they are included among instructional goals which need to reflect the full range of academic, technical and generic skills. Soft skills are best learned when classrooms replicate exact situation of world of work and student tasks approximate those performed by workers in those settings. Here, emphasis is on contextualized learning rather than abstracted learning in artificial or unrealistic classroom settings. This reflects the increasingly widely held acknowledgement that the context for learning is crucial to its success. Other methods suitable for learning soft skills in classroom are: learning by doing, experiential learning, e-learning (virtual learning), video conferencing, group work, role playing and class discussion to facilitate exploration of ideas and deeper understanding (OFTSED, 2007).

iii.   Creation of Well-equipped learning spaces: Providing spaces for social activities, collaboration and study should align with current modes of operation in the world of work (Imperial College London, 2019). The increase in flexibility is influenced by the various requirements for students at various locations and this changes the need of the community all through the year. For instance, more work in groups is required at various times while studying individually happen during examinations. Nigeria should establish a future-looking approach to increase learning space as follows:

iv.   Use of technology: Since today's world of work needs the utilization of technology, the availability of technology and the competence of the teachers and students to employ the technology become essential. Digital advances will be applied to facilitate and enhance more interesting ways to teach and learn. The mixture of digital and online technologies replaces classroom and lectures for pedagogical interaction and experiences. The advantages for the use of technology in education include gains in actual and collaboration feedback between teachers and learners. Through technology, teacher facilitation can be done ones and students from various locations in their numbers can connect and thereby gain in real-time, hence, saving energy and resources.

Conclusion and Suggestions

This paper discussed the need to enhance soft skills in TVET towards achieving the sustainable development goals and concluded that to become employable in today's world of work, students need to think deeply about issues, solve problems creatively, work in teams, communicate clearly in diverse media, learn emerging technologies, and deal with various data. This is because today's world of work needs graduates to be flexible, take initiatives, lead when the need arises, and be creative. This paper suggests that for students to move beyond a focus on basic competency to promoting understanding of academic content and soft skills which will enable them perform better academically and in the world of work, the following are suggested:

1.   TVET teachers should balance direct instruction with project-oriented instructional delivery. They should illustrate and put to practice how a deeper understanding of subject matter can actually promote problem-solving, critical thinking, creativity, communication, teamwork, etc.

2.   TVET teachers should cultivate and develop the ability to identify students' given strength and weakness, learning styles, and intelligence in order to create environments that supports various instructional delivery.

3. TVET teachers should be given adequate support for professional development that will enable them to partner with others, share best practices and integrate soft skills into their teaching and learning process. With this, the students will be encouraged to learn in the context of the real world of work using quality learning tools, equipment and technologies towards sustainable development.

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