

**THE GLOBAL SKILLS MISMATCH IN THE GARMENT FABRICATOR INDUSTRY:
A THEMATIC REVIEW PAPER**

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A Thematic Paper

Abstract

This thematic paper examines the global skills mismatch in the garment fabrication industry, where the competencies possessed by workers often fail to meet the evolving demands of modern production systems. The study explores how skill mismatches are manifested across labor markets, the factors contributing to these gaps, industry collaboration, and policy responses in addressing them. The reviewed literature suggests that skills mismatch is a widespread challenge affecting both developed and emerging economies. In the garment fabrication sector, evidence from Europe, Asia and Africa indicates that gaps in technical skills may reduce competitiveness, employment opportunities and production efficiency, and highlights persistent gaps between graduate outputs and employer requirements. This research review emphasizes that adaptive training systems, stronger industry-academia partnerships, and responsive labor market policies appear essential for closing these skill gaps. This research paper also concludes that collaborative and context specific strategies are necessary to align workforce capabilities with the changing needs of the global garment industry.

Keywords: *Skills mismatch, Garment fabricator industry, Workforce development, Labor market, Industry-academia collaboration, Global economy.*

Introduction

Government policies that are concerned with industrial development often appear to focus on increasing production rather than on the development of skills and hence, investment may remain inadequate in educational and training programs. The World Bank (2019) reports that in Bangladesh, where the garment industry has grown substantially, employers struggle to find graduates with the required technical and soft skills; about two-thirds of surveyed employers reported difficulty in finding skilled applicants for professional and technical positions. Another possible source of the skills mismatch is the rapid technological change of the garment industry. The skill base of the employees in the garment industry is rapidly changing with the emergence of Industry 4.0 technologies, including automation, artificial intelligence (AI), and 3D printing (Ariyani, 2021; Nayak, 2018). Nevertheless, since many garment-producing nations still rely on traditional labor-intensive techniques, workers may be left without the skills needed to use the new technologies (International Labour Organization, 2022). Similarly, a study on the textiles and clothing sector in Nepal notes that the country's trade policy envisions a fashion technology institute to produce human resources competent in value-added garment production (Kharel & Bhattarai, 2012), which suggests that the lack of relevant skills is also recognised as a constraint in Nepal. The literature review explores the phenomenon of skills mismatch that has been experienced globally and that has led to a continued disconnect between the skills that workers have and the skills required by the modern industries as they affect employment, productivity and economic growth. The core research questions are how the skill mismatches can be observed in the various labor markets, what factors lead to these gaps and how the educational systems, industry relationships, and policy reactions can be used to deal with the gaps. The methodology was through thematic review of international peer reviewed literature and policy studies that were obtained through academic databases like Scopus, Web of science and Google scholar.

However, the literature suggests that skills mismatch is a common problem in both developed and emerging economies (Brunello & Wruuck, 2021; Puckett et al., 2020). As an example, the skill shortage and mismatch dynamics presented in the in-depth review present a structural and cyclical aspect of the issue in relation to the European labor markets (Brunello & Wruuck, 2021). The available research on educational leadership practices emphasizes the importance of academic cooperation in the industry to reduce the mismatch and increase the readiness of the labor market (Awusa, 2025; Faustino et al., 2025). Mismatch is also linked to

larger economic and social costs, such as less productivity and quality of jobs, which can be observed in large quantitative studies (Puckett et al., 2020). Further evidence of the skills mismatch in Africa and Asia can be found in regional studies that indicate that there are continuing gaps between the output of graduates and employer demand (e.g., Hawa R. Nkunya, 2024; Khan, 2019). The rapid transformation in the garment industry appears to be a key factor in the skills mismatch in the sector. This transformation is driven by the growing use of technology and automation in the industry, especially with the advent of smart manufacturing and Industry 4.0. Some of the technology used in garment production include robot arms, 3D printers and sewing machines. These technologies are intended to enhance productivity, cut costs and improve competitiveness. (Ariyani, 2021). But such technological advances have increased the need of specialized skills, which many workers in the garment industry may not yet possess (Nayak, 2018). For example, workers may need skills in operating automated machinery and using digital design software in order to remain competitive (Ariyani, 2021). However, a large number of the garment-making nations are finding it difficult to offer the required technical training in order to fulfill these requirements (International Labour Organization, 2022). It can therefore be assumed that without investing in skills development, countries may get left behind as the industry moves towards more automated and high-tech production processes.

The technological change therefore underscores the need to resolve the skills imbalance in the garment industry. In the absence of properly trained labor force, nations might not have a chance to be competitive players in the international market. Besides, the inability to fulfill these demands may result in the stagnation of the economy and more unemployment as the industry will not be able to withstand the changes in the technology. The global importance of the garment industry is widely recognised (International Labour Organization, 2020). It is a key economic sector which employs millions of individuals in the developing countries and is an important part of the global supply chain (Gereffi, 2010). Nonetheless, skills mismatch in this sector due to old training programs and fast-paced technological changes appears to be a major challenge to further growth and competitiveness. To address this problem, extensive reform of vocational education, industrial-academic interaction, and technological up-skilling of investments may be necessary (Faustino et al., 2025). Such initiatives could help to narrow the skills gap and allow nations to take the benefits of the latest manufacturing technologies so that the garment industry can be sustainable and competitive.

In this context, such international synthesis makes contributions to the field by pointing out some common themes within the literature, the necessity of adaptive training systems for adjusting skill mismatch, more powerful industry education connections, and policies that react to swift technological and labor market shifts. The review highlights the need to have collaborative and context specific solutions to bridge skill mismatch across the world.

Methodology

This research used a thematic review approach to investigate the existing literature regarding skills mismatch. In order to do this literature review, I searched several academic databases (Google Scholar, Scopus, JSTOR) using keywords such as “skills mismatch in the garment industry” and “vocational education and training”. I also reviewed peer-reviewed articles, TVET Journal, Journal of Education and Research, government reports and industry case studies of past 10 years to guarantee the relevance and timeliness of my findings. The chosen articles were filtered by geographic heterogeneity, giving priority to those regions (South Asia, Southeast Asia, Sub-Saharan Africa, and Europe) where garment production is an important economic activity.

This review is presented in a narrative format where a synthesis of qualitative studies is presented to show some of the key trends, challenges and solutions to the global skills mismatch. Articles were selected on the basis of the quality of their research, geographic fit with the topic of sewing & cutting of manufacturing skills. Over 50 articles were discovered, and primary (case studies and surveys) and secondary data (literature reviews, policy papers and meta-analyses) were preferred as a source which were selected based on relevance and quality to ensure that its content had a close link with the research purpose.

Thematic Literature Review

The international landscape of the garment industry is crucial to comprehending the magnitude of the skills disparity. The reason of this theme is to give a perspective of the global relevance of the garment industry, especially in regard to economic input, job creation and technological revolution which is currently experiencing. Examining the role and economic significance of the garment industry in various regions helps to put the skills mismatch and its effects on local and global economies into perspective. (Gereffi, 2010). In most countries, particularly the developing economies the garment sector is a major source of industrialization and employment. Nations such as Bangladesh, Vietnam and Cambodia contribute significantly to

the world garment production and millions of workers in these countries rely on this market to earn their living (Gereffi, 2010; International Labour Organization, 2020). In that regard, it is not only a question of skills mismatch being solved to enhance productivity, but also of the economic stability of these countries, as well as their social development.

Moreover, the industry is experiencing technological revolution, whereby there is growth in automation, computerization and the adoption of more sophisticated production processes. The need to have skilled labor is becoming more intense due to these developments and workers have to be capable of working with complex machinery and technologies. In this regard, it is essential to look at how the skills mismatch constrains the potential of this transformation and impedes competitiveness of industries in a global scale. (Szabó-Szentgróti, 2021)

The garment industry is one of the largest industries in the world and an important sector in the economies of many countries, particularly developing countries (Gereffi, 2010). The International Labour Organization (ILO) states that the textile and garment industry employs millions of people, especially in the nations where industrial production is underdeveloped (International Labour Organization., 2020). In some nations such as Bangladesh, Vietnam and Cambodia, the garment industry constitutes the major employment and export income and is thus a pillar of the national economies. The world garment industry is not only critical in provision of employment but also massive export income to the developing countries through qualified skills expertise. In some countries like Bangladesh, garment industry contributes more than 80 percent of the total earnings earned by the nation in exports. (Swazan, 2022) Similarly, the textile and garment sector in Vietnam accounted for nearly 12 per cent of the country's total export turnover in 2022 and employed close to 3.4 million workers (International Labour Organization, 2025). These figures explain the importance of the garment industry to the economic development of a country and the international trade. (UNIDO, 2019)

Further, the garment industry has a global supply chain that comprises several nations, each of which provides different phases of the manufacturing process, starting with the creation of fabrics to the assembling stage. The main sources of raw materials and fabrics include China, India and Indonesia and the main destination of garments production includes Bangladesh, Vietnam, and Sri Lanka (Gereffi, 2010). Consequently, the interrelatedness of these nations underscores the fact that the garment industry is a worldwide enterprise, and any interference in the provision of skilled workforce may affect the whole chain. Garment industry is considered as

one of the biggest employment-creating industries particularly to women working in developing countries. Studies show that millions of women work in the garment industry in South Asia and have a chance to become economically independent and socially mobile (Lopez-Acevedo & Robertson, 2016). Nonetheless, skilled labor in this industry is in demand, with more automated procedures, computer technologies, and finely-tuned equipment being invested by global garment firms. This has increased the value of vocational training so that the workers acquire skills to make them be able to use such sophisticated technologies. (Taufik, 2017)

Nonetheless, skill gaps are present in the labour markets of many developing countries, although the labour markets of the developed countries are in need of skilled labour (International Labour Organization, 2022). The skills mismatch arises when the qualification of workers lacks technical skills needed in the current garment production. The shortage of skills in such countries as Bangladesh and Vietnam may limit the capacity of these countries to develop their garment industry and to adopt new technologies (Khan, 2019; Pimpa, 2020). This may translate into missed opportunities in terms of economic growth and creating jobs. One likely reason why workers are not properly trained to satisfy the requirements of the contemporary manufacturing industry is the imbalance between the technical training programs and the changing requirements of the garment industry and innovation on technology. Traditional vocational training in many countries appears to be outdated and places more emphasis on the manual labor skills rather than the high-tech skills such as digital design, automation and robotics (Hawa R. Nkunya, 2024; Khan, 2019). With the evolving nature of the garment industry in terms of modernization, the workforce needs are changing and the training programs should adapt to the new needs.

One of the main reasons for the skills mismatch appears to be the outdated curricula of vocational education and training (TVET) programs world over. Vocational training programs have lagged behind modernization of the garment industry in most of the garment making nations including Bangladesh and Vietnam. With the industry moving towards new technologies, including digital design tools, automation, and high-tech stitching technologies, TVET institutions still prepare their students with low-level skills that are no longer applicable in the current garment production. (Hawa R. Nkunya, 2024)

This skills gap is worsened by the fact that there is often limited coordination between the garment industry and training institutions. TVET programs are not usually developed with the

input of the industry players and therefore there is a mismatch between skills that are taught in the classroom and that which is needed in the factory. This misalignment appears to be a major obstacle in dealing with the skills mismatch as workers are not well-equipped to adapt to the dynamic needs of the industry. (Khan, 2019)

The other significant factor which contributes to the skills gap in the garment industry is the lack of practical training to the workers. Despite the fact that many workers in garment producing countries have gone through theoretical training in TVET institutions, they may not have the opportunity to experience first-hand the latest technologies and machinery that are used in current garment factories. In Bangladesh, as one example, the absence of practicability in training facilities means that employees usually enter factories with limited knowledge of how to operate, thus struggling to learn how to use automated machinery or computer software to design (Khan, 2019; Khan et al., 2025). In many countries, training still focuses on skills such as cutting, stitching and sewing that are becoming automated. The innovation of robotic stitches and CAD (Computer-Aided Design) systems are increasingly being used and this requires technical skills in the workforce (Nayak, 2018). Workers without these skills may find it difficult to cope with such changes, which may lead to gaps in efficiency, productivity and ultimately the competitiveness in the international market.

Economic constraints are also a major contributor towards worsening the skills gap in the garment industry. Most of the countries where garment industries are large, like Vietnam, Cambodia, and Bangladesh, have limited budgetary resources and may not be able to invest enough in modernizing vocational training centers or the creation of new curriculums that address modern technologies. In most instances, clothing manufacturing nations depend on foreign investments to finance training programs, but it may instill dependency and restrict sustainability of training programs (International Labour Organization., 2015).

In Vietnam, as an example, with the introduction of automated garment production lines, there has arisen a demand for highly skilled technicians who can both operate and maintain complex machines. However, vocational training programs in the country have failed to keep pace with these technological advancements and there are a number of workers who are not ready to take up these new jobs. Due to the lack of ability to keep up with technological changes, the countries may lose their competitive advantage in the global market, as they cannot create the goods efficiently and with the needed quality level. (Nayak, 2018)

Lastly, globalization has been a factor in the skills mismatch because of the complex supply chains and enhanced competition. The need to comply with international standards and requirements in terms of turnaround time has increased as the garment industry is increasingly globalized. This exerts strain on the developing countries to modernize their production processes within a short period of time. It is also possible that, in many nations, some employees resist change because they are used to more labor intensive approaches, which makes the skills gap even more pronounced. (World Trade Organization, 2013). Also, the competition in garments contracts and the existing trade agreements necessitate that manufacturers invest in skilled labor in order to respond to the international demand. This competitiveness on an international scale also points to the necessity of better skills training that meets international requirements.

There are several factors why there is a skills gap in the garment sector. Some of them are absence of contemporary education programs, insufficient practical training, lack of financial support and rapidly changing technology are some of the reasons for the skills mismatch (Faustino et al., 2025; Khan, 2019; Pimpa, 2020). A more integrated approach may be required to address this imbalance which would involve the training system, more investment in vocational education and more industry-academia collaboration to ensure that employees have the necessary skills to be successful in the new world of garment manufacturing. The global garment industry is constantly changing and it is important to tackle these issues in order to stay ahead and achieve growth.

This theme examines regional variations of skills mismatch in the garment industry. The garment industry is one of the most globalized industries, but skills mismatch is different in each region. The roots and impacts of the skills mismatch vary from the economic and technological changes, and from education system and policy. Understanding these differences is necessary for developing solutions to address skills mismatch. Despite the interconnection, the skills mismatches among regions in the global garment industry vary. The economic development, industrialization and technological progress are factors that determine the way countries approach the issue. This section examines the regional differences between skills mismatch in Southeast Asia, South Asia and Sub-Saharan Africa and compares the processes and experiences of skills mismatch in developed and developing countries. Vietnam, Indonesia, and Cambodia are some of the biggest countries in the world in terms of garment production (Gereffi, 2010). The rapid industrialization and urbanization in these countries has been evident especially in the

garment industry which has now become a significant source of employment and export earnings. Nonetheless, even with this increase, there is still a considerable skills shortage. In Vietnam, as an example, technological innovation in the garment industry has increased significantly and this is through the introduction of automation and digital design. Vocational education and training (TVET) programs in the country have failed to keep abreast with the technological changes, with training programmes often out of step with industry needs and equipment outdated (International Labour Organization, 2025). Despite investment in training facilities, the skills offered are usually obsolete, and workers are still mostly trained in old fashioned techniques like hand stitching and manual labor. This creates a discrepancy between the education taught and the current needs of the manufacturers like robotic sewing and computer-aided designing. (Pimpa, 2020)

Similarly, in Indonesia, where the export industry of garment making is emerging, there has been a mismatch in finding employees who are proficient in handling the complex machinery, owing to the lack of access to the specific training. A World Bank study reports that although Indonesia has made efforts to improve technical education, there is an absence of coordination between the training and the industry such as garment manufacturing (di Gropello et al., 2011). Without coordinated training program, the workers in the garment industry are generally not prepared for the future of work, which is more digital and technical. The South Asian region, and especially the three countries namely Bangladesh, India and Pakistan, has a significant role in the world garment system. Garment industry is the biggest export business in Bangladesh which hires millions of workers (Swazan, 2022). However, the skills mismatch in this case appears to be considerable. The skills demanded by the modern garment industry and the skillset of the workforce available appear to be considerably mismatched. The lack of skill match in Bangladesh may be explained partly by low wages and informal training that has been practiced in factories. A large number of the workers are rural based, and are undergoing low levels of formal education, which means they are not ready to face the technological requirements of the new garment industry. Although the country has also progressed in the area of labor conditions improvement, much of the attention has been paid to wage increase and safety, whereas the skills training in line with the modern manufacturing was not so prioritized. Recent evidence also suggests that many low-capability garment firms prefer cheaper untrained workers, which limits the uptake of trained workers (Khan et al., 2025). Moreover, the education

system of Bangladesh does not have the resources to offer the sophisticated education required to address the requirements of the contemporary digital design and automated production processes. (Ali, 2016)

It is also difficult in India. Although the country has a big educational setup, there has been an uneven quality of vocational training, especially in the rural and remote areas. The TVET system in India is not industry relevant most of the time, and the workers are not sufficiently trained to work with modern garment machines or robots (Faustino et al., 2025). This may have contributed to a shortage of skilled labour which could limit the country's ability to compete in the world garment market. The problem of skills mismatch in Sub-Saharan Africa may be even greater, because the garment industry in most African nations is only at the initial development stage. Although African nations like Ethiopia, Kenya, and South Africa have a huge potential labor force, they have a major challenge of developing a skilled workforce that can sustain a growing garment industry (Johanson, 2004).

In Ethiopia, where attempts have been undertaken to develop its garment manufacturing industry, a dire shortage of special training courses exists. A lot of foreign investment has come to the country where foreign firms have established garment factories. Nevertheless, due to the absence of a systematic vocational education system, the skills possessed by workers do not meet the demands of the employers (Barrett & Baumann-Pauly, 2019). Although on-the-job training can be provided at factories, it is not sufficient to teach workers the latest practices of garment manufacturing such as automation and computer-aided design. (Johanson, 2004) The clothing industry in South Africa has declined over the past decades, mainly as a result of rapid trade liberalisation, rising imports from China and currency appreciation; more than 70,000 formal jobs were lost between 1995 and 2005 (van der Westhuizen, 2006). The same study warns that experienced machinists who were trained in the 1970s and 1980s are retiring, and the skills gap may be further widened by the low quality of vocational training and its limited relevance to industry. The South Africa National Skills Development Strategy has attempted to deal with this problem but appears to have had limited success, possibly due to funding limitations and the lack of connection between learning institutions and the industry. This may have left many workers without the required skills, which could limit South Africa's ability to compete in the international garment market.

Skills mismatch is not limited to developing countries. In the United States, most garment production has shifted to low-wage countries, although some local production remains (Gereffi, 2010), and such firms may depend increasingly on a smaller but more skilled workforce. In the European Union, the textile, clothing, leather and footwear (TCLF) industries face an ageing workforce: in 2019, 34% of employees were over the age of 50, compared with 23% in 2009, and more than 750,000 workers are expected to retire by 2030 (Skills 4 Smart TCLF Industries 2030, 2022). The same report notes that the sector finds it difficult to attract young talent and that the COVID-19 pandemic exposed weaknesses in its adaptation to digitalization. These findings suggest that, even in high-income countries, shortages of qualified workers may make it difficult to sustain a competitive garment industry (Brunello & Wruuck, 2021).

The geographical differences in the skills imbalance in the garment industry bring out the differing issues that the various countries and regions have. Where Southeast Asia and South Asia deal with a lack of technical skills and the growing demand of technical skills due to the outdated nature of the training programs, other parts of the world like Sub-Saharan Africa are dealing with more fundamental problems, such as the absence of the basic training infrastructure. Meanwhile, even in the developed nations, the skills shortage exists and does not allow the industry to keep its competitiveness (International Labour Organization., 2022).

Conclusion

This literature review shows that skills mismatch in global garment industry is a critical and common problem that undermines the competitiveness of industries, especially in developing nations. Although the issue is worldwide, the expression of the skills mismatch differs in different regions, with Southeast Asia, South Asia, and Sub-Saharan Africa appearing to be most affected. The results suggest that although the demand of skilled workforce is increasing due to the influence of technological changes and global market conditions, lots of countries are not able to solve the issue of the mismatch between the skills of the workforce and the skills that the modern garment production needs. Among the main results of the review is the discovery that the skills mismatch is mainly caused by outdated educational curriculums and vocational training systems. Vocational training in countries such as Bangladesh and Vietnam are not keeping up with the technological requirements of the garment sector such that the workers are not ready to work in the automation and digital design sectors. Research by Faustino

et al. (2025) and Brunello and Wruuck (2021) also emphasizes that there is still a large disconnect between education providers and industry requirements, which is one of the major obstacles in bridging the skills gap.

Another important finding in the review is that there is a close linkage between economic constraints and the shortage of skilled workers. Most developing nations like Ethiopia and South Africa have a problem in terms of allocation of resources to education and skills training. Even though these nations are in the process of modernizing their garment industries, they have limited finances to invest in high-tech training and equip workers with the skills required to run new technologically advanced equipment (Barrett & Baumann-Pauly, 2019; Johanson, 2004). These regions may remain behind in the global garment industry without the support of the government. In contrast, some Southeast Asian countries have begun to address the skills mismatch. In Vietnam, for example, vocational institutions have started to engage with garment enterprises (Pimpa, 2020), although coordination between the training system and enterprises remains weak (International Labour Organization, 2025). Studies on industry–academia collaboration (Awusa, 2025; Faustino et al., 2025) illustrate how engagement between industry and training institutions can help in closing the skills gap by ensuring that curricula and training meet real industry demands. Such initiatives may enhance both the quality of training and the employability of individuals in these areas. Nevertheless, the results of the present review also indicate the gaps in the literature on skills mismatch in underrepresented areas, especially in Africa and Latin America. Asia and Southeast Asia were addressed extensively and therefore the special needs of African and Latin American nations in the garment industry were not addressed. In Sub-Saharan Africa, especially, the issues are different; inappropriate infrastructure, political unrest, and insufficient investment in education worsen the problem of skills mismatch. These areas need further research in order to find out region-specific strategies that might help to improve the competitiveness of garment industries. The use of digital technologies such as 3D printing, robotic stitching and computer-aided design (CAD) are changing the garment industry to make it more productive, adaptable and marketable (Hossain, 2025; Nayak, 2018). As the garment industry is shifting to Industry 4.0, there is an increasing need for digitally skilled workers. However, some of the workforce is still unskilled to operate new technologies, thus creating a skills gap.

The labour force is also shifting in accordance with the trend in the automated garment production. Automated machinery, including robotic arms, is being introduced in Vietnam, although only about 10 per cent of garment enterprises, mainly large ones, had invested in automation (International Labour Organization, 2025). This technology could increase efficiency in the manufacturing process, but it requires workers to be tech savvy in robotics, computer programming and computer design. However, not all the vocational training programs have so far adapted to this change, and training of workers does not provide the skills to work with these machines (Pimpa, 2020).

The future of the global garment production is strongly connected to the technological innovation and sustainability practices. With the increasing automation and digital technologies, the production of garments is likely to become more efficient, yet more reliant on high skill workers. Part of the solution to the skills mismatch may lie in updating vocational education and investing in the development of the workforce. Governments and the industry executives also need to collaborate to make sure that the garment workforce is set up to address these skill mismatch challenges in the future. With the garment industry in its dynamic stages, it is important that future studies should examine how the skills mismatch can be addressed in line with the changing trends. Several areas deserve attention. First, future research could investigate how best to upskill workers, particularly women, in countries where the adoption of new technology remains limited (International Labour Organization, 2022). Second, research is needed on sustainability training programmes that prepare garment factory workers for the increasing demand for environmentally friendly production. Green skills should be developed according to the needs of the garment industry (Faustino et al., 2025). Third, studies could examine inclusive training programmes that address the skills mismatch among marginalised groups in the garment industry; gender-inclusive training and training for workers with disabilities might help to reduce gaps in skill development (Lopez-Acevedo & Robertson, 2016). Since the skills mismatch problem is region-specific, further studies of regional case- studies are needed. In Sub-Saharan Africa and Latin America, where the garment industry is in continuous development, vocational training and skills development studies against the backdrop of industrial growth would help to provide insights into meeting the disparities in the workforce of the region (Barrett & Baumann-Pauly, 2019; Johanson, 2004). With the changes in the garment industry to suit Industry 4.0 and sustainability, new skills needs will arise, enhancing the skills

mismatch that is already present. The technological innovation of the industry, especially in automation and green production, is redefining the workforce and necessitating a workforce with high technical skills. Future studies are needed to close the skills gap in these new fields with a focus on regional differences and the creation of offerings that are inclusive of training. Reducing the skills gap will not only enhance productivity, but also make the garment industry competitive in the world market. (Hossain, 2025)

In conclusion, the problem of skills mismatch in garment industry requires a holistic approach with government policy support, industry collaboration and technological up-skilling. While some countries, such as Vietnam, have begun to strengthen links between training institutions and industry, other regions, especially in Africa, need more specific solutions to address their problems. As the global garment industry is ever evolving, with technological advancement and sustainability practices, it is essential to ensure that the human resource is ready with the skills to tackle the challenges of tomorrow. Also, more research should be done in the underrepresented areas to provide more insights on skills gap and its impact on the global garment industry.

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