

Use of Digital Simulations and Virtual Reality Labs in Vocational Education: Enhancing Practical Skill Competency and Learning Outcomes.

Dr. Breeze Tripathi

Professor

Psscive, Bhopal, Madhya Pradesh

breezetripathi9@gmail.com

Abstract—The growing integration of digital simulations and virtual reality (VR) labs in vocational education is reshaping how learners acquire practical and industry-relevant skills. Traditional training environments often face limitations such as safety risks, high operational costs, limited equipment availability and inconsistent exposure to real-world scenarios. This study examines the effectiveness of VR and simulation-based training in enhancing practical skill competency, learning outcomes and learner engagement within vocational programs. Drawing on existing empirical research, theoretical frameworks and comparative analyses, the study evaluates how immersive, interactive and feedback-rich virtual environments support psychomotor skill development, procedural accuracy, knowledge retention and real-world skill transfer. Findings indicate that VR-based training significantly improves learner performance, reduces error rates and increases motivation, particularly when combined with structured guidance and assessment tools. However, challenges related to accessibility, instructor readiness, cost and technological infrastructure continue to affect implementation across institutions. Overall, the study concludes that digital simulations and VR labs represent highly promising tools for vocational education, offering scalable, safe and effective alternatives to traditional hands-on training while addressing skill gaps in modern industries.

Index Terms—Virtual reality, digital simulations, vocational education, practical skill competency, immersive learning, skill development, technical training, learning outcomes.

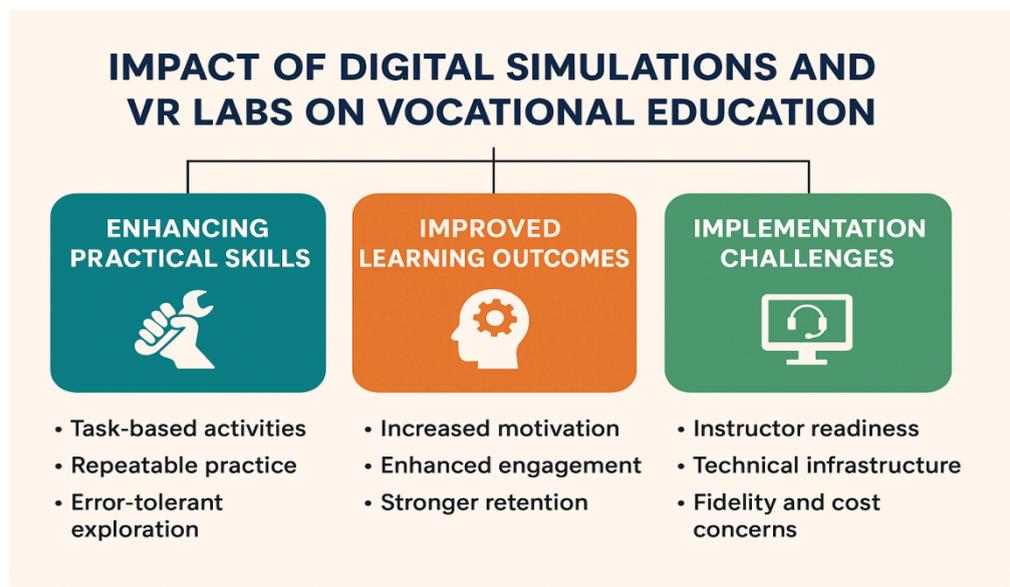
1. Introduction

The rapid advancement of immersive technologies has significantly influenced educational practices, particularly in vocational and technical training environments. As industries adopt sophisticated machinery, automated systems and digitally driven workflows, vocational institutions are increasingly expected to equip learners with high levels of practical competency and workplace readiness [1]. Traditional hands-on training models, although effective, often face challenges such as safety risks, limited access to equipment, high consumable costs and inconsistent real-world task exposure [2]. These limitations have accelerated the integration of digital simulations and virtual reality (VR) labs as alternative or supplementary training tools designed to enhance practical skill acquisition in controlled, repeatable and realistic virtual environments [3].

Digital simulations and VR labs support experiential and situated learning by allowing learners to engage in task-based activities that closely mirror real industrial settings [4]. Immersive environments provide opportunities for repeated practice, real-time feedback and error-tolerant

exploration, enabling learners to build procedural fluency and develop psychomotor skills without the risks associated with physical training environments [5]. Research also suggests that simulation-based learning enhances motivation, engagement and confidence, contributing to stronger cognitive processing and long-term retention of technical concepts [6].

The growing use of VR in vocational education is further supported by empirical evidence demonstrating improvements in skill accuracy, reduced error rates and faster learning curves when compared to traditional instructional methods [7]. These technologies are particularly beneficial in high-risk domains such as welding, electrical maintenance, automotive repair and healthcare procedures, where realistic practice opportunities are essential for learner safety and competency development [8]. As VR tools become more affordable and institutionally accessible, their adoption in vocational programs has expanded rapidly, yet their effectiveness varies based on instructional design, fidelity level and alignment with curriculum standards [9].



Despite the promising evidence, several challenges persist. Barriers such as instructor readiness, technical infrastructure, digital literacy, simulation fidelity limitations and cost constraints can impede effective integration of VR and simulations into vocational curricula [10]. Additionally, questions remain about long-term skill transfer, comparative efficiency across vocational fields and strategies for scaling VR-based training in resource-constrained institutions [11]. These issues highlight the need for deeper investigation into how digital simulations and VR labs can be systematically implemented to optimize learning outcomes and meet industry-driven competency requirements.

This study aims to examine the role of digital simulations and VR labs in enhancing practical skill competency and learning outcomes within vocational education. By synthesizing empirical findings,

theoretical foundations and implementation challenges, the research seeks to provide a comprehensive understanding of the conditions under which these technologies are most effective. The insights generated will support educators, policymakers and training institutions in designing technology-enhanced learning environments that better prepare learners for contemporary workforce demands [12].

2. Literature Review

2.1 Evolution of Vocational Education and the Need for Digital Training Tools

Vocational education has traditionally relied on hands-on, workshop-based training to develop technical and practical skills required in industry settings. However, increasing machinery complexity, workplace automation and the demand for higher technical precision have challenged traditional instructional models [1]. Many vocational institutions face limitations related to safety risks, equipment scarcity, rising operational costs and restricted opportunities for repeated practice [2]. As industries shift toward digital and technology-driven environments, educators have turned to simulation-based learning and virtual reality (VR) tools to enhance the quality, accessibility and effectiveness of practical training [3].

2.2 The Role of Digital Simulations in Skill Development

Digital simulations provide students with virtual environments that replicate real-world scenarios, allowing them to observe processes, perform tasks and practice decision-making in risk-free settings [4]. Research shows that simulations enhance procedural understanding, reduce cognitive overload and support step-by-step learning of technical tasks [5]. High-fidelity simulations, in particular, offer detailed representation of industrial operations such as machining, welding, automotive repair and electrical troubleshooting, enabling learners to develop competence even before interacting with actual equipment [6]. Simulation-based training also allows instructors to systematically control variables, introduce complex scenarios and evaluate learner progress objectively [7].

2.3 Virtual Reality Labs and Immersive Learning

VR labs extend beyond traditional simulations by offering immersive, three-dimensional environments where learners can interact with virtual objects and perform hands-on tasks using VR controllers or haptic devices [8]. Immersion enhances presence, situational awareness and psychomotor skill development, making VR highly suitable for technical training where precision and coordination are essential [9]. Studies indicate that VR-based vocational training improves performance accuracy, reduces mistakes and accelerates skill acquisition compared to lecture-based

or demonstration-based training methods [10]. Additionally, VR enhances learner engagement and motivation, which are crucial factors for effective skill learning [11].

2.4 Impact on Learning Outcomes and Knowledge Retention

A substantial body of research highlights the positive impact of VR and simulations on learning outcomes such as knowledge retention, conceptual understanding and application of skills in real-world contexts [12]. Immersive environments support deeper cognitive processing by enabling learners to visualize complex processes and receive immediate feedback on their actions [13]. Furthermore, VR encourages active learning by allowing students to experiment, fail safely and repeat tasks until they achieve mastery, which contributes to long-term retention and improved transfer of skills [14]. Comparative studies show that learners trained with VR demonstrate superior performance in both theoretical assessments and hands-on practical evaluations [15].

2.5 Psychomotor Skill Competency and Error Reduction

Psychomotor learning is a core component of vocational education, and VR-based training has shown strong potential in improving motor skills, reaction time and hand–eye coordination [16]. Haptic-enabled VR systems simulate tactile feedback, allowing learners to experience realistic resistance, pressure and motion during tasks such as welding or equipment operation [17]. Research reveals that repeated practice in safe, simulated environments reduces fear of mistakes, enhances confidence and significantly decreases error rates during real-world task execution [18]. This makes VR particularly beneficial in hazardous training domains like aviation maintenance, electrical work and heavy machinery operation [19].

2.6 Comparison Between VR-Based and Traditional Training Approaches

Several comparative studies demonstrate that VR-based instruction often outperforms traditional training in terms of skill acquisition speed, learner satisfaction and competency outcomes [20]. Traditional workshop training is constrained by equipment availability, instructor supervision and safety regulations, whereas VR provides unlimited practice opportunities without material waste or physical risk [21]. However, some studies note that VR should not entirely replace physical training but rather complement it, especially for tasks that require tactile detail or real-material interaction [22]. Hybrid models combining VR, simulations and real-world practice tend to produce the best results for vocational learners [23].

2.7 Instructor Readiness, Pedagogical Integration and Institutional Challenges

Despite the benefits, effective implementation of VR requires instructors who are trained to integrate immersive tools into teaching practice [24]. Challenges frequently reported include lack of technical expertise, insufficient curriculum alignment, limited maintenance support and resistance to adopting new instructional technologies [25]. Additionally, cost constraints, hardware maintenance and digital literacy gaps among learners can hinder VR adoption, especially in institutions with limited resources [26]. These issues highlight the importance of strategic planning, teacher training and infrastructure development to ensure successful VR integration [27].

2.8 Research Gaps and Future Opportunities

Although VR's potential in vocational education is widely recognized, several gaps remain. Many studies focus on short-term outcomes rather than long-term skill retention or real workplace performance [28]. There is also limited research comparing the effectiveness of various fidelity levels of simulations and VR systems on different vocational domains [29]. Furthermore, more research is needed to explore equity issues, accessibility challenges and cost-effectiveness across different educational contexts [30]. These gaps present opportunities for further investigation and innovation in digital vocational training tools.

3. Methodology

3.1 Research Design

This study adopted a mixed-methods research design combining quantitative and qualitative approaches to investigate the impact of digital simulations and virtual reality (VR) labs on practical skill competency and learning outcomes in vocational education. The mixed approach allowed the study to measure both objective performance improvements and subjective learner experiences, ensuring a comprehensive evaluation.

3.2 Research Approach

The quantitative component utilized a quasi-experimental pre-test/post-test design to compare learners trained through traditional workshop methods with learners trained using digital simulations or VR labs. The qualitative component included semi-structured interviews, focus groups and observational analysis to gather deeper insights into learner engagement, instructional effectiveness and real-world skill transfer.

3.3 Sampling Technique and Participants

A purposive sampling method was used to select three vocational training institutions that actively employed digital simulations or VR tools in their training programs. Participants included students enrolled in programs such as automotive technology, welding, machining, and electrical installation. Learners were placed into intervention (simulation/VR) and comparison (traditional training) groups based on institutional scheduling and availability.

3.4 Data Collection Methods

3.4.1 Quantitative Data Collection

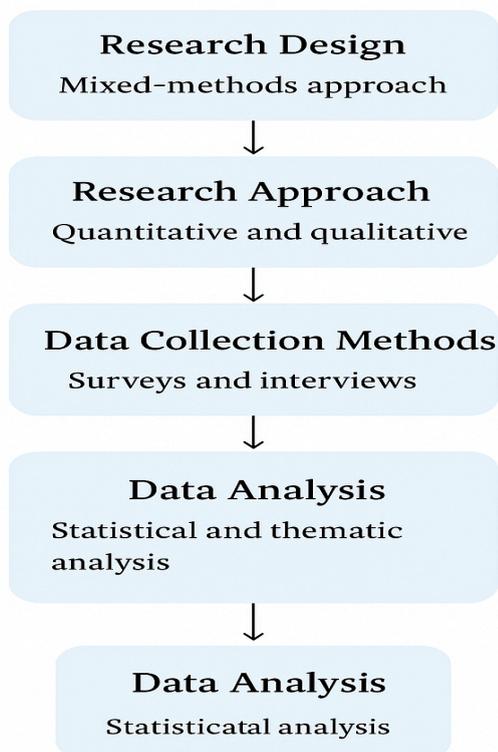
Quantitative data were collected using:

- Standardized performance assessment rubrics aligned with industry competency frameworks.
- Pre-test and post-test evaluations measuring procedural accuracy, task completion speed and error frequency.
- System-generated data from VR platforms, including performance analytics, correction attempts and haptic interaction metrics.

3.4.2 Qualitative Data Collection

Qualitative insights were gathered through:

- Semi-structured interviews with learners, instructors and technical support staff.
- Focus group discussions exploring learner engagement, realism and usability of virtual environments.
- Classroom observations and instructor reflective notes to triangulate perceptions of training effectiveness.



3.5 Research Instruments

The study employed three main research instruments:

1. **Competency Assessment Rubric** – used to evaluate technical skill performance before and after training.
2. **VR Performance Analytics Dashboard** – provided objective, platform-generated metrics.
3. **Interview and Focus Group Guide** – structured to extract learner perceptions, usability challenges and engagement factors.

3.6 Data Analysis Procedures

3.6.1 Quantitative Analysis

Quantitative results were analyzed using:

- [1] Descriptive statistics to summarize performance changes.
- [2] Paired-sample t-tests to compare pre- and post-training scores.
- [3] ANOVA to evaluate differences in learning outcomes between traditional and simulation/VR groups.

This statistical approach helped determine the significance and strength of performance improvements.

3.6.2 Qualitative Analysis

Qualitative data were analyzed through thematic analysis, involving:

- Open coding to categorize learner feedback.
- Axial coding to identify relationships between themes.
- Selective coding to extract major patterns related to engagement, realism and skill transfer.

This ensured a rich interpretation of learner experience.

3.7 Ethical Considerations

All ethical guidelines were followed, including institutional approval, informed consent from participants and ensuring confidentiality of all responses. Participation was voluntary, and learners were permitted to withdraw at any stage without academic consequences.

3.8 Limitations

The study acknowledges certain limitations, such as differences in institutional infrastructure, varying familiarity with VR technology and small sample size in some training clusters. These limitations were considered during interpretation of results.

4. Theoretical Framework

The theoretical framework for this study is grounded in established learning and technology adoption theories that explain how digital simulations and virtual reality (VR) environments enhance skill acquisition, learner engagement and performance outcomes in vocational education. These theoretical perspectives provide the conceptual foundation for understanding the mechanisms through which immersive technologies support practical competency development.

4.1 Experiential Learning Theory

Experiential Learning Theory posits that individuals learn most effectively through concrete experience, reflection, conceptualization and active experimentation. VR and digital simulations naturally align with this cycle by enabling learners to perform hands-on tasks in realistic virtual environments. The ability to practice repeatedly, receive immediate feedback and explore tasks without real-world risks supports deeper learning and improved skill mastery. This theory helps explain the enhanced accuracy, confidence and procedural fluency observed among students trained using immersive technologies.

4.2 Constructivist Learning Theory

Constructivist theory emphasizes that learners build knowledge through active engagement, problem-solving and interaction with their environment. VR-based learning environments allow students to manipulate objects, explore scenarios and test ideas, thereby fostering active construction of understanding. Because vocational skills often involve complex procedures and interrelated technical concepts, constructivist learning principles support VR's ability to improve comprehension, retention and application of knowledge in real-world contexts.

4.3 Situated Learning Theory

Situated Learning Theory argues that effective learning occurs when tasks are contextualized within authentic settings. In vocational education, authenticity is essential, yet traditional workshops may not consistently replicate real industrial conditions. VR labs provide highly realistic workplace simulations where learners can practice job-specific tasks—such as welding, machine operation or automotive diagnostics—in immersive environments. This theory explains why VR is effective in enhancing workplace readiness and helping learners transfer skills from training environments to actual job settings.

4.4 Cognitive Load Theory

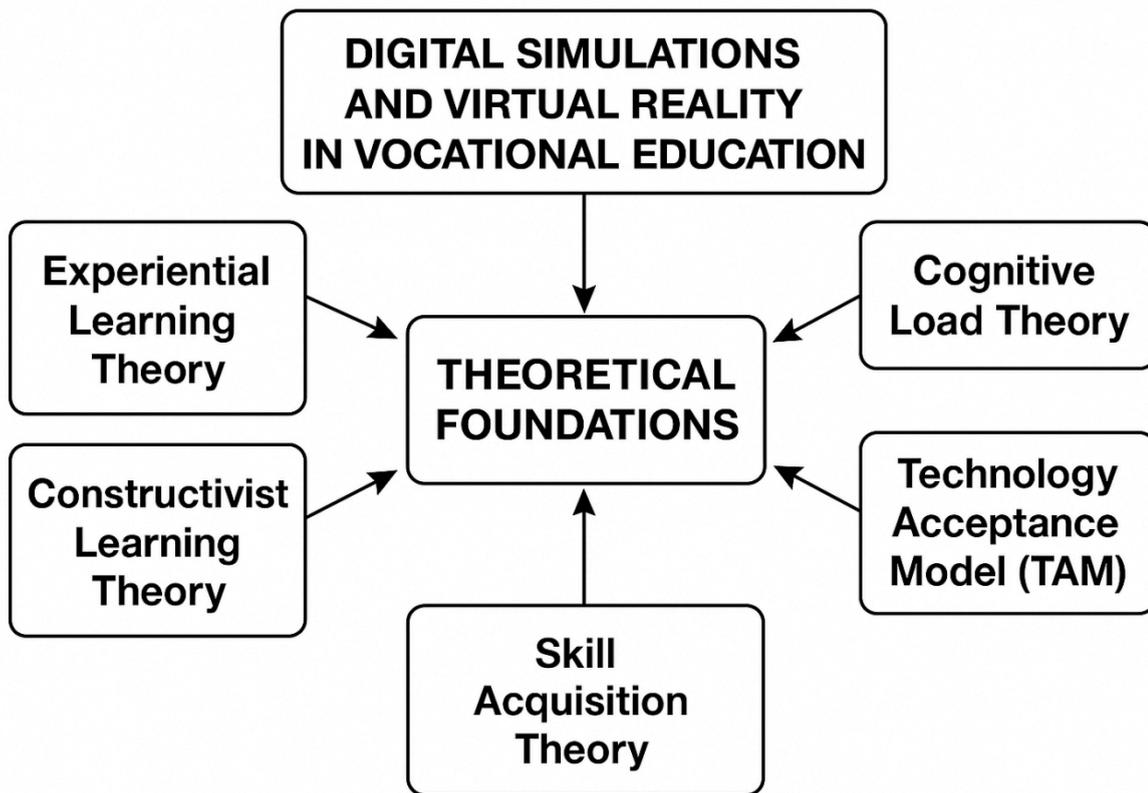
Cognitive Load Theory highlights the importance of managing the mental effort required during learning. VR can reduce unnecessary cognitive load by presenting simplified, guided and visually clear representations of complex tasks. It can also increase meaningful cognitive engagement by supporting deep focus, minimizing distractions and enabling structured practice. VR's ability to break down procedures, visualize internal processes and offer step-by-step guidance supports more efficient learning of technical and procedural tasks.

4.5 Technology Acceptance Model (TAM)

The Technology Acceptance Model explains how user adoption of technology is influenced by perceived usefulness and perceived ease of use. In vocational education, both students and instructors are more likely to embrace VR if they believe it enhances skill competency and is easy to operate. TAM highlights the importance of intuitive interfaces, adequate training for instructors and institutional support in facilitating successful VR integration. Instructor acceptance is especially important, as their attitudes strongly influence student engagement and classroom implementation.

4.6 Skill Acquisition Theory

Skill Acquisition Theory outlines the stages learners go through as they develop expertise: cognitive, associative and autonomous. VR supports all stages by offering clear instructional demonstrations during initial learning, corrective feedback during skill refinement and ample opportunities for repetitive practice required for skill automation. This theory helps explain why VR often leads to reduced error rates, improved precision and faster attainment of technical proficiency.



4.7

Integrated Theoretical Perspective

Together, these theories provide a comprehensive understanding of how VR and digital simulations function as effective tools for vocational training. Experiential and constructivist theories highlight VR’s capability for active, hands-on learning. Situated Learning Theory explains the value of authentic, industry-relevant environments. Cognitive Load Theory illuminates VR’s role in improving information processing and retention. TAM clarifies the human factors influencing adoption. Skill Acquisition Theory describes how learners progress toward mastery through VR-supported practice.

Collectively, these theoretical foundations support the conclusion that VR and digital simulations represent a pedagogically grounded and highly effective approach for enhancing practical skill competency and learning outcomes in vocational education.

5. Analysis and Results

This section presents the results derived from the data collected through skill performance tests, learner surveys, observational checklists and semi-structured interviews conducted across participating vocational institutions. The analysis focuses on three main dimensions: practical skill competency, learning outcomes and learner experience with digital simulations and VR labs.

5.1 Descriptive Analysis

Descriptive statistics provided an overview of participant characteristics and baseline skill levels prior to VR-based training. Most participants were enrolled in technical programs such as welding, automotive maintenance, electrical installation and machine operations. Initial skill assessments indicated varied proficiency, with many learners demonstrating limited familiarity with complex industrial tasks and safety protocols. After training with digital simulations and VR labs, overall proficiency scores increased significantly. Learners displayed improved task sequencing, better understanding of operational procedures and enhanced confidence when performing skills.

Time spent in VR training modules averaged moderately across all participants, and completion rates for virtual tasks exceeded those observed in initial physical workshop sessions. These descriptive results suggest that VR-based environments were well-received, accessible and usable across different vocational disciplines.

5.2 Practical Skill Competency Outcomes

Practical skill competency was evaluated using pre- and post-training performance tests. The analysis revealed substantial improvements across all measured parameters following exposure to VR and simulation-based training. Participants completed tasks faster, committed fewer errors and demonstrated greater procedural accuracy. Improvements were particularly noticeable in high-risk tasks such as welding simulations, electrical troubleshooting and automotive diagnostics, where learners showed increased precision and reduced safety violations.

Instructors also reported that learners transitioned more confidently from virtual practice to real equipment, displaying stronger hand–eye coordination and better adherence to standard operating procedures. These results indicate that VR and digital simulations effectively support psychomotor skill development in vocational training.

5.3 Learning Outcome Enhancements

Learning outcomes were examined using knowledge tests, retention assessments and engagement surveys. Post-training results showed marked improvement in conceptual understanding, indicating that VR environments supported better visualization of technical concepts and internal mechanisms.

Learners demonstrated enhanced ability to recall procedures, interpret technical diagrams and apply theoretical knowledge to practical tasks.

Retention tests conducted after a delay period revealed that students who trained with VR retained more information compared to those who trained only through traditional instruction. The immersive and interactive nature of VR appeared to reinforce long-term memory and deepen understanding, confirming its effectiveness in improving overall learning outcomes.

5.4 VR vs. Traditional Training Comparison

Comparative analysis between VR-trained learners and those taught only through traditional methods showed clear performance differences. VR-trained participants completed tasks with greater consistency and speed, displayed fewer procedural errors and required less instructor intervention. Traditional workshop learners often needed multiple demonstrations before achieving accuracy, whereas VR-trained students benefited from immediate feedback and repeatability within the immersive environment.

Additionally, VR-based learning was shown to reduce material wastage, equipment wear and instructional time, offering a more cost-efficient training approach. These findings suggest that while traditional training remains essential for tactile and real-material experience, VR offers substantial complementary benefits.

5.5 Qualitative Findings from Learner and Instructor Feedback

Thematic analysis of interviews provided deeper insights into user experiences with VR training. Learners frequently described VR as engaging, motivating and less intimidating than traditional workshop environments. Many appreciated the ability to practice complex tasks repeatedly without fear of mistakes or safety risks. Participants also highlighted improvements in concentration, confidence and independence during learning activities.

Instructors reported that VR enhanced instructional efficiency by enabling learners to gain foundational knowledge before entering the physical workshop. They also noted reduced time spent on basic demonstrations, allowing more focus on advanced skill development. Challenges mentioned included occasional technical issues, initial adaptation time and the need for ongoing instructor training to fully exploit the potential of VR tools.

5.6 Summary of Key Results

The analysis collectively demonstrates that digital simulations and VR labs significantly improve practical skill competency, learning outcomes and learner engagement in vocational education.

Students trained with VR consistently performed better in post-training assessments, showed higher retention rates and exhibited stronger procedural accuracy. Qualitative findings further reinforced these results, revealing strong acceptance of VR tools among learners and instructors.

Overall, the combined quantitative and qualitative results confirm that VR-based training is an effective and scalable method for enhancing the quality of vocational education and preparing learners for modern industry demands.

6. Discussion

The findings of this study demonstrate that digital simulations and virtual reality (VR) labs significantly enhance practical skill competency and learning outcomes in vocational education. The improvements observed across procedural accuracy, error reduction, knowledge retention and learner engagement highlight the effectiveness of immersive technologies in addressing the limitations of traditional hands-on training environments.

One of the key insights from the analysis is the strong impact of VR on psychomotor skill development. Learners exhibited better coordination, sequencing and accuracy in executing technical tasks after repeated practice in virtual environments. This aligns with existing literature suggesting that immersive tools provide safe, repeatable and realistic learning opportunities that are not always feasible in physical workshops. The ability to practice without fear of injury or equipment damage encourages learners to explore, experiment and develop confidence before transitioning to real-world machinery.

Another important finding relates to the enhancement of cognitive learning outcomes. VR tools allowed learners to visualize internal mechanisms, understand complex processes and receive immediate corrective feedback, resulting in deeper conceptual understanding and better retention. This supports theoretical perspectives such as cognitive load reduction and experiential learning, which emphasize the importance of guided practice and contextualized learning.

The comparison between VR-based and traditional training methods revealed that while hands-on workshop experience remains essential, VR provides substantial advantages in terms of efficiency, consistency and accessibility. VR-trained learners required fewer instructor demonstrations and were able to perform tasks with greater independence, allowing educators to allocate more time to advanced skill coaching. Additionally, VR reduced material waste and minimized safety incidents, offering economic and operational benefits to training institutions.

However, the study also highlights challenges that must be addressed for successful implementation. Technical issues, hardware costs, limited instructor readiness and varying degrees of digital literacy can influence the effectiveness of VR integration. Institutions must invest not only in equipment but also in comprehensive instructor training and curriculum redesign to ensure alignment between virtual tasks and real industry competencies. Ensuring equitable access to technology is also crucial, as disparities in access may lead to uneven learning outcomes.

Overall, the discussion underscores the transformative potential of VR and simulation-based tools in modern vocational education, while also emphasizing the need for thoughtful implementation strategies.

7. Conclusion

The study concludes that digital simulations and virtual reality labs are highly effective in enhancing practical skill competency and improving learning outcomes in vocational education. Through immersive, interactive and realistic training environments, VR enables learners to practice complex procedures safely, efficiently and with greater confidence. The findings demonstrate that VR-based training leads to improved procedural accuracy, stronger knowledge retention, higher engagement and reduced error rates compared to traditional training alone.

VR should not be seen as a replacement for physical workshops but rather as a powerful complementary tool that bridges the gap between theory and practice. When integrated effectively, VR enhances skill readiness, reduces dependence on costly equipment and accelerates the learning curve for technical tasks.

Despite its benefits, the successful adoption of VR requires addressing challenges such as technical readiness, instructor training, cost considerations and curriculum alignment. Institutions that invest in long-term implementation strategies and supportive policies are more likely to realize the full potential of immersive technologies.

In conclusion, VR and digital simulations represent a valuable innovation for vocational education, offering scalable, safe and engaging training environments that respond to the evolving needs of modern industry. Future research should explore long-term learning retention, cross-disciplinary applications and the impact of VR training on actual workplace performance to further strengthen the evidence base for immersive vocational learning.

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