From mapping to implementation:

The TVET-Industry Roadmap and empowering lecturers to build partnerships

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UNESCO International Centre for Technical and Vocational Education and Training

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Introduction

Challenge:

- TVET providers are aware of the TVET-Industry gap, and challenge of current/future jobs but do not always have the means to respond.

Aim:

- Strengthening TVET-Industry relationships.

Intervention:

- TVET-Industry Roadmap *process*
- A robust process and resources for TVET colleges to map actual and *potential* connections to industry and work.
- Contextualised and adaptable to different contexts.

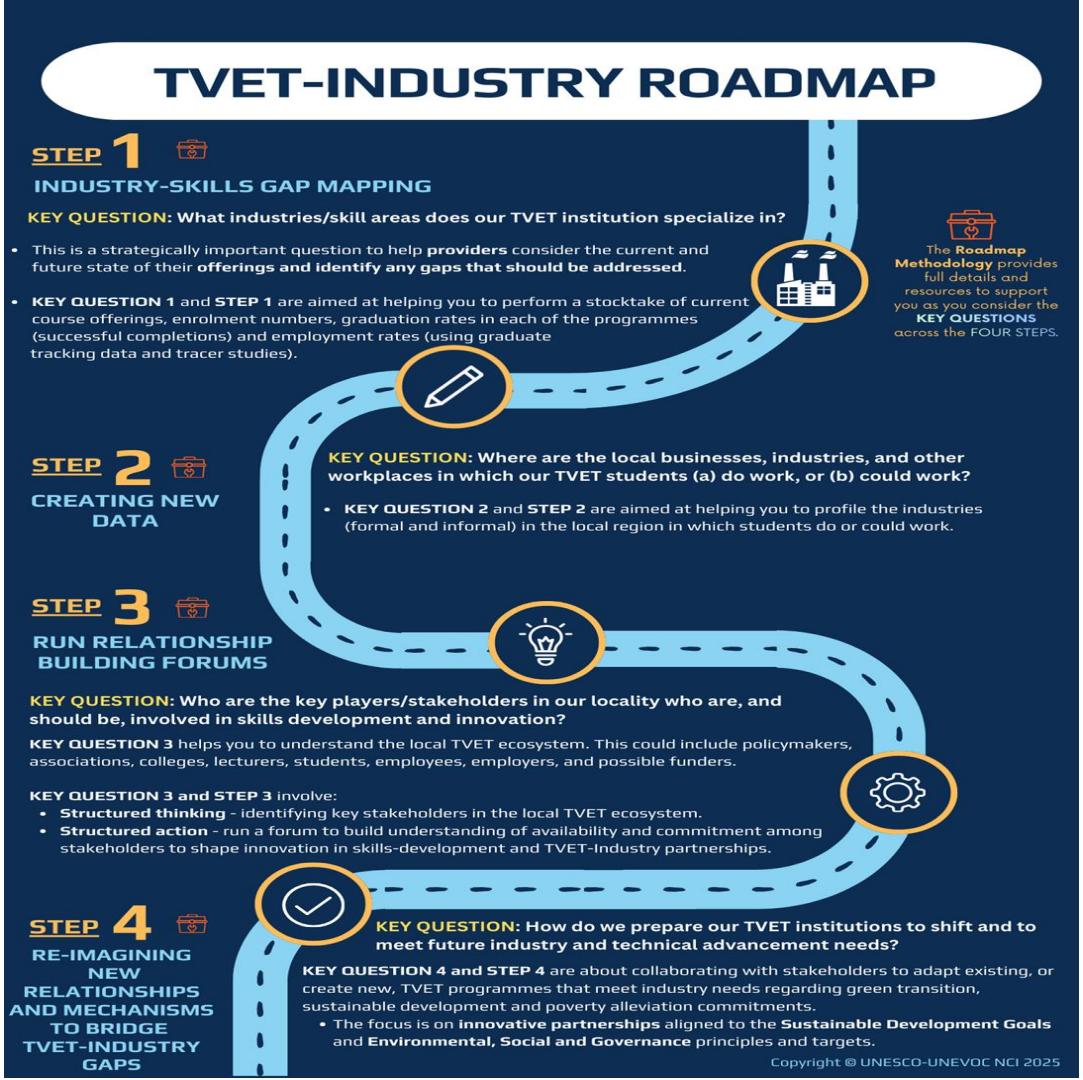
UNESCO-UNEVOC Network Coaction Initiative context

Development process

- How the Roadmap was developed:

Institutional context

- Funded by the UNEVOC NCI, our objective was to develop a practical roadmap for TVET colleges
- Five UNESCO-UNEVOC centres (Australia, Chile, Jamaica, South Africa, and UK) collaborated to develop the Roadmap.



UNEVOC TVET-Industry Roadmap [pdf] link?

The 4 steps at a glance

1. **Industry-skills gap mapping:** Stock take of current offerings and employment outcomes
2. **Creating new data:** Identify future work opportunities and emerging industries
3. **Relationship-building forums:** Engage stakeholders across micro–meso–macro levels
4. **Reimagining partnerships:** Co-create programmes and mechanisms (e.g., MOUs) for future skills

Principles guiding the development of the Roadmap

Systems approach to mapping

- Encourages ecosystem thinking
- Supports targeted industry engagement
- Moves beyond hit and miss compliance-driven engagement

Design principles

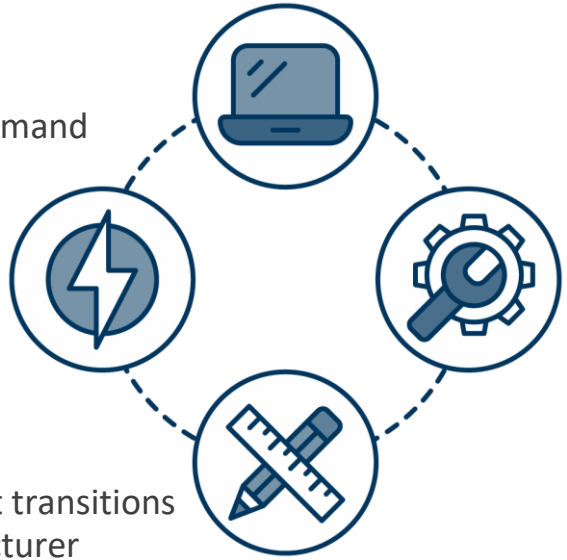
- Simple, flexible, and adaptable
- Future-oriented
- Inclusive of the informal economy
- Locally-driven but nationally aligned
- Envisaged as a three-year developmental process

Insights from in-country feasibility workshops in participating countries

Finding	What it means for implementation
• Strong interest in the Roadmap	• There is demand, but TVETs need support
• Colleges need practical guidance	• Checklists, templates, scripts, examples
• Institutional ownership and location of responsibility within TVET structures is needed	• leadership structures, partnership offices, career guidance functions, employer liaison must anchor
• Lecturers engagement play a pivotal role internally and externally engagement necessary but need time/incentives	• Lecturer empowerment needs to be accompanied by resources such as: time, support, incentives
• Presence of informal economy in the ecosystem	• The roadmap needs to make informal employers and employment visible
• Digital/data systems and MIS are underdeveloped	• Need to develop data harvesting, capture, management, outputs need to be systematic and accessible

Why the TVET-Industry Roadmap matters to TVET college lecturers

- Directed at Industry-TVET mismatch
  - Addresses persistent gap between TVET provision and industry skills demand
  - Fragmented labour-market intelligence
- Curriculum design and innovation (cyclical versus hierarchical process):
  - Lecturer input
  - College input
  - Industry input
- Fragmented partnerships, hierarchical unequal relationships



- Future orientations e.g.: green & digital transitions
  - Roadmap supports alignment with SDGs, ESG principles, and green/just transitions
  - Allows for new insight on rapid technological change from a college/lecturer
- TVET system level: Roadmap supports regional and national industrial & development priorities; generates data for comparative analysis

Leveraging TVET college lecturer roles through the Roadmap's four-steps

Roadmap step	Lecturer roles
Step 1: Industry-skills gap mapping	Identify current employer links, sites of WIL opportunities, graduate student workplace destination knowledge, curriculum-employment gaps
Step 2: Creating new data	Contribute occupational insight, alumni contacts, local informal-sector knowledge, employer emerging technology signals
Step 3: Relationship-building forums	Participate as subject experts,
Step 4: Re-imagining partnerships	Helps translate partnership insights about skills into curricula, short courses, & applied projects

Anticipated changes in the eco-system relationships

- **Short term**

Better understanding of local TVET–Industry relationships and improved labour-market and stakeholder intelligence. (access how?) data systems

- **Medium term**

Advances such as: more responsive curricula, more robust partnerships, data-informed pilots, emerging shape of green/digital skills pathways.

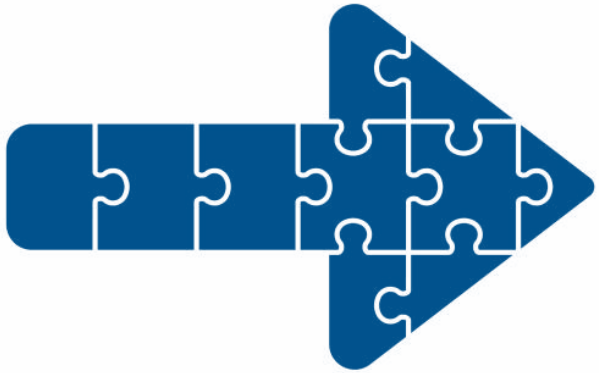
- **Long term:**

Grounded institutional collaboration, improved employability and graduate adaptability. Forward prospects of emergent nodes innovation capacity.

Programme Logic Model: Conceptualised to guide monitoring and evaluation of: inputs, activities, outputs, and anticipated outcomes.

Next steps & opportunities for engagement and testing?

- Pilot implementation with institutions in 2026/7 to strengthen evidence base e.g.
  - Green skills in the construction sector – UK
  - Lunch time programme – South Africa
- UNEVOC / institutional coordination and buy-in
- Develop multi-media support
- Post pilot scaling pathway
- Cross-country exchange
- Academic paper: TVET-Industry Roadmap, college ecosystem perspective on bridging the TVET-Industry gap



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