



From mapping to implementation:

The TVET-Industry Roadmap and empowering lecturers to build partnerships

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JET EDUCATION SERVICES
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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.

TVET-INDUSTRY ROADMAP

STEP 1

INDUSTRY-SKILLS GAP MAPPING

KEY QUESTION: What industries/skill areas does our TVET institution specialize in?

- This is a strategically important question to help **providers** consider the current and future state of their **offerings** and **identify any gaps** that should be addressed.
- **KEY QUESTION 1** and **STEP 1** are aimed at helping you to perform a stocktake of current course offerings, enrolment numbers, graduation rates in each of the programmes (successful completions) and employment rates (using graduate tracking data and tracer studies).




The Roadmap Methodology provides full details and resources to support you as you consider the **KEY QUESTIONS** across the **FOUR STEPS**.

STEP 2

CREATING NEW DATA

KEY QUESTION: Where are the local businesses, industries, and other workplaces in which our TVET students (a) do work, or (b) could work?

- **KEY QUESTION 2** and **STEP 2** are aimed at helping you to profile the industries (formal and informal) in the local region in which students do or could work.



STEP 3

RUN RELATIONSHIP BUILDING FORUMS

KEY QUESTION: Who are the key players/stakeholders in our locality who are, and should be, involved in skills development and innovation?

KEY QUESTION 3 helps you to understand the local TVET ecosystem. This could include policymakers, associations, colleges, lecturers, students, employees, employers, and possible funders.

KEY QUESTION 3 and **STEP 3** involve:

- **Structured thinking** - identifying key stakeholders in the local TVET ecosystem.
- **Structured action** - run a forum to build understanding of availability and commitment among stakeholders to shape innovation in skills-development and TVET-Industry partnerships.



STEP 4

RE-IMAGINING NEW RELATIONSHIPS AND MECHANISMS TO BRIDGE TVET-INDUSTRY GAPS

KEY QUESTION: How do we prepare our TVET institutions to shift and to meet future industry and technical advancement needs?

KEY QUESTION 4 and **STEP 4** are about collaborating with stakeholders to adapt existing, or create new, TVET programmes that meet industry needs regarding green transition, sustainable development and poverty alleviation commitments.

- The focus is on **innovative partnerships** aligned to the **Sustainable Development Goals** and **Environmental, Social and Governance** principles and targets.



UNEVOC TVET-
Industry Roadmap
[pdf] link?

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STEP 3

RUN RELATIONSHIP



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

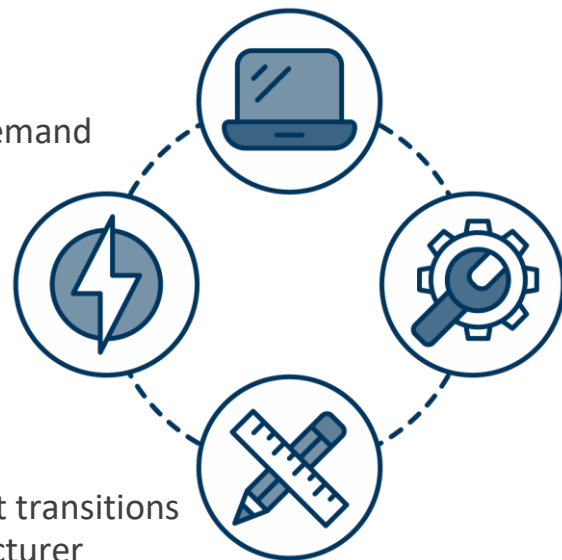
- Simple, flexible, and adaptable
- Future-oriented
- Inclusive of the informal economy
- Locally-driven but nationally aligned
- Envisaged as a three-year developmental process

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.

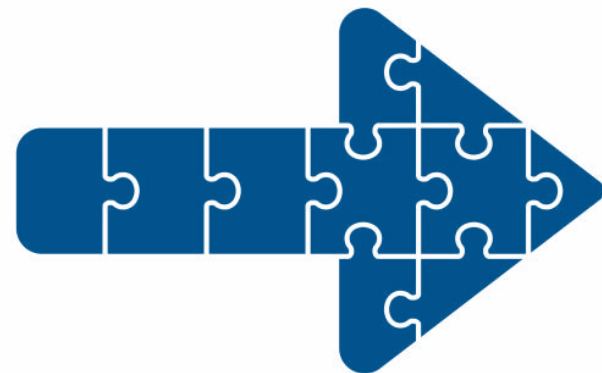
- **Long term:**

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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Thank you

