



Mapping the TVET-industry ecosystem

A methodology for identifying innovative partnerships between TVET institutions and workplaces

Promising Practice

Implemented by: University of Nottingham (UK), in collaboration with Duoc UC (Chile); the University of Technology (Jamaica); JET Education Services (South Africa); and Royal Melbourne Institute of Technology (Australia).

Where: United Kingdom, Chile, Jamaica, South Africa and Australia

Status: July 2025 – December 2025

Summary: The TVET–Industry Roadmap is an international initiative that provides a structured methodology for helping TVET institutions identify, benchmark and bridge gaps between education and industry.

Overview

TVET institutions worldwide face a persistent gap between what they teach and what local industry actually needs, but few have a structured, replicable way to diagnose and close that gap themselves. This initiative responds to that need by developing a methodology, that TVET institutions could use to build or strengthen their own relationship with industry. This mapping tool was named the TVET-Industry Roadmap.

The TVET-industry mapping tool was developed under the UNEVOC Network Coaction Initiative and is coordinated by the University of Nottingham. The consortium brings together four additional partner institutions, each contributing in-kind time and workshop resources, namely Duoc UC in Chile; University of Technology, Jamaica; JET Education Services in South Africa; and Royal Melbourne Institute of Technology in Australia. Each partner also drew on its own pool of national workshop collaborators, who took part in the workshops.

The UNEVOC Network Coaction Initiative is coordinated by UNESCO-UNEVOC and funded by the German Federal Ministry for Education, Family Affairs, Senior Citizens, Women and Youth (BMBFSFJ). The initiative is part of the coordinated effort "Towards a global TVET agenda".

Description

Many TVET institutions lack a structured process for identifying and benchmarking gaps between their own programmes and industry requirements, or a clear pathway for translating that diagnosis into a stronger industry relationship. The TVET-Industry Roadmap tool addresses this need through a methodology comprising consecutive stages that guide institutions in mapping the skills gap, generating new data, and strengthening relationships with industry, supported by practical materials and guidelines throughout the process.

To test its feasibility, the consortium piloted the methodology with several TVET institutions across the five participating countries, gathering feedback through workshops and interviews conducted by each partner in their own national context. This feedback was used to refine the tool, ensuring it reflects the diversity of institutional and national contexts rather than a single-country model.

- **Target group:** The target group are TVET providers, particularly departments responsible for community engagement and outreach, employability, alumni relations, institutional data analysis and academic management.

Outcomes and impact

As the initiative is still in the development stage, its long-term impact has yet to be measured. However, pilot testing of the methodology with several TVET providers generated highly positive feedback, suggesting strong potential for broader adoption.

The TVET-industry mapping tool is expected to enable institutions to independently identify and address skills gaps through structured, industry-specific planning, while supporting more informed decision-making at both institutional and system levels. In the longer term, the initiative has the potential to contribute to a global repository of industry competencies, inform the development of regional or global qualifications frameworks led by UNESCO-UNEVOC, and promote the achievement of the Sustainable Development Goals.

Ultimately, by strengthening collaboration between TVET institutions and industry, the methodology aims to improve graduate employability, facilitate access to better-quality jobs and support higher earning potential.

Insights and challenges

Challenges

The main challenge during development of the tool was working in a culturally diverse, multi-country team. Members had to adapt to different time zones, cultural backgrounds, and ways of expressing opinions in order to function as a cohesive group. At the same time, the consortium had to design a tool responsive to the diversity present in the partnership, ensuring the methodology could be adapted to very different institutional and national contexts.

Responses to challenges

Challenges were addressed by providing safe spaces for dialogue and understanding, as well as working with highly flexible, interculturally aware individuals who showed respect and interest for cultural differences and were willing to accommodate changing agendas and meet outside standard working hours. Cultural differences were treated as an asset to be integrated into the group's working dynamic, making the group a genuinely safe space for sharing opinions and concerns. An in-person workshop with the leading team from each country proved particularly valuable, fostering rapport and trust and allowing in-depth discussion of matters that were difficult to resolve online.

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.



Lessons learned

A key lesson from this experience is that TVET ecosystems vary significantly across countries, and that tools intended for international use must be deliberately designed to remain relevant across these varied contexts, rather than assuming a single model will transfer directly from one setting to another.

Conclusion and next steps

The TVET-Industry Roadmap offers a distinctive contribution to the UNEVOC Network, providing a methodology institutions can use themselves to diagnose their skills gap and build stronger relationships with industry, an institutional-level approach not yet replicated elsewhere. The main work ahead is moving the methodology from a tested and well-received design into actual use by TVET institutions.

Planned next steps include translating the tool into additional languages, securing additional funding to trial its implementation directly in TVET institutions, and conducting periodic user evaluations through Industry-TVET roundtables. The consortium also plans to continue its ongoing partnership with UNESCO-UNEVOC and to have the tool highlighted through UNESCO-UNEVOC communication channels.



Learn more

For more information, please contact:

Jo-Anna Russon, Senior Research Fellow, University of Nottingham, United Kingdom

Jo-Anna.Russon@nottingham.ac.uk

To learn more about University of Nottingham, see:

<https://www.nottingham.ac.uk/>

Discover other practices

The UNESCO-UNEVOC innovative and promising practices database presents successful projects tackling key themes in TVET, such as entrepreneurship, youth employment, the green transition, digitalization, private sector engagement and more.

Learn more on our website at:

<http://www.unevoc.unesco.org/promisingpractices>

Questions or comments? Contact our team at:

unevoc-pp@unesco.org

The designations employed and the presentation of material throughout this document do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. The ideas and opinions expressed in this document are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

© UNESCO, 2026

This document is available in Open Access under the Attribution-ShareAlike 4.0 IGO (CC-BY-SA 4.0 IGO) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Learn more about UNESCO's Open Access Policy:

<https://www.unesco.org/en/open-access?hub=779>

Cover photo: © University of Nottingham

Design: UNESCO-UNEVOC