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Industry Engagement in TVET and Skills Development

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EDITORIAL

Welcome to the June 2025 edition of the Skills4Dev Knowledge Digest! This issue emphasizes the crucial role industry plays in enhancing Technical and Vocational Education and Training (TVET) and skills development systems*. Explore this edition to learn how various forms of industry-TVET partnerships—from curriculum design to work-based learning and joint research and development—can improve graduate employability, increase worker and firm productivity, and thus contribute to more responsive and sustainable skills ecosystems.

[Industry engagement is fundamental to effective TVET and broader skills development systems.](#) As technology and job roles evolve rapidly, TVET must adapt its content and pedagogy to ensure graduates possess employable skills. To achieve this, strong incentives and mechanisms are needed to foster effective industry-academia partnerships, creating an enabling environment for responsive and future-ready training.

Industry can positively impact TVET by shaping, financing, and directly delivering training. As a primary client of the TVET system, industry should co-lead in setting national priorities and strategies for skills development. Tripartite representation—government, employers, and workers—on national bodies and regulatory agencies ensures shared leadership and systems that are fit for purpose.

Close collaboration with employers or their associations in developing occupational standards, curricula, and training methodologies helps [education and training align with industry and labor market needs](#). For example, countries are racing to develop new or update existing training programs for AI and renewable energy sectors. When training reflects the actual demands of industries, TVET becomes more responsive, reduces skills mismatches, and enhances employment and workforce productivity.

Industry engagement enhances training delivery through apprenticeships, internships, and on-the-job learning. Industry and TVET can also establish joint labs, production units, or Centers of Excellence to provide authentic training and support the development of effective local skills ecosystems. These experiences help learners acquire both technical and soft skills—such as communication, teamwork, and problem-solving—within real workplace environments. Such collaborations also support the professional

development of trainers and allow institutions to offer workforce services such as recruitment support and HR consulting.

Industry can alleviate financial burdens facing TVET and skills systems by contributing to national or sectoral training funds, donating equipment, funding programs, and sharing staff expertise. These contributions ensure that students train with up-to-date tools and technologies and reinforce shared responsibility for workforce development through public-private partnerships. Enterprises can also be training providers too. Many enterprises run their own training programs for employees or support skills development along their value chains. Some, like Festo Didactic (a division of Festo) and Siemens Professional Education, offer extensive, hands-on technical training through dedicated institutions that also serve external markets.

Enterprises also benefit from partnering with TVET institutions, as they gain a steady supply of medium and high-skilled workers who can facilitate the transfer of knowledge, more quickly adopt new technologies, and even catalyze technical breakthroughs and spur innovation. Industry and TVET thus form a mutually reinforcing skills ecosystem involving the design, delivery and assessment of training that underpins joint R&D, employment, innovation, and growth.

Finally, we need to recognize that industry is not monolithic. It spans public and private sectors and includes firms of varying sizes and capacities. While large enterprises may have structured training departments, small and medium enterprises often lack resources, incentives, or representative bodies to actively participate in skills development. Tailored approaches and strong industry leadership are needed to sustain meaningful engagement.

We would love to hear from you! Please send us your ideas, suggestions, questions, or collaboration opportunities at skillsgsg@worldbankgroup.org. Learn more about what the GSG can do for you at the end of this digest.

Happy Reading!

* The term ‘industry’ is used broadly to encompass the primary, secondary, and tertiary sectors.

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FEATURED WORKS ON INDUSTRY ENGAGEMENT IN TVET



[Building Better Formal TVET Systems: Principles and Practice in Low- and Middle-Income Countries](#)

Levin et al. | Report | 2023 | Global

This report offers guidance to policymakers designing and implementing TVET reforms, emphasizing core principles and practical considerations for L/MICs. In particular, pages 90-94 reflect the importance of stakeholder engagement. **Compared to general education, in TVET the centrality of employers as labor market stakeholders stands out.**



[Global Review of Training Funds: Spotlight on Levy-Schemes in 75 Countries](#)

UNESCO | Book | 2022 | Global

This global review provides an overview of **how training funds function, including governance, effectiveness, fund mobilization and experience** as well as disbursement and allocation mechanisms. Pages 39-43 discuss the role of industry in fund governance, and pages 55-68 provide insights into the challenge of introducing employer levies.



[How to Build the Right Skills for Economic Transitions](#)

Aedo and Hoftijzer | Blog | July 2024 | Global

This blog identifies **five skills development strategies to improve job prospects for workers** and boost economic growth during transitions: 1) Start early, 2) Pay attention to context, 3) Coordinate closely with employers, 4) Include a focus on training the existing workforce, and 5) Support workers at-risk.

ESSENTIAL READING



[Best Practices Guidelines and Toolkit on Engaging the Private Sector in Skills Development](#)

UNDP | Guidelines and Toolkit | 2018 | Global

This publication outlines **how the private sector could contribute to the employability of individuals** through providing labor market



[Skills Gaps Analysis of the Construction Industry Sector in Sri Lanka](#)

Ministry of Education of Sri Lanka | Presentation | 2020 | Sri Lanka

This study has been conducted to **assess the skills gap in the construction sector of Sri Lanka**. It aims to review the skills gaps in



[A Holistic Approach to Greening TVET: A Case Study and Analysis of Bac Thang Long Economic Technical College Practices in Viet Nam](#)

Maclean et al. | Chapter | 2017 | Viet Nam

This is a case study of **successful approaches to developing skills in the context of transforming**

signals, improving technical and practical skills acquisition, integrating industry know-how and expertise to every step of the trainings and help link skills to placement opportunities. Pages 86-128 highlight the wide range of local partnerships that are possible.

the construction industry sector with the view to improving the quality, relevance, accessibility, and recognition of skills training provisions needed in Sri Lanka and to revise the “Existing Training Plan” to bridge the skills gaps in the construction industry sector, among other objectives.

industries and the **emergence of new green industries**. The response of the technical college to challenges facing TVET in Viet Nam, greening practices, and implications of this case study to TVET providers and government policy and practice in Viet Nam are examined.

WHAT'S BREWING AT THE WBG?



[Marshall Islands RMI Education and Skills Strengthening Project](#)

World Bank | Development Project |
2020 | Marshall Islands

In the Republic of the Marshall Islands, the Education and Skills Strengthening Project seeks to increase access to and quality of TVET programs. The project emphasizes **collaboration with industries to ensure that the skills taught are relevant to labor market demands**, thereby improving employment outcomes for graduates.



[Kazakhstan Technical and Vocational Education Modernization Project](#)

World Bank | Development Project |
2008 | Kazakhstan

The objective was to improve the technical and vocational education system's relevance, quality, and efficiency to meet industry needs. This included **updating curricula, enhancing teacher training, and fostering partnerships with employers** to align graduates' skills with industry demands.



[East Africa Skills for Transformation and Regional Integration Project \(EASTRIP\)](#)

World Bank | Project | 2023 |
East Africa

The project seeks to develop a skilled workforce in Ethiopia, Kenya, and Tanzania to meet the demands of priority sectors such as transport, energy, manufacturing, and information and communications technology (ICT). A core component of EASTRIP is **fostering industry engagement to ensure that TVET programs are aligned with labor market needs**.

ADDITIONAL RESOURCES

[Industrial Engagement in the Technical and Vocational Training \(TVET\) System](#)

Mohammad Hussain et al. | Paper | 2021 | Malaysia

From 2010 through to 2021, **this study critically assessed Malaysia's government efforts to increase industrial involvement in the country's TVET system**. The goal of this research is to look at what the Malaysian government has done to strengthen industrial involvement in the country's TVET system from 2010 to 2021, as well as to make recommendations for any future changes.

[Ministers Harris and Collins launch new National Apprenticeship Alliance](#)

On 24 March 2022, Ministers Harris and Collins launched the National Apprenticeship Alliance (NAA), a 23-member advisory group. The NAA oversees apprenticeship development, approves new programmes, and ensures quality standards. It supports the Action Plan for Apprenticeship 2021–2025 and includes voices from education, industry, and learners. **The Alliance aims to unify and expand Ireland’s 64 active apprenticeships across multiple sectors.**

Examples of Engaging Industry through National or Sector Based Training Funds

Sector Training Fund: [National Training Service of Industrial Work \(SENATI\) in Peru](#)

UNESCO | TVET Country Profile | Peru

SENATI, Peru’s largest technical training institution, was founded in 1961 and funded by a 0.75% levy on the industrial sector. **It offers dual training programs across 77 centers in 25 regions, combining classroom instruction and company-based mentoring.** In 2018, nearly 97,000 students and 16,000 companies participated in its programs. SENATI also provides continuous professional development and consulting services to over 1,300 industrial companies.

National Training Fund: [Employment and Training Fund of Barbados \(ETF\)](#)

UNESCO | Country briefs | 2022 | Barbados

The Employment and Training Fund (ETF) was established in the 1993 Technical and Vocational Education and Training (TVET) Council Act to provide for the promotion and support of training and skills upgrading in the labour force. **The ETF provides training grants to employers, business associations and private and public training institutions** to fund the cost of training and assessment of employees and other members of the workforce (for example, unemployed persons and retrenched workers).

Examples of TVET Institute and Enterprise Partnerships

[TESDA, Coca-Cola Philippines open training facility for iSTAR Program](#)

TESDA | News | 2022 | Philippines

Targeted and flexible training programs that address the specific skill needs of enterprises can be the foundation for more extensive partnerships. **Since 2011, TESDA and Coca-Cola Philippines have been partners in providing entrepreneurial skills training to Filipino women.** Through the STAR program, over 200,000 women retailers were trained and empowered.

[ZAMITA, ZAMBIA. Public-Private Development Partnership to Enhance Youth Employability in the Transport and Heavy-Duty Equipment Sector in Zambia](#)

UNIDO | Project | 2015 - 2023 | Zambia

Unemployment is one of the most pressing challenges for Zambian youth. To support the Government initiatives to bolster youth employment in key sectors, the Zambian Industrial Training Academy has been established. **This academy enhances the transport and heavy equipment sector by fostering systemic change in the development of a skilled workforce.** Programs involving work-based learning (apprenticeships, traineeships, internships) are a key mechanism for industry engagement.

[Public-Private Partnership Vital to Empower TVET](#)

Selangor Journal | News | 2024 | Malaysia

Strong local partnerships can lead to cash and in-kind support from local firms that want to ensure the quality of training infrastructure meets their needs. The Perai Industrial Training Institute partnered with the Autotronics Centre, receiving RM200,000 in equipment and RM45,000 in trainer support, benefiting around 500 students. **By sharing resources and responsibility, PPPs enhance training quality and support the development of a skilled workforce.**

[APTC Supports Sustainability in Culinary Arts](#)

APTC Media | News | 2024 | Vanuatu

Skills recognition and validation of existing workers, linked to short course upskilling and reskilling can address sector wide skills shortages. **APTC, in partnership with the Vanuatu Institute of Technology, hosted a sustainability-focused culinary masterclass and competition in Port Vila.** Chefs used local ingredients, reduced food waste, and showcased creative farm-to-table dishes. The event aimed to promote sustainable practices in Vanuatu's hospitality sector.

[Durban Skills Cluster: Automotive Skills Ecosystem in South Africa](#)

Durban Automotive Cluster (DAC) | Webpage | 2024 | South Africa

Developing regional skills ecosystems that bring together providers and enterprises can develop customised solutions responding to regional needs. Through an accredited training programme, **DAC deliver business skills and innovation training to new and emerging enterprises in the automotive manufacturing industry.**

[ILO Promotes Industry Exposure for Vocational Trainers to Address Skills Gaps in Ethiopia](#)

United Nations | Story | 2022 | Ethiopia

A public-private partnership led by the ILO Country Office in Addis Ababa is providing **industry interface to trainers from vocational institutes, enhancing their understanding of skills in demand and evolving management practices in Ethiopia.** Industry attachment for TVET trainers to keep them abreast of technology and management advances.

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SKILLS GSG - HELP DESK



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- > [May 2024 | TVET Financing](#)
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skills/)



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