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TVET@Work VET-industry collaboration

Survey results

HAMK EDU

Co-funded by the European Union

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TVET@Work VET-industry collaboration survey 2025

- Aim: to gather views and experiences to support the preparation of VETA Guidelines for VET–industry collaboration
- Survey was conducted October – November 2025 through Webropol
- N=60
- Both qualitative and quantitative data analysing methods were used

	n	Percent
Industry/private sector	18	30,5%
TVET institution	26	44,1%
Authority/Government body	13	22,0%
Other	2	3,4%

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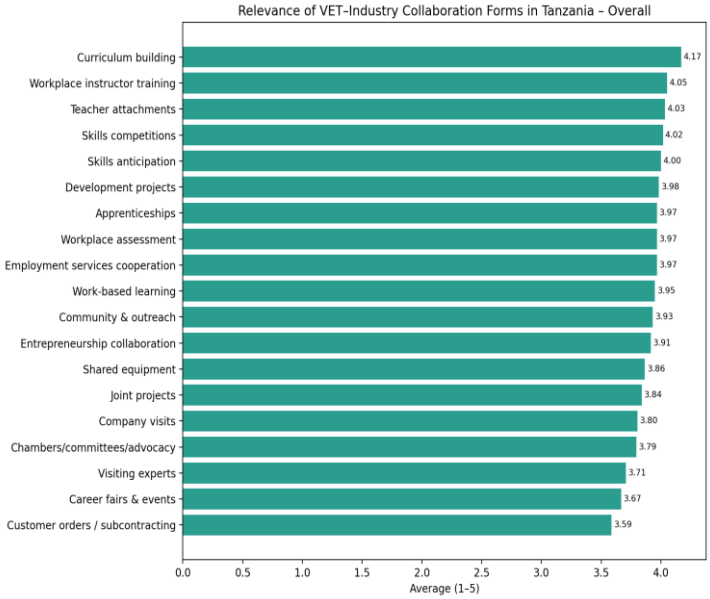
How relevant are the following forms of VET-industry collaboration in the Tanzanian context?

(N=60)

Takeaway:

The strongest consensus is around **co-creating curricula, building the capacity of workplace instructors, and placing teachers in industry.**

Activities like company visits, career fairs, and advisory/advocacy fora are seen as useful but somewhat less critical compared to the hands-on, capability-building forms of collaboration.



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How relevant are the following forms of VET-industry collaboration in the Tanzanian context?

TOP 3

Industry (N=18) 1. Curriculum building — 4.22 / 2. Workplace assessment — 4.22 /3. Development projects — 4.18.

TVET (N=26) 1. Teachers' industrial attachments — 4.23 / 2. Training of workplace instructors — 4.20 / 3 Curriculum building — 4.15

Authority (N=13) 1. Cooperation with employment services — 4.38 / 2. Curriculum building — 4.31 / 3. Development projects — 4.23.

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How relevant are the following forms of VET-industry collaboration in the Tanzanian context?

Difference between groups:

- one-way ANOVA per item across Industry vs TVET vs Authority: **NO** item showed a statistically significant difference at $p<0.05$

Open question: other

Institutional collboration and stff visit
Government officials assessment
Mechanization, Commercialization, Digitalization and Transformation of the Industry
Installation of modern equipments
Sharing an work exprences

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Summary of "Other' Responses

Deepening practical immersion	• Involving students in all processes • Joint venture curriculum development • Block release system (80% industry) • Teacher and trainee exchange programs
Upgrading the enabling environment	• Supportive policy frameworks • Modern equipment • Industry transformation trends
Broadening skill areas	• Technology • Entrepreneurship • Mechanization & digitalization

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What this suggests (practical implications)

Co-design and capability building first. **Emphasize joint curriculum work, teacher attachments, and training for workplace instructors**—these are the most agreed-upon levers across the ecosystem.

Make labour-market linkages tangible. Authorities in particular prize **employment-services cooperation**; weaving this into placements and apprenticeships could strengthen transitions to work.

De-prioritize, don't delete. **Company visits, advocacy fora, and career fairs** are helpful but not as critical as the immersive, skills-building forms—use them to complement, not drive, the strategy.

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Main benefits of VET-industry collaboration - all respondents (N=51)

1. *Skills development & competence improvement.* References to "skills," "competence," and "upskilling" are the most common (15+ mentions).
2. *Practical training & improved training quality.* Words like "training," "practical exposure," "hands-on learning" appear 13 times.
3. *Employment / employability benefits.* Mentions of "employment," "employability," and "job opportunities" appear 12 times.

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Main benefits of VET-industry collaboration (N=51)

Industry respondents

1. *Access to new technologies & modern methods.* Technology-related benefits appear 4 times, the highest in this group.
2. *Improved curriculum relevance.* Appears 3 times — industry values curriculum alignment strongly.
3. *Employment opportunities / workforce readiness*. "Employment/employability" appears 4 times combined.

TVET respondents

1. *Skills development*. The strongest theme: 10 mentions.
2. *Training quality & practical exposure:* 9 mentions — TVET institutions emphasize the training benefits.
3. *Employability*: 8 mentions — strong focus on linking training to jobs.

Authority respondents

1) *Curriculum improvement*: 3 mentions — the top result for this group
2) *Skills & competence development:* 3 mentions — equally strong.
3) *Training quality / employability:* Training (2) and employability-related terms (2) form the third major theme.

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Key takeaway

- Collaboration between VET and industry is widely seen as essential for improving skills, enhancing training quality, and increasing employability. While all groups agree on these core benefits, industry emphasises technology and curriculum relevance, TVET focuses on skills and training quality, and authorities highlight curriculum and competency development.

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Main obstacles of VET-industry collaboration - all respondents (N=60)

1. *Weak collaboration structures & unclear processes*. This is the single most frequent obstacle mentioned (11 occurrences).Includes issues like lack of guidelines, unclear roles, informal arrangements.
2. *Technology and equipment gaps*. "Technology" appears 10 times and "equipment" 3 times, indicating that outdated tools, technological mismatch, and lack of modern equipment restrict effective collaboration.
3. *Funding and financial constraints*. "Fund," "finance," and "cost" together appear 13 times, making financial limitations one of the largest barriers.
4. *Skills mismatch / misalignment of expectations*. "Mismatch" appears 9 times — signalling that what industry expects and what VET delivers do not always align.
5. *Policy gaps and lack of enabling frameworks*- "Policy" appears 8 times, highlighting that national and institutional rules for collaboration remain unclear or insufficient.
6. *Awareness and communication issues*. "Awareness" appears 7 times, "communication" 6 times — stakeholders aren't well-informed or connected.

These form the core barrier cluster: Weak structures + resource constraints + misalignment + weak communication + policy gaps.

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Main obstacles of VET-industry collaboration (N=60)

Industry respondents

1. Communication challenges (3 mentions)
2. Skills mismatch between VET and industry needs (3)
3. Technology gaps (2)
4. Weak collaboration structures (2)
5. Policy gaps, lack of awareness, limited funding (1 each)

Interpretation: Industry sees collaboration as too informal, poorly coordinated, and misaligned with real workplace skill needs.

TVET respondents

1. Weak collaboration structures (7 mentions — the highest of any group)
2. Policy gaps / unclear frameworks (6)
3. Funding limitations (6)
4. Technology gaps (6)
5. Skills mismatch (4)
6. Low awareness & weak communication (3 and 2)
7. Resource shortages, equipment, infrastructure (multiple mentions)

Interpretation: TVET sees obstacles as systemic — lacking resources, modern tools, clear frameworks, and structured collaboration pathways.

Authority respondents

1) Low awareness among stakeholders (3)
2) Funding/resource issues (3)
3) Technology gaps (2)
4) Weak collaboration structures (2)
5) Infrastructure challenges (2)
6) Policy gaps, communication issues, equipment needs (1 each)

Interpretation: Authorities recognise both awareness gaps and resource deficiencies at system level, along with technical and infrastructural barriers.

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Key takeaway

- The main obstacles are structural (weak collaboration systems and policy gaps), resource-related (funding, technology, equipment), and relational (communication, awareness, and mismatched expectations).
- TVET institutions face the broadest and deepest obstacles, Industry struggles mainly with communication and alignment, and Authorities emphasise awareness and resource constraints.

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Thank you!

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