

## INTER-SECTOR COLLABORATION IN EDUCATION: ANALYSING OPPORTUNITIES AND BARRIERS THROUGH A LITERATURE REVIEW

**Abdul Haq AS**

Pascasarjana Institut Agam Islam At Taqwa Bondowoso, Jatim, Indonesia  
[abduh14888@gmail.com](mailto:abduh14888@gmail.com)

**Loso Judijanto**

IPOSS Jakarta, Indonesia  
[losojudijantobumn@gmail.com](mailto:losojudijantobumn@gmail.com)

**Darma Jasuli**

Universitas Wiraraja Madura  
[darmajasuli47@gmail.com](mailto:darmajasuli47@gmail.com)

### Abstract

This research explores the opportunities and barriers to intersectoral collaboration in education through a literature review. Collaboration between the education, business and government sectors was identified as providing a number of benefits, including increased resources, innovation in teaching methods and relevance of education programmes to labour market needs. However, there are various barriers that need to be overcome in order to achieve optimal results. These include differences in objectives between sectors, bureaucratic constraints, funding issues, ineffective communication and differences in organisational culture. This study emphasises the importance of commitment, open communication and flexible framework design to overcome these challenges and maximise the potential of intersectoral collaboration in education.

**Keywords:** Collaboration, Sectors in Education, Opportunities, Barriers.

### Introduction

Education is an important foundation in the development of a nation. Good quality education not only contributes to the improvement of individual abilities, but also to the social and economic progress of society as a whole. Education quality refers to the degree of excellence of an education system in providing meaningful, relevant and effective learning experiences for learners (Saindah et al., 2025); (Komari & Aslan, 2025); (Hapinas et al., 2025); (Rahayu et al., 2025). The quality of education is not only seen from the aspect of academic success, but also the development of students' social, emotional, and personality competencies. High-quality education is characterised by a comprehensive and up-to-date curriculum, innovative teaching methods, adequate facilities, and professional and dedicated educators. In addition, a conducive and inclusive learning environment is also an important indicator in creating optimal education quality (Sitopu et al., 2024); (Fawait et al., 2024); (Iksal et al., 2024).

The importance of education quality lies in its role in shaping a generation that is ready to face local and global challenges. Quality education provides the skills and

knowledge needed to participate effectively in society and the labour market. This has a direct effect on economic growth, poverty reduction and improved social welfare. In addition, quality education also contributes to the formation of individuals' character, morals and ethics, which are crucial in building a just, civilised and democratic society (Modeva & Todorova, 2021). Thus, investment in improving the quality of education should be a priority for all parties, including the government, the private sector and society at large, to create a better and more sustainable future. In order to improve the quality of education, collaboration between sectors - especially between the public sector, private sector and non-governmental organisations - is becoming increasingly important (Rezaei & Kamali, 2022).

While inter-sector collaboration is recognised as having great potential to improve the quality of education, its realisation often faces challenges. Ineffective communication, different goals and visions, and a lack of resources and support from various parties are often the main obstacles to productive collaboration. Not to mention the different perceptions and interests among the sectors, which often hinder the collaboration process (Supit, 2020).

Barriers to collaboration between sectors can lead to suboptimal education provision and quality improvement. For example, well-designed programmes may not be implemented effectively or the expected outcomes of intersectoral collaboration may not be achieved. As a result, the potential for improving the quality of education is hindered and opportunities for students to get a better education are limited (Malhotra et al., 2024).

Identifying opportunities and barriers to intersectoral collaboration is critical to improving the effectiveness and efficiency of education co-operation. By understanding what factors support and hinder the collaboration process, the various parties involved can design more appropriate strategies and solutions. This will help ensure that collaboration can provide maximum benefits for improving the quality of education at various levels (Supit, 2020).

This research aims to analyse the opportunities and barriers that exist in intersectoral collaboration in education through a literature review. By conducting this analysis, the research is expected to provide practical recommendations that can be implemented by relevant parties to optimise collaboration in an effort to improve the quality of education.

## **Research Methods**

The study in this research uses the literature method. The literature research method is an approach used to collect and analyse information from various written sources to answer research questions or address a research problem. This method involves searching, collecting, evaluating, and interpreting relevant literature such as books, journals, articles, research reports, and other sources related to the topic of

study (JUNAIDI, 2021); (Abdussamad, 2022). Literature analysis is not just about collecting information, but also critically assessing the quality and relevance of the sources used. The aim is to identify patterns, themes, concepts, and gaps in existing knowledge, so as to provide a solid basis for further theory development, research design, or practical application (Wekke, 2020).

## **Results and Discussion**

### **Forms of Inter-Sector Collaboration in Education**

Inter-sectoral collaboration in education includes co-operation between the government, the private sector, non-profit organisations and local communities. One of the most common forms of collaboration is partnerships between educational institutions and private companies to support financing, provide facilities and improve teaching quality. For example, technology companies can provide hardware and software, as well as technical training for teachers and students. This support not only helps to reduce the cost burden on the government but also ensures that students have access to the latest technology relevant to the modern world of work (Gefen, 2024).

In addition, the private sector is also often involved in internship and practical work programmes for students. Through these programmes, students can experience real work experience in their field of study, which is essential to complement the theories learned in class with practical skills. Companies participating in these programmes not only get the opportunity to develop young talents, but can also establish closer relationships with educational institutions and contribute directly to the development of curricula that are more responsive to industry needs (Hardin et al., 2020).

Non-profits and non-governmental organisations (NGOs) also play an important role in supporting education, especially in underserved areas. Many NGOs are involved in community empowerment programmes through informal and non-formal education, such as life skills courses, illiteracy eradication and environmental education. These collaborations help expand access to education and reach marginalised groups that may not be served by the formal education system. In addition, NGOs are often innovators in teaching methods and educational approaches that can be adopted by the formal education system (Maric, 2020).

The role of local communities in education is also crucial. Involving parents and communities in the education process can create a more supportive and inclusive learning environment. Communities can participate in programmes such as community-based schools, where local people participate in decision-making regarding school policies and extracurricular activities. By feeling a sense of belonging and direct involvement, communities will be more supportive and attentive to the development of education in their area (Krumsvik et al., 2021).

Finally, intersectoral collaboration can also occur through government programmes that involve multiple parties. For example, a scholarship programme funded by the government but also supported by companies and NGOs. These programmes not only provide financial assistance to outstanding or underprivileged students, but also often include mentoring and guidance to help students reach their full potential. Through the synergy of various sectors, the goal of improving education quality and access can be achieved more effectively and sustainably (Supit, 2020).

Collaboration between sectors in education thus brings many significant and fundamental benefits to improving education quality and access. Cooperation between the government, private sector, non-profit organisations and local communities facilitates the provision of technological resources, practical experience through internship programmes and curriculum development that is more responsive to industry needs. Non-profit organisations and NGOs play a role in expanding access to education and reaching marginalised groups through empowerment programmes and non-formal education. The active participation of local communities creates a supportive and inclusive learning environment and promotes education policies that are more relevant to the needs of the community.

In addition, scholarship programmes and other multi-stakeholder initiatives demonstrate how multi-sector synergies can maximise students' potential and create higher quality and more sustainable education. By continuing to forge and develop collaboration between sectors, we can ensure that education is not just the responsibility of one party, but a joint endeavour involving all levels of society to achieve significant improvements in education.

### **Opportunities arising from intersectoral collaboration in education**

Collaboration between the public, private and community sectors in education opens up various opportunities to create innovation and improve the quality of education. One of the main opportunities is the utilisation of technology. Technology companies can work with schools to provide digital learning devices and platforms that allow students to access educational materials from anywhere. This also opens up access for students in remote areas to quality education (Magalhães & Veiga, 2022).

In addition, cooperation between educational institutions and industry also provides an opportunity for curriculum development that is more relevant to labour market needs. With direct involvement from companies, curricula can be customised to include skills that match industry demands. This will help students to be better prepared to enter the workforce, reduce skills gaps and increase employment opportunities for graduates (Arnold et al., 2022); (Syakhrani & Aslan, 2024); (Guna et al., 2024).

Scholarship and training programmes funded by the private sector and NGOs are also important opportunities arising from these collaborations. Large companies often have Corporate Social Responsibility (CSR) funds that can be allocated to education.

With scholarships, students from limited economic backgrounds can access higher education that may have previously been out of their reach. Apart from scholarships, training and mentoring programmes can also help students to improve and achieve more (Lyonnet, 2021).

Collaboration also provides opportunities to increase parental and community involvement in education. When local communities and schools partner to support education, it creates a supportive and integrated learning environment. Parents and communities can play an active role in school activities, provide input in curriculum development and support extracurricular programmes that provide learning experiences outside the classroom (Al-Tabbaa & Nene, 2021).

Finally, collaboration between different sectors can foster research and development of educational innovations that focus on teaching and learning methods. Cooperation between universities, the private sector and government agencies can result in research that provides new insights into how education should be conducted. With the funds and resources raised from these collaborations, these studies can be implemented on a wider scale, making a significant positive impact on the education system as a whole.

### **Barriers to intersectoral collaboration in education**

Collaboration between sectors in education can have many benefits, but it also faces many barriers. One of the main barriers is the different goals and priorities between the education, business and government sectors. Each sector has different perspectives and interests, with the business sector being more profit-orientated, the government sector having a strict bureaucracy, and the education sector focusing on academics and student development. These differences often prevent effective agreement and coordination (Savignon et al., 2024).

Bureaucratic constraints are also a significant barrier. Slow and complex administrative processes often slow down the realisation of collaborative programmes. Strict licences and regulations can make project implementation slower than planned. This can be frustrating for the parties involved, especially for the private sector which is generally more flexible and quick to act (Al-Masri & Johnson, 2023).

The issue of funding is also one of the main obstacles. While there are potential funds from various parties, such as CSR from companies, government budgets and donations from communities, they are often poorly or uncoordinated. Lack of transparency and accountability in the use of funds can also be a problem, which can reduce trust between collaborating parties (Mills & Read, 2020).

Ineffective communication and coordination between the various parties involved in the collaboration also often cause obstacles. Inappropriate or substandard communication can lead to miscommunication and project mismanagement. In addition, without effective coordination tools, collaborative projects often experience

overlapping roles and responsibilities, which can ultimately hinder the achievement of shared goals (Adams & George, 2022).

Finally, different organisational cultures in each sector sometimes exacerbate barriers to collaboration. The education sector typically has different values and work ethics to the private and public sectors. For example, schools and universities are more likely to focus on long-term processes and development, while companies may favour quick and measurable results. These cultural differences often lead to friction and misunderstandings that need to be overcome through constructive dialogue and mutual understanding (Salam & B, 2025).

By being aware of these barriers, it is hoped that steps can be taken to overcome and minimise their impact, so that collaboration between sectors in education can be more effective and deliver optimal results.

## Conclusion

Inter-sectoral collaboration in education offers a range of opportunities that can improve the quality and accessibility of education. The literature review shows that effective collaboration between the education, business and government sectors has the potential to provide additional resources, innovations in teaching and programmes that are relevant to labour market needs. This multi-sectoral approach also allows for greater exchange of knowledge and skills, and opens up opportunities for the development of more holistic and future-oriented education programmes.

However, the literature review also revealed common barriers to this collaboration. Differences in goals and priorities between sectors, bureaucratic constraints, funding issues, ineffective communication and differences in organisational culture are some of the main challenges that need to be overcome. To achieve success in collaboration, there needs to be a strong commitment from all parties to communicate openly, design flexible but clear frameworks, and build a culture of mutual respect and understanding. With the right approach, these barriers can be overcome and the full potential of intersectoral collaboration in education can be realised.

## References

- Abdussamad, Z. (2022). *Buku Metode Penelitian Kualitatif*. Query date: 2024-05-25 20:59:55. <https://doi.org/10.31219/osf.io/juwxn>
- Adams, M., & George, S. (2022). Inter-professional collaboration: Building relational understanding. *Journal of Education for Teaching*, 48(5), 622–625. <https://doi.org/10.1080/02607476.2022.2070001>
- Al-Masri, H., & Johnson, C. (2023). Inter-Institutional Collaboration in Arabic Language Instruction. *Sharing Less Commonly Taught Languages in Higher Education*, Query date: 2025-01-31 08:37:18, 162–171. <https://doi.org/10.4324/9781003349631-16>

- Al-Tabbaa, O., & Nene, A. (2021). Heterogeneous Inter-Organizational Social Capital in University-Industry Collaboration for Technology Transfer. *Advances in Higher Education and Professional Development*, Query date: 2025-01-31 08:37:18, 301–320. <https://doi.org/10.4018/978-1-7998-3901-9.ch015>
- Arnold, M.-T., Le, T. H. T., & Kolleck, N. (2022). Expectations of Cross-Sector Collaboration in Cultural and Arts Education. *Social Sciences*, 11(8), 343–343. <https://doi.org/10.3390/socsci11080343>
- Fawait, A., Siyeh, W. F., & Aslan, A. (2024). ISLAMIC EDUCATION MANAGEMENT STRATEGIES IN IMPROVING THE QUALITY OF LEARNING IN MADRASAS. *Indonesian Journal of Education (INJOE)*, 4(2), 657–665-657–665.
- Gefen, O. (2024). Cross-sector collaboration. *The Power of Collaboration*, Query date: 2025-01-31 08:37:18, 202–214. <https://doi.org/10.4324/9781003514992-13>
- Guna, B. W. K., Yuwantinaingrum, S. E., Firmansyah, S, M. D. A., & Aslan. (2024). Building Morality and Ethics Through Islamic Religious Education In Schools. *IJGIE (International Journal of Graduate of Islamic Education)*, 5(1), 14–24. <https://doi.org/10.37567/ijgie.v5i1.2685>
- Hapinas, H., Aslan, A., & Hasanah, M. (2025). PENERAPAN MEDIA AUDIO VISUAL SEBAGAI UPAYA MENINGKATKAN MINAT BELAJAR SISWA PADA MATA PELAJARAN AKIDAH AKHLAK DI KELAS VII MTSS YASTI PIMPINAN TAHUN PELAJARAN 2023-2024. *Jurnal Komunikasi*, 3(1), Article 1.
- Hardin, L., Trumbo, S., & Wiest, D. (2020). Cross-sector collaboration for vulnerable populations reduces utilization and strengthens community partnerships. *Journal of Interprofessional Education & Practice*, 18(Query date: 2025-01-31 08:37:18), 100291–100291. <https://doi.org/10.1016/j.xjep.2019.100291>
- Iksal, I., Hayani, R. A., & Aslan, A. (2024). STRENGTHENING CHARACTER EDUCATION AS A RESPONSE TO THE CHALLENGES OF THE TIMES. *Indonesian Journal of Education (INJOE)*, 4(3), 761–774-761–774.
- JUNAIDI, J. (2021). ANOTASI METODELOGI PENELITIAN KUALITATIF JOHN W. CRESWELL. Query date: 2024-05-25 20:59:55. <https://doi.org/10.31237/osf.io/6kt5q>
- Komari, K., & Aslan, A. (2025). Menggali Potensi Optimal Anak Usia Dini: Tinjauan Literatur. *Jurnal Ilmiah Edukatif*, 11(1), Article 1. <https://doi.org/10.37567/jie.v11i1.3605>
- Krumsvik, R. J., Mæland, B., & Solstad, S. H. (2021). Doctoral education in Norway and inter-institutional collaboration within doctoral education. *The Future of Doctoral Research*, Query date: 2025-01-31 08:37:18, 110–119. <https://doi.org/10.4324/9781003015383-13>
- Lyonnet, B. (2021). Hackathon Approach: Its Contributions on Collaboration and Teamwork Skills. *2021 4th International Conference on Education Technology Management*, Query date: 2025-01-31 08:37:18, 91–98. <https://doi.org/10.1145/3510309.3510324>
- Magalhães, A. M., & Veiga, A. (2022). European governance and doctoral education. *A Framework for Critical Transnational Research*, Query date: 2025-01-31 08:37:18, 21–34. <https://doi.org/10.4324/9781003225812-2>
- Malhotra, Dr. N., Rocque, Dr. S. R., & Raj, Dr. P. Y. (2024). Building Connections In The Higher Education Sector: Advancing Academic Collaboration. *Educational*

- Administration: Theory and Practice*, Query date: 2025-01-31 08:37:18. <https://doi.org/10.53555/kuey.v30i5.4357>
- Maric, J. (2020). Digital Storytelling in Interdisciplinary and Inter-institutional Collaboration—Lessons from our Youngest. *Cultural Management: Science and Education*, 4(1), 129–144. <https://doi.org/10.30819/cmse.4-1.08>
- Mills, P. C., & Read, E. K. (2020). Inter-Institutional Collaboration in Veterinary Medical Education. *Journal of Veterinary Medical Education*, 47(5). <https://doi.org/10.3138/jvme-2020-0021>
- Modeva, M., & Todorova, T. (2021). ACADEMIC EDUCATION AT LIBRARY AND INFORMATION MANAGEMENT WITH REFLECTION TO THE GLAM-SECTOR COLLABORATION. *INTED Proceedings*, 1(Query date: 2025-01-31 08:37:18), 5633–5637. <https://doi.org/10.21125/inted.2021.1135>
- Rahayu, S., Aslan, A., & Eliyah. (2025). PENGARUH MODEL PEMBELAJARAN MAKE A MATCH TERHADAP HASIL BELAJAR SISWA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM (PAI) MATERI HADAST DAN NAJIS DI KELAS VII B SMPS IT SULTHONIYAH SAMBAS TAHUN PELAJARAN 2023/2024. *ENTINAS: Jurnal Pendidikan Dan Teknologi Pembelajaran*, 3(1), Article 1.
- Rezaei, A., & Kamali, A. R. (2022). Analysis of collaboration between AstraZeneca and the higher education sector in the UK. *Industry and Higher Education*, 36(6), 861–869. <https://doi.org/10.1177/09504222221086520>
- Saindah, Aslan, A., & Ferawati, D. (2025). NILAI-NILAI PENDIDIKAN IBADAHDALAM NOVEL RINDU KARYA TERE LIYE. *TARBIYATUL ILMU: Jurnal Kajian Pendidikan*, 3(2), Article 2.
- Salam, A., & B, M. R. (2025). Inter-Sector Collaboration in Implementation Poverty Alleviation Program Through Corporate Social Responsibility in Indonesia. *Public Inspiration : Jurnal Administrasi Publik*, 9(2), 143–157. <https://doi.org/10.22225/pi.9.2.2024.143-157>
- Savignon, A. B., Costumato, L., & Scalabrini, F. (2024). Inter-institutional collaboration for public sector digital transformation. *The Routledge International Handbook of Public Administration and Digital Governance*, Query date: 2025-01-31 08:37:18, 206–217. <https://doi.org/10.4324/9781003458081-16>
- Sitopu, J. W., Khairani, M., Roza, M., Judijanto, L., & Aslan, A. (2024). THE IMPORTANCE OF INTEGRATING MATHEMATICAL LITERACY IN THE PRIMARY EDUCATION CURRICULUM: A LITERATURE REVIEW. *International Journal of Teaching and Learning*, 2(1), Article 1.
- Supit, T. (2020). *Rebuilding the Education Sector in East Timor during UNTAET*. Query date: 2025-01-31 08:37:18. <https://doi.org/10.4324/9780429326554>
- Syahrani, A. W., & Aslan, A. (2024). THE IMPACT OF INFORMAL FAMILY EDUCATION ON CHILDREN'S SOCIAL AND EMOTIONAL SKILLS. *Indonesian Journal of Education (INJOE)*, 4(2), 619–631.
- Wekke, I. S. (2020). *Desain Penelitian Kualitatif*. Query date: 2024-05-25 20:59:55. <https://doi.org/10.31219/osf.io/4q8pz>