

Public-Private Partnerships (PPPs) Involvement in Advancing Technical and Vocational Education and Training (TVET) in Cameroon

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Abstract:

The labour market has become dynamic and exigent, as it expects graduates to have quality skills before securing a profitable position. This has increased the unemployment rate among Technical and Vocational Education and Training graduates since TVET institutions are facing challenges in adequately preparing students according to labour market standards. This calls for the need for TVET institutions to redesign their systems and adopt new strategies that address the persistent changing needs of the labour market. Public-Private Partnerships (PPPs) have become an efficient means for TVET institutes to deal with this situation. Therefore, based on Cameroon's TVET system, this paper explores the involvement of Public Private Partnerships in advancing TVET, focusing on their roles in linking TVET to the standards of the labour market and improving the quality, credibility and accessibility of TVET education. The paper also highlights the current state of TVET in Cameroon, bringing to light its challenges in bridging the skill gap between graduates and industries. The study further highlights the impact of the limited involvement of PPPs in Cameroon's TVET system and the economy. It draws on global best practices of PPPs implication in TVET as recommendable actions to sustain Cameroon's TVET system. The results highlight how PPPs can revitalise Cameroon's TVET system to the needs of employers while supporting national development objectives. Through PPPs, Cameroon can establish and sustain a solid TVET system capable of driving innovation, equipping students with required skills, decreasing unemployment among graduates and advancing socio-economic development.

Keywords: Public-private partnership, Technical and Vocational Education, Graduates Employability.

Introduction

Technical and Vocational Education and Training (TVET) plays a crucial role in preparing a country's human capital with the required skills necessary to meet the current demands of the labour market. Amid the technological advancement milieu, TVET is considered one of these tools to promote the economic development of a nation by addressing the existing skills shortage. Despite the efforts made by TVET institutions to train skilled graduates, there remains a mismatch between what these institutions teach and the needs of the industries. TVET institutions in developing countries have shown limited progress in responding to the labour market requirements to produce innovative skills (Allais & Wedekind, 2020). This has led to a high rate of unemployment among TVET graduates and has slowed down the rate of economic development.

However, in Cameroon as in many other countries, bridging the skills gap through the connection of the TVET curriculum to the needs of the labour market remains a primordial challenge. The fast-paced technological evolution demands quality knowledge and skills to strengthen industries and optimise their processes and services. This has significant repercussions on TVET, which can potentially equip individuals with relevant skills that can lead to sustainable development (Pavlova, (Pavlova, 2019; Spöttl & Windelband, 2021).

Africa can tackle the problem of youth employment by emphasising the relevance and improvement of the quality of the TVET system (International Labour Organisation & African Development Bank, 2023). The African Development Bank further highlight that TVET is a solution for alleviating poverty, reducing unemployment through job creation opportunities and sustaining inclusive growth. Nevertheless, these aspects can be met if and only if TVET institutions are capable of addressing the demands of the current labour market. Although TVET has potential benefits for the economy and society, it has been criticised for some practical problems (Lee, 2010). Lee (2010) grouped these issues as poor quality, very high cost, training not responding to current socio-economic conditions, limited interest in the labour market needs and the continuous high unemployment rate among graduates. W. Ngu & P. Teneng (2020) pointed out that in Cameroon, the insufficiency of facilities like electricity, modern infrastructures, outdated curriculum and limited interaction between TVET institutions and the industries contribute to the slow advancement of the TVET system. Managing these hindrances requires critical reforms with the collaboration of stakeholders (UNESCO-UNEVOC, 2015)

One of the essential ways of supporting TVET institutions in training graduates to respond to the needs of the labour market is by establishing solid public-private partnerships (PPPs) within the TVET system. However, most TVET schools in Cameroon encounter the challenge of limited involvement of industrial partners to assist in equipping and making students ready for employment. PPPs in TVET are regarded as a mutual agreement between public authorities, academic institutions, and private industries that are established to create and sustain a more responsive TVET through the provision of resources and expertise. Therefore, TVET institutions should collaborate strongly with industries to facilitate the enhancement of practical training through

the placement of trainees and educational staff under the expertise of industrial partners (Mitiku et al., 2021). Industry partnership through work-integrated learning would have a positive impact on preparing graduates for employment. Workplace partnerships are an innovative way to build a skilled workforce through the collaboration of training institutions and industries and thus limit the mismatch between TVET programs and the labour market (Pandeewari S et al., 2022).

Both educational institutions and industries would benefit from the partnership by facilitating the training of skilled graduates in TVET institutions and providing competent workers for the industries. Therefore, the parties need each other to ensure sustainability. In this situation, the government is highly needed to support and manage the agreements between the TVET institutions and private enterprises (Mustafa et al., 2022). Partnership is considered consistent when there are new public approaches that emphasise the agreements, cooperative responsibilities, transparency, and mutual accountability of the outcomes (Taylor, 2006). Both parties need to undertake, share the understanding of varying skills demands of the labour market and collaborate to provide the required training when the need arises. This will propel a better link between supply and demand in the labour market, alternatively decreasing the significant mismatch between the outcomes of TVET institutes and the needs of the job market (Lee, 2010). Investing in time, energy, resources and finances to ensure the quality of skill and competence of graduates is of high importance due to the high speed of technological advancement. Therefore, the improvement of TVET graduates' skills through the implication of PPPs should be considered a major priority.

Developing countries like Cameroon encounter the issue of insufficient skilled workforce in terms of quantity and quality. This is partly a result of the weak investment (funds, roles) of the government and labour market in trainees. Technical and vocational education training in African countries suffers from chronic underinvestment by the government, which results in significant challenges (Shishi, Christopher Mkulega, 2019). These include low enrolment rates, low quality of training, and little consideration of the labour market's needs. It is noticed that government-owned TVET institutions in Africa suffer from a lack of seriousness and consciousness and are sometimes regarded as institutes that train students with inefficient and obsolete skills. On the other hand, some industries are not ready to invest time and energy in TVET students; they would instead recruit a workforce with work experience rather than fresh graduates. The high-quality skills expectations of the industries and the weak commitment from the government have reduced trust in the TVET system among parents and youth, thus reducing the system's credibility. This distrust is a result of perceiving the TVET graduates managing to secure jobs in the labour market and the high rate of unemployment among these graduates.

According to Oviawe (2018), the need for PPPs in TVET is justified by the fact that TVET institutions have faced challenges over the past years in effectively preparing their students for the labour market. He further highlights that there are a lot of challenges facing TVET in Africa, such as inadequate government resources. Also, the lack of modern or the presence of worn-out infrastructure in most TVET institutions renders teaching and learning ineffective. This point is supported by Kagara, A. B. et al. (2020), who opine that inadequate funding has a significant effect on curriculum implementation. Okeshola (2012) states that one of the factors contributing to the effective retention of girls in TVET is the critical hygiene and sanitary state of TVET institutions. The low teacher qualification of TVET educators calls upon the need for the involvement of public-private stakeholders to enhance teachers' quality in relation to what is required of them to prepare the students for employment. Njenga (2022) emphasises that TVET teachers perceive themselves as competent. Nevertheless, they find a significant need to improve their skills in order to keep pace with technological advancement. Hence, enhancing the competency of TVET teachers could make them more ready to prepare the graduates for the labour market (Godwill Mih Chewachong, 2021).

For the past years, TVET has been ineffective and has been recognised as one of the causes of the increased unemployment rate and slow economic development due to the mismatch between TVET curriculum content and the demands of the labour market (Badenhorst & Radile, 2018). A high rate of TVET graduates lack qualified hands-on experience and have limited skills valued in the labour market (Asrat et al., 2023). The mismatch between the TVET curriculum and the needs of the labour market has made employers not trust domestic workers and hire an external workforce. For instance, a labour market and sector analysis conducted in 2020 demonstrates that employers find it difficult to identify and recruit competent and skilled workers in fields like construction and manufacturing for their companies in countries like Cameroon, Ethiopia, Ghana and Nigeria, this indicates that employees with the qualify skills in these fields are not homemade workers (M Capazario et al., 2020). Also, obtaining a highly qualified homemade workforce in Zambia and other African countries for the mining industries is challenging (Mutale Mulenga & King Chileshe, 2020). Research has brought to light the persistent obstacles faced by most TVET institutions in Cameroon, which stem from the limited funding for the provision of necessary resources for training of students, educators with insufficient skills, outdated curriculum, challenges to appropriately implement curriculum, lack of commitment from the government to invest in TVET, the unwillingness of companies to support in training TVET students with up-to-date knowledge, poor implementation of policies, limited involvement of private partners in education, etc (Brenda Nachuah Lawyer, 2019; Godwill Mih Chewachong, 2021; W. Ngu & P. Teneng, 2020). The development of public-private partnerships is a natural response to the challenges faced by TVET institutions in fully meeting the needs of the labour market and industries to find competent graduates.

As we can see, the challenges within the TVET system in Cameroon are quite consistent, and public-private partnership is highly demanded to help remedy these obstacles. In the past, PPP initiatives in education were predominantly linked to infrastructure projects in which private companies were involved in the construction of public facilities based on specific agreements (Borodiyenko O. et al., 2021). Currently, the term <<public-private partnership >> has evolved. Actually, it is used in the form of business-

education partnership projects, in which public funds are used to provide educational services from private partners to equip individuals with relevant vocational skills. PPPs in countries like Germany, China, Singapore, etc, are the cornerstone of bridging the gap between TVET graduates and the demands of the labour market. These partnerships involve mechanisms of making decisions, coordinating actions or points agreed upon, sharing and managing responsibilities between both parties (public and private), developing ways of providing funding and resources, providing expertise, supporting projects, etc. This can be implemented in aspects such as research activities, skills development programs, training, etc. Based on contemporary practice, it is important for Cameroon TVETs' core stakeholders (government, educational institutions and industries) to identify the TVET areas where PPPs are more than necessary and understand the type of partnership to be applied.

Therefore, this study aims to analyse the involvement of PPPs in advancing TVET, the benefits of public-private partnerships in the TVET system, the impact of the limited involvement of PPP in TVET and subsequently provide strategies that could help establish and sustain PPPs in TVET.

Technical and Vocational Education and Training in Cameroon

Technical and Vocational Education and Training in Cameroon is recognised as a key driver to economic development, and it focuses on equipping youths with quality skills (UNESCO-UNEVOC, 2015). TVET was introduced in Cameroon by the colonial rulers (British and French) for their interest. However, after independence, the Cameroon government acknowledged the importance of this educational system and began to pay attention to it. TVET began gaining currency as a viable option to face the challenges of unemployment and economic development; thus, this led to an increase in the enrolment rate of this system of education (Che, 2007).

Consequently, the head of state emphasised the importance of TVET as a key tool to lay the foundation of industrial development. To support this vision, the expansion policy of TVET schools nationwide was established (John, 2015). This integrated not only the opening of TVET schools but also increased the number of teachers' training centres for the proper operation of the TVET schools. The government has taken measures to expand TVET across the nation in order to provide access to the rural population and a range of training programs at the secondary to tertiary level, as well as formal or informal apprenticeships, ensuring economic development. The expansion policy of TVET institutions has provided a lot of benefits, such as the diversification of the educational system beyond traditional academic routes, alternative educational pathways with a range of choices, especially in rural areas, the development of a skilled workforce, and increased job opportunities among TVET graduates (John, 2015).

In normal circumstances, this policy is supposed to increase the rate of enrolment in TVET; unfortunately, there is a drop instead. This is due to the high preference of parents and students for general education, based on the idea that TVET is not a reliable educational pathway (UNESCO, 2022). For the past years, the government has engaged in expanding TVET institutions but has ignored important inputs such as infrastructures, personnel, and basic facilities that guarantee the quality of this form of education. Therefore, the implementation of any educational expansion policy should be focused on quality (W. Ngu & P. Teneng, 2020).

According to the World Bank (2018) TVET's two main objectives are to equip the workforce and increase the productivity of the economy. They highlight that the quality of training in public institutions has decreased as a result of limited funding. This, therefore, has an impact on the primary goals of TVET. Cameroon's TVET system is not left out of the situation of limited funding, which impedes the proper functioning of this education system. This has led to the continuous criticism of public TVET institutions in Cameroon (A. P. Tambi, 2016). Many TVET institutions have insufficient facilities like workshops, electricity, qualified teachers, and modern technologies (W. Ngu & P. Teneng, 2020). This contributes to the obstacles that prevent TVET graduates from being trained in the required skills (Clement, 2010).

The educators are burdened with overcrowded classes, outdated curricula, and limited resources, which hamper the process of learning and teaching. Even where resources such as workshops and laboratory equipment are available, they are mostly out of date and cannot be useful for the current technologies (Brenda Nachuah Lawyer, 2019; M. D. Tambi, 2019). Training students with outdated curricula and resources will obviously result in the production of individuals with skills that do not meet labour market standards. Yaro & Shafak (2024) emphasise that this situation has led to the mismatch between training and the demands of the workplace. The training does not impart to the students the necessary skills of the labour market, increasing the rate of unemployment among TVET graduates.

The significant unemployment rate among TVET graduates has given a negative perception among parents and students in Cameroon, where TVET is viewed as the venue that mainly hosts students who have not been able to succeed in general education. Young people persistently view TVET as a low quality of education, leading to low enrolment and weak support from families and the community (Loveline, 2021).

All these stem partly from the fact that Cameroon's TVET system does not yet have a National Qualification Framework (NQF), which could ensure the quality of TVET and help in bridging the gap between training and the needs of the labour market.

Many TVET systems in the world benefit from establishing NQF in their system, which has enabled them to train qualified graduates, align skills with the labour market through collaboration with private stakeholders, ensure lifelong learning, enable learners to improve their existing skills and maintain the TVET credibility in society.

The benefits of PPPs in the TVET educational system

Public-private partnerships (PPPs) in Technical and Vocational Education and Training (TVET) have become one of the prominent tools for addressing the skills gaps and ensuring the employability of TVET graduates (Pandeewari S et al., 2022). It creates a milieu that improves the relevance and quality of TVET, hence ensuring its credibility.

Since TVET outputs are the input of the private sector, the private sector or industry can play a crucial role in equipping students according to their needs. The collaboration between TVET institutions and the industry gives industrial stakeholders a way to participate in tailoring TVET programs to meet current and emerging demands of the job market. This is done by giving invaluable insights into industry trends and specific skills required by the job market through the process of curriculum design and implementation. According to (Pandeewari S et al., 2022) one of the ways of limiting the mismatch between TVET graduates' skills and the world of work is by ensuring students are equipped with practical skills and emerging technology that align with labour market demands by engaging industrial partners in curriculum design and implementation.

Collaborating with private stakeholders can enable TVET institutions to modernise training and expose students to new teaching methods. These partners can encourage the transfer of knowledge from industry experts to educators, and they can take part in curriculum design and implementation, thus decreasing the mismatch between the TVET curriculum and the needs of the labour market (Varma & Malik, 2024). They may provide insights to students on self-employment by introducing entrepreneurship programs within the TVET curriculum, making students gain knowledge to establish their own businesses and thus contribute to the economic growth of the country rather than relying solely on the government for employment.

Amid the advanced technology, involving private partners to co-design the curriculum ensures that graduates are trained based on relevant knowledge. This partnership could benefit TVET teachers by providing them with training programs, workshops, etc, that could enhance their knowledge and practical skills, thus guaranteeing the transfer of quality skills to students (Jefferidzal Bin Ismail et al., 2021).

TVET requires a huge investment compared to general education due to the highly demanding nature of this form of education. Most TVET institutions in developing countries suffer from resource constraints and limited funding, which hamper their ability to fulfil their objectives appropriately. In this light, PPPs can share the financial burden of TVET with public and private partners. The government alone faces challenges in sustaining TVET. Therefore, TVET institutions can benefit from more funding and resources and acquire modern infrastructure and training equipment from this collaboration. Likewise, industries would benefit from government actions such as tax breaks and subsidies, which would encourage private companies to invest in TVET. For instance, collaborations between some African countries and multinational companies in the oil and gas field have enabled the provision of resources for TVET institutions, making their training relevant to the demands of the labour market.

Furthermore, in a situation where most developing countries like Cameroon face challenges in providing cutting-edge resources for TVET, which are often expensive for the government to stand as a sole provider. Therefore, PPPs can share this responsibility by providing TVET institutions with access to state-of-the-art resources, which would enable them to integrate current technology into their programs. For instance, a country like South Africa has integrated green technologies and solar panel installation programs into the TVET curriculum based on suggestions made by private partners of renewable energy companies (Kuehn, 2019). This is a similar case in other African countries where partners from technological companies have provided opportunities to TVET institutes to have access to state-of-the-art resources, thus exposing the students to knowledge on technological trends like artificial intelligence and software development. Managing this problem of outdated technology will not only ensure students are well trained but also guarantee their employment, decreasing the rate of unemployment among TVET graduates (Dr. Williams J.D. Obi et al., 2021).

There is a high rate of employment among TVET graduates in countries such as Germany and Switzerland as a result of the application of work-based learning acquired through industrial partnerships (Bosch, 2023; Emmenegger & Seitzl, 2020; OECD, 2017). Work-based learning encompassing internships and apprenticeships has the potential to equip students with relevant skills critical for employment. However, work-based learning can only be made possible through a solid collaboration between TVET institutions and the industries. This showcases one of the potential influences of PPPs to prepare TVET students for the labour market. The main challenge of TVET is bridging the gap between education and employment, which limits its ability to fulfil one of its primordial objectives, which is to ensure graduates' employability. PPPs will remain a crucial instrument to enable TVET to accomplish this goal by contributing to the training of the students and increasing job placement rates. The International Labour Organisation (2023) reports that when TVET engage industrial partners in training students, this ensures the employment of the students since they are trained under the supervision of private stakeholders. This implies that PPPs contribute to the economic development of a country by preparing graduates according to labour market standards, thus ensuring employers have access to competent workers.

Impact of the limited involvement of PPP in the TVET system of Cameroon

The limited engagement of PPPs in the TVET system of Cameroon has led to the use of outdated curricula that respond limitedly to the current demands of the labour market. The TVET curriculum is developed and implemented with little to no expertise from industrial partners. In many developing countries like Cameroon, teachers and students are limited by outdated curricula that are

useless in the present and future and curriculum implementation is mostly done in a traditional way (Brenda Nachuah Lawyer, 2019).

Failure to actively implicate private stakeholders in TVET would result in limited inputs of industrial standards to train students appropriately. Since students are not equipped with the skills required by the labour market, there is a high rate of unemployment among TVET graduates in Cameroon. According to (Yamada et al., 2018), limited collaboration between the TVET institutions and private partners has led to the disconnection between TVET graduates' skills and the demands of the labour market. Most TVET institutions in Cameroon do not collaborate with private partners that could contribute to designing and implementing the curriculum according to labour market demands, thus, training students with relevant skills based on labour market standards.

Even when the curriculum is relevant, it is implemented by less competent educators or teachers undergoing limited professional development programs. As Card et al. (2019) highlight that some governments do not invest so much in the qualification of teachers, which is an important tool for training students. Therefore, educators must also update their skills to deliver knowledge that better prepares the trainees to meet employers' satisfaction (Jeffridzal Bin Ismail et al., 2021).

The weak collaboration between TVET and industrial experts has significantly contributed to the disconnection of TVET programs and the needs of the employers (Ndlovu & Van Wyk, 2023; Valiente et al., 2020; Yamada et al., 2018). Therefore, PPPs are crucial for linking the TVET curriculum to the job market requirements (Ndlovu & Van Wyk, 2023). Without this collaboration, TVET institutes in Cameroon would continue to encounter the issue of outdated curriculum; conversely, TVET students would continue to struggle to secure jobs, perpetuating the high rate of unemployment.

TVET institutions in Cameroon mostly rely on the government for funding and provision of resources. However, the government alone cannot finance these institutions to have the required resources to train students. This financial constraint limits the schools' access to modern technology. Meanwhile, private partners sometimes fill this resource gap in the TVET system of other countries like Germany, China, Singapore, etc, providing modern resources to train students on current technologies. Ngang Josephine Lum Ngesi et al. (2024) highlight that the critical resources gap can be bridged through the implication of PPPs, thus enhancing the TVET system. Nevertheless, due to insufficient partnerships, TVET students in Cameroon are trained on outdated technology, which limits their ability to respond to the needs of the labour market.

Limited to no partnerships in TVET institutions in Cameroon make it challenging for students to secure internships or gain work-based opportunities such as apprenticeships, which are often provided by private companies. TVET institutions integrate internship and fieldwork in their curriculum for hands-on experience; however, in most TVET establishments in the country, the students are expected to find internships by themselves, which seems so challenging. As a result, students sometimes carry out internships in companies not related to their field of studies for the sake of formality, making them less competent in what they are trained for. The TVET graduates' chances of obtaining an internship, employment and work-based learning opportunities, which are crucial for gaining the hands-on experience required in the professional milieu are directly impacted by the limited support from the industries (Varma & Malik, 2024). Thus, this contributes to the persistent youth unemployment in Cameroon.

Local and international industries are also affected by this weak collaboration between TVET institutes and the industries. Most industries like mining and construction encounter difficulties in finding a local skilled workforce; therefore, they rely on imported labour. Since the industries know the conditions in which the students are trained, they do not trust the competence of graduates. A high rate of TVET graduates lack qualified hands-on experience and have limited skills valued in the labour market (Asrat et al., 2023). This situation has caused TVET graduates to find alternative ways of improving their skills to limit the skill gap so they can have opportunities to secure jobs. So, some undergo other training programs to build their skills, while others embrace different fields of study to increase their chances in the job market. This situation of TVET output undergoing training and finding obstacles to getting a job does not match with the Human Capital Theory that emphasises that an individual skill has to enable them to secure a job and thus survive (Emmanuel. et al., 2023). Therefore, this theory calls on all educational stakeholders to emphasise providing TVET students with quality skills that will make them productive in society and, hence, contribute to economic growth. Furthermore, this situation has impacted the perception of TVET since parents and students perceive it as a less promising system of education due to the high rates of unemployment among TVET graduates.

On the other hand, TVET has a prestigious image in countries like Germany, where private partners play a crucial role in preparing TVET students for the labour market. This has enhanced the image of TVET, where parents encourage their children to choose this system of education, and students are more attracted to TVET. The failure to build a solid linkage between industry and TVET has birthed a low enrolment rate in TVET, further limiting its impact on the economic growth of Cameroon. TVET is a cornerstone of industrialisation as it is meant to produce skilled workers for mining, construction, agriculture, energy, and other sectors (Varma & Malik, 2024). This is demonstrated in countries that have well-integrated private partners in their TVET systems. Ngang Josephine Lum Ngesi et al. (2024) report that TVET systems with a committed government and consistent implication of industrial partners provide more skilled workers for their country and become highly productive. However, in Cameroon, the absence of consistent PPPs in TVET reduces the possibility of experiencing similar outcomes.

Lessons from best practices of Public-Private Partnerships (PPPs) in TVET

1-Dual TVET system in Germany

The Germans have adopted the dual education system, which is widely recognised as one of the best models to train students. This model is basically supported by Public-Private Partnerships (PPPs). It involves combining theoretical with practical, work-based training, etc, supported by industrial partners. These partners from the industries have a crucial role in designing and implementing the curriculum. The consistent contribution of these private partners ensures that the programs reflect the labour market demands (OECD, 2017; Pavlova, 2019). This partnership provides a qualified environment where students can gain knowledge in classrooms and hands-on experience on-the-job training within companies, thus limiting the gap between theory and practical experience. This guarantees students acquire practical skills and enables them to face the work environment (ILO, 2021).

This system also ensures that students acquire standardised qualifications that are recognised nationwide, hence providing skills that could be transferable. Therefore, certification helps graduates to be employable in both national and international labour markets (European Centre for the Development of Vocational Training, 2009).

The involvement of PPPs in Germany's dual education has significantly reduced the unemployment rate by training students with relevant skills. This is supported by Bosch (2023), which highlights that the rate of youth unemployment in Germany has dropped compared to other countries due to the establishment of a solid dual educational system. The partnership between TVET and private partners ensures that the curriculum is in connection with economic demands, thus facilitating the transitions of TVET graduates from education to the job market. This implies that TVET is one of the tools contributing to sustaining Germany's economic development.

2-Industry-Led Training Programs in Switzerland

Switzerland's Technical and Vocational Education and Training system is considered successful compared to other TVET systems because of the integration of Public-Private Partnerships. Unlike in developing countries such as Cameroon, where students and parents perceive TVET as a less prestigious system of education, approximately two-thirds of Swiss youth choose TVET and consider it as a promising career pathway (Hänni et al., 2022). The TVET system is managed by the most important stakeholders, which are the government, industry collaborators and the TVET institutes, ensuring that the system is demand-oriented. This collaboration is based on a well-defined policy, transparency, accountability and shared responsibility between the partners, ensuring that every stakeholder accomplishes its task effectively.

In this respect, industrial partners are vine growers, allowing students to learn current skills. They engage students in projects, workshops, etc. which help them to contact with the industrial world and offer them practical knowledge which fits the industrial needs (Egg & Renold, 2015). Feedback mechanisms are a crucial tool to support educators in enhancing their programs and teaching methods. There are efficient feedback mechanisms between the industries and the Swiss TVET system, which enable them to improve their curriculum based on the suggestions made by employers. Feedback from stakeholders can significantly contribute to improving students' training (Khurana & Manuja, 2023). Thus, this enables the system to adapt to the dynamic demands of the labour market (European Centre for the Development of Vocational Training, 2009). The integration of industry-led training programs ensures that Swiss TVET graduates are well-trained and ready for the job market and decreases the unemployment rate among TVET graduates.

3- Agreement on National Skills for Australia TVET

The Australian National Skills Agreement (ANSA) is an effective model of Public-Private Partnerships in TVET. It is a model based on a strong collaboration between federal and state governments and private partners to provide quality technical vocational education & training (TVET) access in the countryside and urban areas (Knight & Mlotkowski, 2009). Its main goal is to bridge the skills gap between training and the labour market, thus improving economic development. Measures such as feedback mechanisms, audits, etc, are taken into account to respond to the expectations of the job market.

Also, the private sector identifies emerging skill shortages, and they support schools in tailoring programs to fill this gap. More practical training is emphasised in the curriculum; the students spend much time in companies, and they are guided by industrial partners in the process of learning (Knight & Mlotkowski, 2009; Wu & Liu, 2022). This has helped TVET institutions to produce a skilled workforce in sectors such as construction, healthcare, and digital technologies according to Australian labour market standards.

Top priority, the National Skills Agreement has tackled the problem of skills shortage, especially in sectors that seem to lag behind in accessing TVET (Joyce, 2023). Such collaboration has enhanced the labour force's capability to adapt to fast technological development (Joyce, 2019). Partnership involvement in the Australian TVET system has greatly contributed to increasing the employment rate and supported the recovery of the economy.

4-The Meister Schools Model in South Korea

A noteworthy partnership in TVET is South Korea's Meister Schools model, which aims to address the mismatch between TVET and industries such as robotics, manufacturing and information technology (IT). According to (Young-Sun Ra, 2012) the TVET system in South Korea is government-led. The author attached the success of this TVET system to a committed government that sets initiatives to align TVET with the economic development plan. The government has taken the initiative to establish partnerships in order to improve its workforce by monitoring the collaboration between TVET institutions and industry partners. This approach

is organised in such a way that each Meister School specialises in a particular industry aspect, ensuring the training of skilful graduates. For example, certain institutions in South Korea are meant to train students in fields like robotics and automation, while others prepare the workforce in digital fields. Such initiatives in their training guarantee that the graduates have a good mastery of the field and can easily be employable (Joo, 2018). The private partners of this collaboration help alleviate the financial constraint on TVET institutions by providing funding and up-to-date technological resources to these schools, ensuring that the students are trained on current technologies.

Companies in many countries sometimes do not trust the skills of TVET graduates, especially when they are not involved in their training. This resulted in a high unemployment rate for TVET graduates. Perhaps the most intriguing part of the Meister School Model is that graduates are directly employed by private partners. These partners are involved in creating the curriculum and delivering it, as well as ensuring that students meet their expectations. According to Park & Yu (2023), this ensures that graduates are directly recruited, reducing the pressure of getting a job upon graduation. The support from many of the top organisations in the sector has greatly benefited the graduates in preparing for the advanced techno world.

Recommendation and Conclusion

Public-Private Partnerships (PPPs) have the potential to advance Technical and Vocational Education and Training (TVET) in Cameroon, providing the means to limit the existing gap between graduates' skills and labour market demands. Therefore, by making use of inputs such as expertise, resources, and support from both public and private partners, PPPs have the potential to improve the quality and increase the accessibility of TVET, ensuring economic development. The involvement of private partners in many TVET systems around the world has proven the potential of this approach to link TVET programs with job market needs. Participating in the development and execution of the curriculum, providing opportunities for work-based learning, and ensuring the availability of contemporary technological resources also prepares students to meet the needs of the labour market.

Additionally, it has been shown how PPPs can reduce the government's financial responsibilities of keeping TVET. Providing infrastructure, finances and faculty development through collaboration establishes a solid educational foundation that caters to all stakeholders. Collaborating to provide infrastructure, finances and faculty development ensures the establishment of a solid educational framework that serves the interests of all stakeholders. This, in turn, alters the perception of TVET among parents and students, thus preserving the credibility of this system of education.

Nevertheless, the limited participation of PPPs in Cameroon's TVET draws attention to a number of considerable challenges such as inadequate governance structure, weak coordination among stakeholders and limited policies to encourage private partners' participation in TVET. This collaboration could be intensified in the form of tax breaks and subsidies for the industries to actively participate in TVET.

Lessons from other TVET systems, such as the dual education system in Germany, industry-led training programs in Switzerland or the national skills agreement in Australia, can serve as valuable models for Cameroon to implement based on its cultural, economic and societal context. The government has the power to implement policies that direct these barriers, threatening strong TVET and industry cooperation. One way to achieve this would have been to implement regulatory frameworks that define responsibilities between stakeholders that allow mutual benefit while ensuring accountability and transparency. The use of PPPs in revamping TVET in Cameroon depends on a shared commitment to building skilled graduates. By emphasising the involvement of private stakeholders, tackling systemic obstacles and exploring the potentials of both public and private partners, Cameroon can create and sustain a robust TVET system capable of training youth with invaluable skills to face the dynamic labour market, decreasing unemployment and increasing economic development. The commitment of the government to invest in TVET and sustain PPPs will, therefore, enhance Cameroon's TVET system and position it as a regional example in training a skilled workforce.

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