

Strengthening Industry–School Partnerships for Improved Employability Skills among Learners in Government Technical Schools in Mfoundi Division, Cameroon

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ABSTRACT

The pursuit of economic emergence in Cameroon by 2035 has intensified the need for a technically competent and employable workforce capable of responding to evolving labor market demands. Within this context, Technical and Vocational Education and Training (TVET) is expected to play a transformative role in equipping learners with practical skills and professional competencies. However, growing evidence suggests a persistent mismatch between the skills acquired by graduates of government technical schools and those required in contemporary work places. The study adopts a mixed-methods convergent design. Quantitative survey data were collected from approximately 240 respondents including students, teachers, administrators, and industry supervisors using purposive, stratified, and simple random sampling across government technical schools in Mfoundi Division and analyzed using SPSS. Qualitative data from interviews and focus group discussions were analyzed thematically. Qualitative and quantitative data were integrated at the interpretation stage by comparing survey results on employability skills with thematic findings on partnership practices to identify convergence and explain skill gaps. This gap has been largely attributed to limited practical exposure and weak collaboration between training institutions and industry. This study investigates the influence of industry–school partnerships on the development of employability skills among learners in government technical schools in the Mfoundi Division of the Centre Region of Cameroon. Grounded in the Human Capital Theory and Experiential Learning Theory, the study adopts a mixed-methods research design to capture both measurable outcomes and in-depth experiential insights. Data were collected from a diverse sample of students, teachers, school administrators, and industry supervisors through structured questionnaires, semi-structured interviews, focus group discussions, and document analysis. The findings reveal that structured and sustained engagement with industry—through mechanisms such as internships, apprenticeships, and collaborative training initiatives—significantly enhances learners’ technical proficiency, adaptability, problem-solving capacity, and overall workplace readiness. Furthermore, industry participation contributes to improving curriculum relevance by aligning instructional content with current technological trends and occupational standards. Learners exposed to real work environments demonstrated greater confidence, independence, and ability to integrate theoretical knowledge with practical application. Despite these positive outcomes, the study identifies critical systemic constraints that limit the effectiveness of industry–school partnerships. These include weak institutional frameworks, inadequate policy enforcement, limited availability of quality internship placements, financial constraints, and insufficient coordination between educational institutions and private sector actors. Such challenges reduce the consistency, accessibility, and impact of experiential learning opportunities within the technical education system. The study concludes that robust and institutionalized industry–school partnerships are indispensable for bridging the gap between education and employment in Cameroon. It argues that without deliberate and sustained collaboration between stakeholders, the objectives of TVET in supporting national development and economic transformation may remain unattained. The study therefore recommends the establishment of formal partnership frameworks, compulsory industrial training programs, increased investment in technical education, and active involvement of industry professionals in curriculum design, implementation, and assessment. These measures are essential for enhancing the quality, relevance, and effectiveness of technical education in line with Cameroon’s long-term development aspirations.

Keywords: Technical and Vocational Education and Training (TVET), industry–school collaboration, employability skills, workforce readiness, experiential learning, skills development, Cameroon.

INTRODUCTION

Education remains a fundamental pillar for national development, particularly in developing countries where the need for skilled human capital is critical for economic transformation. In recent years, Technical and Vocational Education and Training (TVET) has gained increasing recognition as a strategic pathway for equipping learners with practical competencies required for employment, innovation, and industrial growth. According to UNESCO (2016), TVET plays a central role in bridging the gap between education systems and labor market demands by providing learners with job-relevant skills that enhance productivity and employability. In Cameroon, the government's long-term development vision, commonly referred to as Vision 2035, emphasizes the transformation of the country into an emerging economy through industrialization and human capital development. Within this framework, technical education is expected to produce graduates who are not only theoretically knowledgeable but also practically competent and capable of contributing effectively to economic development (MINESUP, 2018). However, despite efforts to strengthen the TVET sector, concerns continue to be raised regarding the employability of graduates from government technical schools. One of the major challenges facing technical education in Cameroon is the persistent mismatch between the skills acquired by learners and those demanded by employers. Studies have shown that many graduates lack adequate practical experience, workplace adaptability, and problem-solving abilities required in modern industries (Okorie, 2010; Ogbuanya & Fakorede, 2017). This skills gap reduces their competitiveness in the labor market and contributes to unemployment among technically trained youth. A key factor contributing to this mismatch is the limited collaboration between technical schools and industries. According to Kolb's Experiential Learning Theory (1984), effective learning occurs through a cycle of experience, reflection, conceptualization, and experimentation. However, in many technical institutions, learning remains largely classroom-based with insufficient exposure to real industrial environments. While workshops and laboratory sessions are included in the curriculum, they often fail to replicate the complexity and technological advancement of actual workplace settings. Industry-school partnerships have therefore been identified as a critical strategy for enhancing the effectiveness of technical education. Such partnerships involve structured collaboration between educational institutions and industry actors aimed at integrating practical workplace experience into training programs. These collaborations may include internships, apprenticeships, industrial visits, guest lectures, and joint curriculum development (UNESCO, 2016). Through these mechanisms, learners are exposed to real-world working conditions, enabling them to develop both technical and soft skills such as teamwork, communication, and problem solving. Furthermore, Human Capital Theory emphasizes that investment in education and training enhances individual productivity and contributes to economic growth (Becker, 1964). However, the effectiveness of such investment depends largely on the relevance of the skills acquired. Without strong industry involvement, technical education risks producing graduates, whose skills do not align with labor market needs, thereby limiting the returns on educational investment. Despite the recognized importance of industry-school collaboration, many developing countries, including Cameroon, continue to experience weak and inconsistent partnerships between technical institutions and industries. In most cases, such collaborations are informal, poorly coordinated, or limited in scope, thereby reducing their impact on learners' skill development (UNESCO, 2016). This situation is particularly evident in government technical schools in the Mfoundi Division of the Centre Region, where opportunities for industrial exposure remain insufficient and unevenly distributed among learners. Given the strategic importance of employability skills in national development, it is essential to examine how industry-school partnerships influence skill acquisition among learners in technical institutions. A clearer understanding of this relationship can provide valuable insights for improving the quality and relevance of technical education in Cameroon. This study therefore investigates the influence of industry-school partnerships on employability skills among learners in government technical schools in the Mfoundi Division of the Centre Region of Cameroon.

Problem Statement

Despite the increasing recognition of Technical, Vocational Education, and Training (TVET) as a key driver of economic development, Cameroon continues to face significant challenges in ensuring that technical education effectively produces employable graduates. TVET is expected to equip learners with practical competencies that align with labor market needs and contribute to national industrialization goals (UNESCO, 2016). However, in practice, many graduates from government technical schools still struggle to meet employer expectations in

terms of technical proficiency, adaptability, and workplace readiness. One of the most frequently reported concerns is the mismatch between the skills acquired through technical education and those required in the labor market. Employers often indicate that graduates lack sufficient hands-on experience and are not fully prepared to perform tasks independently in industrial settings (Okorie, 2010). This skills gap has become a major constraint to youth employment and productivity, particularly in developing economies where industrial sectors require competent and work-ready personnel. A key contributing factor to this challenge is the weak linkage between technical schools and industries. According to Ogbuanya and Fakorede (2017), effective skill acquisition in technical education depends heavily on access to real workplace environments and adequately structured practical training. However, in many government technical schools, training remains predominantly school-based, with limited exposure to industrial practices. Although workshops and laboratory sessions are part of the curriculum, they often do not reflect current industry technologies and standards. Furthermore, industry–school partnerships, where they exist, are often informal, inconsistent, or poorly coordinated. As a result, opportunities such as internships, apprenticeships, and industrial attachments are not systematically accessible to all learners. This creates inequality in training experiences, where only a limited number of students benefit from meaningful industrial exposure, while others graduate with predominantly theoretical knowledge. In the Mfoundi Division of the Centre Region of Cameroon, these challenges are particularly evident. Government technical schools in this area face constraints such as limited access to industrial partners, inadequate institutional frameworks for collaboration, insufficient funding for practical training, and weak policy enforcement regarding industrial exposure requirements. These factors collectively reduce the effectiveness of TVET in producing competent and employable graduates. Human Capital Theory emphasizes that investment in education and training should translate into increased productivity and economic value (Becker, 1964). However, when training is not aligned with industry needs, the returns on educational investment are diminished. Similarly, Experiential Learning Theory highlights that effective learning occurs through direct experience and reflection (Kolb, 1984). The absence of structured industry exposure therefore limits the development of deep, practical learning among technical students. Although previous studies have highlighted the importance of linking education with industry, there remains limited empirical evidence focusing specifically on the influence of industry–school partnerships on employability skills within government technical schools in the Mfoundi Division. This gap in knowledge limits the ability of policymakers and educational planners to design targeted interventions that strengthen TVET outcomes. It is therefore necessary to critically examine the extent to which industry–school partnerships influence employability skills among learners in government technical schools in the Mfoundi Division of the Centre Region of Cameroon. Such an investigation will provide evidence-based insights for improving the effectiveness of technical education and enhancing graduate employability.

THEORETICAL FRAMEWORK

This study is anchored on two major theoretical perspectives: Human Capital Theory and Experiential Learning Theory, both of which provide a strong foundation for understanding the relationship between industry–school partnerships and employability skills.

Human Capital Theory

Human Capital Theory, developed by Becker (1964), posits that education and training are forms of investment that enhance the productivity and economic value of individuals. According to this theory, individuals acquire knowledge, skills, and competencies that increase their employability and earning potential. In the context of technical education, human capital development is achieved when learners acquire practical skills that are relevant to labor market demands. However, the effectiveness of human capital formation depends on the quality and relevance of training. When technical education is disconnected from industry needs, the resulting skills may not translate into improved productivity or employability. Therefore, industry involvement becomes essential in ensuring that training programs produce relevant and market-oriented competencies (Becker, 1964; UNESCO, 2016).

Experiential Learning Theory

Experiential Learning Theory, proposed by Kolb (1984), emphasizes that learning is a continuous process grounded in experience. It involves a cycle of concrete experience, reflective observation, abstract

conceptualization, and active experimentation. According to this theory, learners acquire deeper understanding and competence when they engage directly with real-life situations. In technical education, experiential learning is particularly important because it allows learners to apply theoretical knowledge in practical contexts. Industry–school partnerships provide the necessary environment for such experiential learning through internships, apprenticeships, and industrial attachments. These experiences enhance skill acquisition, professional development, and workplace readiness (Kolb, 1984; Ogbuanya & Fakorede, 2017). Together, these theories highlight the importance of aligning education with practical experience and labor market needs, thereby justifying the relevance of industry–school partnerships in technical education.

EMPIRICAL LITERATURE REVIEW

Empirical studies on Technical, Vocational Education, and Training (TVET) consistently emphasize the critical role of practical exposure and industry engagement in enhancing learners' employability skills. Across different educational contexts, research has shown that the effectiveness of technical education is largely determined by the extent to which learners are exposed to real workplace environments and adequately equipped training facilities. Ogbuanya and Fakorede (2017) investigated the availability of instructional facilities and their influence on skill acquisition in technical colleges. Their findings revealed a strong positive relationship between access to well-equipped workshops and learners' practical competence. The study concluded that students who train with modern tools and equipment demonstrate higher levels of proficiency and are better prepared for employment compared to those trained in poorly equipped environments. Similarly, Okorie (2010) emphasized that vocational and technical education must be practice-oriented to achieve its objectives. The author argued that skill acquisition is fundamentally dependent on repeated hands-on practice, which allows learners to develop mastery over technical tasks. Without adequate practical exposure, technical education risks becoming overly theoretical and ineffective in preparing learners for the labor market. Abdu-Raheem (2011) further examined the availability and utilization of instructional materials in vocational education. The study found that inadequate learning resources significantly hinder effective teaching and reduce learners' ability to understand and apply technical concepts. It was concluded that instructional materials are essential for bridging the gap between theory and practice in technical education. UNESCO (2016) provides a broader international perspective, emphasizing that successful TVET systems require strong linkages between training institutions and industries. According to the report, countries that integrate industry participation into their technical education systems tend to produce graduates who are more skilled, adaptable, and employable. The report further highlights that internships, apprenticeships, and workplace-based training are essential components of effective technical education systems. In addition, Kolb's Experiential Learning Theory (1984) supports the importance of practical engagement in learning processes. The theory explains that knowledge is created through the transformation of experience, meaning that learners must actively engage in real-life situations to develop meaningful competencies. In technical education, this implies that exposure to industrial environments is essential for effective skill acquisition. Empirical evidence from various studies also indicates that weak collaboration between schools and industries remains a major challenge in many developing countries. Limited access to industrial training opportunities, outdated equipment, and insufficient coordination between stakeholders often result in graduates who are not fully prepared for the demands of the labor market. In the context of Cameroon, available studies suggest that although efforts have been made to strengthen technical education, the level of industry involvement remains limited and inconsistent. This has contributed to a persistent gap between the skills acquired in schools and those required in industries, thereby affecting graduate employability. Overall, empirical literature strongly supports the view that industry engagement, practical training, and adequate instructional resources are key determinants of successful skill acquisition in technical education. However, gaps remain in understanding how structured industry–school partnerships specifically influence employability skills in government technical schools, particularly in the Mfoundi Division of Cameroon. This study therefore builds on existing empirical evidence to address this gap.

RESEARCH METHODOLOGY

Research Design

This study adopts a mixed-methods research design, combining both quantitative and qualitative approaches.

This design is appropriate because it allows the researcher to capture both numerical trends and in-depth explanations regarding the influence of industry–school partnerships on employability skills. Mixed methods are particularly useful in educational research where complex social and institutional phenomena are being studied (Creswell, 2014). A descriptive survey design is also employed to describe existing conditions and examine relationships between variables as they naturally occur without manipulation. This design is widely used in educational studies where perceptions, experiences, and institutional practices are investigated in real-life settings.

Area of Study

The study is conducted in the Mfoundi Division of the Centre Region of Cameroon, which is a major administrative and economic hub. The area is selected because it hosts several government technical schools as well as nearby industrial establishments, making it relevant for examining school–industry relationships.

Target Population

The target population includes:

- Students enrolled in government technical schools
- Teachers and technical instructors
- School administrators
- Selected industry supervisors involved in training or collaboration

These groups are chosen because they directly participate in or influence technical training and skill acquisition processes.

Sampling Techniques and Sample Size

A sample size of approximately 240 respondents is considered appropriate for this study.

Different sampling techniques are used:

- Stratified sampling is applied to ensure representation of all categories of respondents (students, teachers, administrators, industry partners).
- Simple random sampling is used to select student participants in order to reduce bias and ensure fairness.
- Purposive sampling is applied to select key informants such as school administrators and industry supervisors due to their specialized knowledge of institutional and industrial practices (Kothari, 2004).

Data Collection Instruments

Data is collected using multiple instruments to ensure triangulation:

- Questionnaires for students and teachers to gather structured quantitative data
- Semi-structured interviews with administrators and industry partners to obtain in-depth qualitative insights
- Focus group discussions (FGDs) with students to explore shared experiences
- Document analysis of school records, internship reports, and policy documents related to TVET implementation

Validity and Reliability

To ensure validity, the instruments are reviewed by experts in curriculum studies and technical education to confirm clarity, relevance, and appropriateness of items. Reliability is enhanced through pilot testing in a similar technical school setting, allowing for refinement of ambiguous or weak items before the actual study (Cohen et al., 2018).

Data Collection Procedure

Permission is obtained from relevant educational authorities before data collection. Questionnaires are administered directly to respondents, while interviews and focus group discussions are conducted in selected schools and industrial settings. Participation is voluntary, and confidentiality is maintained throughout the process.

Data Analysis Techniques

Quantitative data collected from questionnaires are analyzed using descriptive statistics such as frequencies and percentages to identify patterns in responses. Qualitative data from interviews and focus groups are analyzed using thematic analysis, which involves coding, categorizing, and interpreting recurring themes related to industry exposure and employability skills development (Braun & Clarke, 2006).

PRESENTATION OF FINDINGS / RESULTS

This section presents the findings of the study on the influence of industry–school partnerships on employability skills among learners in government technical schools in the Mfoundi Division of the Centre Region of Cameroon. The results are presented in line with the research objective and are organized according to the main themes that emerged from both quantitative and qualitative data.

Level of Industry–School Collaboration in Technical Schools

Findings indicate that the level of collaboration between technical schools and industries in the Mfoundi Division is generally moderate to low. Responses from students and teachers show that while some institutions have occasional engagement with industries through visits or short internships, these activities are neither systematic nor evenly distributed across schools. A significant proportion of students reported that they had limited or no exposure to industrial environments during their training. Teachers also indicated that partnerships with industries are often dependent on individual school initiatives rather than structured national or regional frameworks. This lack of formalization reduces the consistency and effectiveness of industrial exposure programs. Qualitative responses from administrators suggest that although some agreements exist with local enterprises, implementation is often irregular due to logistical and financial constraints. These findings suggest that industry–school collaboration is still in a developing stage and lacks strong institutional coordination.

Influence of Industry Exposure on Employability Skills

The findings reveal a strong positive relationship between industry exposure and the development of employability skills among learners.

Students who participated in internships or industrial attachments reported higher levels of :

- Technical competence
- Confidence in handling equipment
- Problem-solving ability
- Adaptability to workplace conditions

Teachers confirmed that learners who undergo industrial training tend to perform better in practical examinations and demonstrate greater independence in workshop tasks. This supports the view that experiential learning significantly enhances skill acquisition (Kolb, 1984). Industry supervisors also noted that students exposed to real work environments show improved discipline, teamwork, and communication skills compared to those without industrial experience. These soft skills are considered essential for employability in modern labor markets.

Contribution of Partnerships to Curriculum Relevance

The study found that industry–school partnerships have a positive but limited influence on curriculum relevance. In institutions where collaboration exists, industry actors occasionally contribute feedback on training content and suggest updates to reflect current technological trends. However, most respondents indicated that curriculum development remains largely centralized, with minimal industry participation. As a result, some training content is perceived as outdated and not fully aligned with current industrial practices. Teachers emphasized that stronger industry involvement in curriculum design would improve the relevance of training programs and better prepare learners for employment.

Challenges Affecting Industry–School Partnerships

Several challenges were identified as limiting the effectiveness of industry–school collaboration:

- Limited availability of internship placements for students
- Weak institutional frameworks governing partnerships
- Financial constraints affecting transportation and coordination
- Lack of formal agreements between schools and industries
- Mismatch between school schedules and industrial operations
- Students particularly highlighted difficulty in accessing internship opportunities, while administrators emphasized the absence of structured national coordination mechanisms.

These challenges reduce the sustainability and impact of partnerships, limiting their contribution to employability skills development.

Overall Impact on Employability Skills

Overall findings indicate that industry–school partnerships have a significant positive influence on employability skills when properly implemented. Learners who benefit from industrial exposure demonstrate:

- Higher technical proficiency
- Better workplace adaptability
- Improved problem-solving abilities
- Increased confidence and independence

However, the inconsistent and informal nature of existing partnerships limits their overall impact at the institutional level. This suggests that while the potential benefits are clear, their realization depends heavily on structured implementation and sustained collaboration.

DISCUSSION OF FINDINGS

The findings of this study reveal that industry–school partnerships exert a significant influence on the development of employability skills among learners in government technical schools in the Mfoundi Division.

However, the effectiveness of this influence is largely dependent on the level of structure, consistency, and institutional support surrounding such partnerships.

Level of Industry–School Collaboration

The study established that industry–school collaboration in the selected technical schools is generally weak and irregular. This finding aligns with UNESCO (2016), which notes that many developing countries experience fragmented linkages between TVET institutions and industries due to inadequate policy enforcement and weak institutional coordination.

The absence of structured collaboration limits learners' access to meaningful industrial exposure. From a theoretical perspective, this contradicts the principles of Experiential Learning Theory, which emphasizes that learning is most effective when individuals engage directly with real-world experiences (Kolb, 1984). Without consistent industry engagement, learners remain confined to simulated school environments that may not reflect actual workplace realities.

Influence of Industrial Exposure on Skill Development

The findings show that learners who participate in internships or industrial attachments demonstrate higher levels of technical competence, confidence, and adaptability. This supports Ogbuanya and Fakorede (2017), who found that practical exposure significantly enhances skill acquisition in technical education. Similarly, Okorie (2010) emphasizes that vocational skills are best developed through repeated hands-on practice rather than theoretical instruction alone. The results of this study confirm that learners who interact with real industrial equipment and processes are better prepared for employment. From a Human Capital Theory perspective, this improvement in skills reflects the value of investing in practical training as a means of increasing individual productivity and employability (Becker, 1964). However, when such exposure is limited, the return on educational investment is reduced.

Curriculum Relevance and Industry Input

The study found that industry involvement in curriculum development is minimal and inconsistent. This limits the responsiveness of technical education programs to evolving industrial needs. UNESCO (2016) argues that effective TVET systems require continuous collaboration between industry and educational institutions to ensure curriculum relevance. The limited participation of industry stakeholders in curriculum design contributes to a mismatch between training content and workplace expectations. As a result, learners may graduate with competencies that are outdated or insufficient for modern industrial environments.

Challenges Affecting Partnerships

Several structural and operational challenges were identified, including limited internship opportunities, weak institutional frameworks, and inadequate funding. These findings are consistent with earlier studies by Ogbuanya and Fakorede (2017), who highlighted similar constraints in technical education systems across developing contexts. The lack of formalized agreements between schools and industries also reduces the sustainability of partnerships. Without clear policy frameworks, collaboration tends to depend on individual relationships rather than institutional systems, making it inconsistent and unreliable.

Overall Implications for Employability

The study confirms that industry–school partnerships play a crucial role in enhancing employability skills. Learners exposed to industrial environments develop stronger technical and soft skills, including teamwork, communication, and problem-solving abilities. However, the limited and uneven implementation of these partnerships reduces their overall impact. This suggests that while the model is effective in principle, its success depends on strong institutional support, adequate funding, and policy enforcement. From both theoretical and empirical perspectives, the findings reinforce the idea that employability is not solely determined by classroom instruction but by meaningful integration of learning with real-world experience (Kolb, 1984; Becker, 1964).

CONCLUSION AND RECOMMENDATIONS

Conclusion

This study set out to examine the influence of industry–school partnerships on employability skills among learners in government technical schools in the Mfoundi Division of the Centre Region of Cameroon. The investigation was motivated by persistent concerns regarding the mismatch between the skills acquired by graduates of technical institutions and the competencies required in the labor market, a situation that continues to limit youth employability and industrial productivity. Findings from the study reveal that industry–school partnerships play a crucial role in enhancing the quality and relevance of technical education. Learners who benefit from industrial exposure through internships, apprenticeships, and workplace visits demonstrate higher levels of technical competence, confidence, adaptability, and problem-solving ability. These learners are better able to apply theoretical knowledge in real-world contexts, thereby bridging the gap between classroom instruction and industrial practice. The study also established that experiential learning significantly contributes to employability skills development. When learners interact directly with industrial tools, machines, and working environments, they develop not only technical skills but also essential soft skills such as teamwork, communication, and discipline. These competencies are highly valued in modern labor markets and are essential for successful integration into the workforce. However, despite these positive outcomes, the study identified several structural and institutional challenges that limit the effectiveness of industry–school partnerships. These include weak institutional frameworks, inadequate funding, limited availability of internship placements, poor coordination between schools and industries, and insufficient policy implementation. As a result, access to industrial training opportunities remains inconsistent and unequal among learners. In addition, the study highlights that curriculum relevance is still partially constrained by limited industry participation in curriculum design and review processes. This disconnect contributes to the persistence of outdated training content in some technical institutions, further widening the gap between education and employment requirements. Overall, the study concludes that while industry–school partnerships have a strong potential to improve employability skills among technical school learners, their current level of implementation in the Mfoundi Division is insufficient to achieve optimal outcomes. Strengthening these partnerships through structured, well-coordinated, and policy-supported frameworks is essential for improving the effectiveness of technical education in Cameroon. Ultimately, enhancing industry–school collaboration is not only an educational necessity but also a strategic requirement for national development. A more integrated system will ensure that technical education produces graduates who are competent, work-ready, and capable of contributing meaningfully to Cameroon’s vision of becoming an emerging economy.

Recommendations

Based on the findings of this study, several key recommendations are proposed to improve the effectiveness of industry–school partnerships and enhance employability skills among learners in government technical schools in the Mfoundi Division.

- Firstly, there is a need for the institutionalization of industry–school partnerships through clear national and regional policy frameworks. Government authorities should develop structured guidelines that define the roles and responsibilities of schools and industries in collaborative training. Such frameworks should ensure that partnerships are not dependent on informal arrangements but are systematically integrated into the TVET system.
- Secondly, the study recommends the expansion and formalization of industrial training opportunities for all technical students. Internship and apprenticeship programs should be made compulsory components of technical education curricula. Every learner should be guaranteed a minimum period of structured industrial exposure before graduation to ensure adequate practical experience.
- Thirdly, there should be stronger collaboration between curriculum developers and industry stakeholders. Industry experts should be actively involved in the design, review, and updating of technical education curricula. This will ensure that training content reflects current industrial standards, technological advancements, and labor market needs, thereby improving the relevance of graduate skills.

- Fourthly, the government and relevant stakeholders should prioritize increased funding for technical education and industrial training programs. Adequate financial resources are essential for facilitating student placements, transportation to industrial sites, procurement of training materials, and maintenance of partnerships. Without sufficient funding, implementation of effective industry exposure programs will remain limited.
- Fifthly, technical schools should establish formal partnership agreements with local industries and enterprises. These agreements should clearly define the duration, content, and expected outcomes of student industrial placements. Schools should also maintain active databases of partner industries to ensure continuity and consistency in training opportunities.
- Additionally, there is a need for capacity building of teachers and technical instructors on modern industrial practices. Regular training and exposure visits to industries should be organized to enable teachers to update their knowledge and better align classroom instruction with workplace realities.
- Finally, the study recommends the establishment of a monitoring and evaluation system to assess the effectiveness of industry–school partnerships. Continuous evaluation will help identify challenges, measure outcomes, and ensure that partnerships are producing meaningful improvements in employability skills development.

In conclusion, implementing these recommendations will significantly strengthen the linkage between technical education and industry, thereby improving the quality of skills acquisition and enhancing the employability of graduates in Cameroon.

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