EDUCATIONAL PARTNERSHIPS AND EFFECTIVENESS OF TRAINING IN NON - FORMAL ADULT LEARNING CENTRES: THE CASE OF CPFF YAOUNDÉ 4.

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This is to certify that the dissertation entitled *"Educational Partnerships and Effectiveness of Training in Non-Formal Adult Learning Centres: The Case of CPFF Yaoundé 4"* and submitted by Lafolir Daniel Dinyuy is the original research project for the award of a Master's in Educational Management in the Department of Curriculum and Evaluation (Educational Management), Faculty of Education at the University of Yaoundé I. Also, it is certified that the dissertation represents an independent research work of the student and has not been submitted for an award of any other degree.

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To the entire Lafolir's family.

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LIST OF ABBREVIATIONS

ALE	Adult Learning and Education
AU	African Union
BTS	Brevet de Technicien Supérieur
CEP	Certificat d'Étude Primaire
CESA 16-25	Continental Education Strategy for Africa 2016 - 2025
CONFINTEA	Conférence Internationale sur L'Éducation des Adultes (International Conference on Adult Education)
CPFF	Centre de Promotion de la Femme et de la Famille (Women's Empowerment and the Family Centre)
CSO	Civil Society Organisation
EFA	Education For All
ELT	Experiential Learning Theory
ET	Effectiveness of Training
FSLC	First School Leaving Certificate
GESP-ETSP	Growth and Employment Strategy Paper- Education and Training Sector Paper
GRALE	Global Report on Adult Learning and Education
MDGs	Millennium Development Goals
MINPROFF	Ministry Women's Empowerment and the Family
NDS 30	National Development Strategy 2020-2030
NIS	National Institute of Statistics
PII	Philanthropy and Infrastructural Initiatives
PPP	Public-Private Partnership
SDGs	Sustainable Development Goals
SIP	School-Industry Partnerships
TCBI	Trainers and Capacity Building Initiatives
TFPs	Technical and Funding Partners
TVET	Technical Vocational Education and Training
UIL	UNESCO Institute for Lifelong Learning.
UNESCO	United Nations Educational, Scientific and Cultural Organization.
WBL	Work Based Learning
WIL	Work Integrated Learning

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ABSTRACT

This study was carried out on the topic "educational partnerships and effectiveness of training in non-formal adult learning centres: The case of CPFF Yaoundé 4". Cameroon is currently in pursuit of Vision 2035 and according to its National Development Strategy, education and training in Cameroon face several challenges in the quality of education and training system, employability and entrepreneurship. In a bid to redress this, vocational training should be directed towards the driving sectors of the economy with government intervention centred around: access and equity; quality and employability; and strengthening the education system. One of the ways through which the government intends to do this is partnership governance - strengthening Public-Private Partnerships. Due to inadequate information, evaluating the effectiveness of such endeavours has been quite an issue, which brings into question the reason/need for continual insistence on the role of partnership as a tool for fostering quality education. The main objective of the study was therefore to evaluate the role of educational partnerships on effectiveness of training in non-formal adult learning centres. Data was collected from primary sources using questionnaires and interviews. The Experiential Learning Theory, and the Open Systems Theory were used based on their significance to this piece of work. The convergent parallel research design was used in this study making used of both the qualitative and quantitative research methods. A sample of 255 learners and 8 staff was selected from the institution using the random (Krijcie and Morgan Table) and purposive sampling techniques respectively. Data was collected using questionnaires and interview guides. Data was analysed using both inferential and descriptive statistics, multiple linear regression and the hermeneutic interpretative approach were used. The results of the study showed that, philanthropy and infrastructural initiatives, School-Industry Partnerships, Trainers and Capacity building initiatives all have positive and significant effects on effectiveness of training in non-formal adult Learning and Education institutions. Also, the from the interviewees' viewpoints it is seen that partnership is a 'very good thing', 'more than wonderful' primarily due to the insufficiency of state efforts to sustain the huge need of non-formal adult education. It is therefore recommended to strengthen partnership through encouraging philanthropic financial engagement from the private sector into non-formal education programmes, the government and councils could try to mobilise the private sector actors by encouraging Corporate Social responsibility of Enterprises. Also, it is recommended that there should be more intentionality when it comes to partnerships, especially in the case of philanthropic and infrastructural initiatives. They could do this by first designing projects in the domain of equipment, workshops, and buildings; and then seek for funding from the private sector

Key words: educational partnerships, effectiveness of training, adult learning and education, philanthropy, infrastructural initiatives, school-industry partnerships, training and capacity building.

RÉSUMÉ

Cette étude a été réalisée sur le thème « partenariats éducatifs et efficacité de la formation dans les centres non formels d'éducation des adultes : Le cas du CPFF Yaoundé 4 ». Le Cameroun est actuellement en train de poursuivre la Vision 2035 et, selon sa stratégie nationale de développement, l'éducation et la formation au Cameroun sont confrontées à plusieurs défis en matière de qualité du système d'éducation et de formation, d'employabilité et d'entreprenariat. Pour y remédier, la formation professionnelle devrait être orientée vers les secteurs moteurs de l'économie, l'intervention du gouvernement étant centrée sur l'accès et l'équité, la qualité et l'employabilité, et le renforcement du système éducatif. L'un des moyens utilisés par le gouvernement pour y parvenir est la gouvernance partenariale, qui consiste à renforcer les partenariats public-privé. En raison du manque d'informations, l'évaluation de l'efficacité de ces efforts s'est avérée problématique, ce qui remet en question la raison/la nécessité d'insister continuellement sur le rôle du partenariat en tant qu'outil de promotion d'une éducation de qualité. L'objectif principal de l'étude était donc d'évaluer le rôle des partenariats éducatifs sur l'efficacité de la formation dans les centres d'éducation non formelle pour adultes. Les données ont été collectées à partir de sources primaires à l'aide de questionnaires et d'entretiens. La théorie de l'apprentissage expérientiel et la théorie des systèmes ouverts ont été utilisées en raison de leur importance pour ce travail. Le modèle de recherche parallèle convergent a été utilisé dans cette étude, qui fait appel à la fois à des méthodes de recherche qualitatives et quantitatives. Un échantillon de 255 apprenants et de 8 membres du personnel a été sélectionné dans l'établissement en utilisant respectivement les techniques d'échantillonnage aléatoire (tableau de Krijcie et Morgan) et d'échantillonnage raisonné. Les données ont été collectées à l'aide de questionnaires et de guides d'entretien. Les données ont été analysées à l'aide de statistiques déductives et descriptives, d'une régression linéaire multiple et d'une approche interprétative herméneutique. Les résultats de l'étude ont montré que les initiatives philanthropiques et infrastructurelles, les partenariats école-industrie, les formateurs et les initiatives de renforcement des capacités ont tous des effets positifs et significatifs sur l'efficacité de la formation dans les établissements d'apprentissage et d'éducation des adultes non formels. De plus, les personnes interrogées estiment que le partenariat est une « très bonne chose », « plus que merveilleuse », principalement en raison de l'insuffisance des efforts de l'État pour répondre aux besoins énormes de l'éducation non formelle des adultes. Il est donc recommandé de renforcer le partenariat en encourageant l'engagement financier philanthropique du secteur privé dans les programmes d'éducation non formelle, le gouvernement et les conseils pourraient essayer de mobiliser les acteurs du secteur privé en encourageant la responsabilité sociale des entreprises. Il est également recommandé de faire preuve de plus d'intentionnalité lorsqu'il s'agit de partenariats, en particulier dans le cas d'initiatives philanthropiques et infrastructurelles. Ils pourraient le faire en concevant d'abord des projets dans le domaine de l'équipement, des ateliers et des bâtiments, puis en recherchant des financements auprès du secteur privé.

Mots clés : partenariats éducatifs, efficacité de la formation, apprentissage et éducation des adultes, philanthropie, initiatives infrastructurelles, partenariats école-industrie, formation et renforcement des capacités.

CHAPTER ONE

GENERAL INTRODUCTION

This first chapter presents the background of the study, statement of the problem, research objectives, research questions and the hypotheses of the study. Also, it deals with the significance of the study, the delimitation of the study and the organisation of the study.

1.1. Background of the Study

The Universal declaration of Human rights states in article 26 that, "Everyone has the right to education". This was strongly reaffirmed in the Marrakech Framework for action, with the addition that the right to education includes ALE. This statement on the right to education is the wellspring of all education orientations at the international, national, and institutional levels. The consolidated global initiatives for development ranging from the Education For All (EFA) of 1990 to the Millennium Development Goals (MDGs) of the year 2000 and the current Sustainable Development Goals (SDGs) of 2015 have all had education at their core. The present global pursuit for education SDG-Goal 4 has as major aim "to ensure inclusive and equitable quality education and promoting lifelong learning opportunities for all by the year 2030". All these orientations have in their scope a place for ALE and training. Adult education is said to be 'more than a right', and 'a key to the 21st century', given its strong role in advancing sustainable development, propagating democracy, gender equality, boosting social and economic development, as well as technological advancement. (UN General Assembly, 1949; UNESCO, 1997; UIL, 2022)

The rapidly and constantly changing world has led to knowledge-based societies in which the demands and expectations in the world of work and life in general are being transformed. This pressure has created the need for continual and lifelong improvement skills/competences and knowledge at an individual level. The principal agent for the design and implementation of such lifelong education at all levels is the state. Nevertheless, the growing scale and scope of education justifies the emergence into a 'shared responsibility' with non-state agents such as Civil Society and Private organisations increasingly collaborating to ensure its provision and improve the quality of education and training. (UNESCO, 1997)

EFA

Education for all (EFA) was the international orientation in the 1990s, it had as main pursuit "Meeting basic learning needs". EFA highlights the indispensability of basic education as the

base for all forms of education and training. An equitable basic education could only be attained by providing all children, youths and adults with the chance to reach and sustain a satisfactory degree of learning. In Article 5 of the declaration in pointing out the scope of basic education, it was said that for youths and adults, basic education could be achieved through a variety of delivery systems: that is, through literacy programmes in conjunction with skills training, apprenticeships, and formal and non-formal education programmes. In articles 7 and 9, it was affirmed that the responsibility to offer education for all rests on national, regional and local authorities, but also, that they cannot furnish every need (human, financial and organisational) for this course, except by the means of collaborations (partnerships) between the state and other sectors (private, NGOs, religious groups and families) for greater resource mobilisation, given that the current goals are greater than before. LEDCs and low-income countries were priority in the need for international support for children and adult basic education. (World Conference on Education for All, 1990)

CONFINTEA and GRALE

UNESCO has organised the global event on ALE known as CONFINTEA since 1949. CONFINTEA is organised every 12 years bringing together international representatives of the ALE community. These conferences have been put in place to advance ALE concepts, policies, and practices throughout the world, by deciding on strategies and priority actions. CONFINTEA examines ALE from a worldwide standpoint and reaches a consensus on fundamentals for ALE's future growth in UNESCO Member States, such as a cooperative international framework for action, the latest being the Marrakech Framework for Action (MFA). So far, CONFINTEA has been organised 7 times. The outcome of these conferences has since 2009 been evaluated through the Global Report on ALE (GRALE). GRALE (1, 2, 3, 4, 5) has been providing comprehensive analysis of data from national reports that Member States provide every three years to facilitate the regular assessment of ALE. (UNESCO, 2023)

The focus of the Seventh International Conference on Adult Learning and Education within the Framework for Action is on "Preparing adults for the future of work: The labour market and economy are undergoing significant transformation due to demographic shifts, the fourth industrial revolution, globalisation, and climate change." These changes have a significant impact on the nature of work, employment arrangements, job content, and necessary abilities and skills. As more adults follow complex paths throughout their working lives, the linear

education-to-work transfer that dominated patterns for decades is losing its relevance. (UIL 2022a)

ALE is no one man's business, it is a shared responsibility of stakeholders, to "provide in a flexible way, equitable acquisition of relevant knowledge, competencies and skills throughout the life course, including vocational guidance and other learning support to employment, decent work, career development and entrepreneurship". The importance of multi-sectorial platforms to promote ALE governance was affirmed during the conference with all pertinent and important actors, including particularly ministries, youth, the commercial sector, universities, and ALE providers. Key areas of emphasis ought to be on communication between employers and employees as well as the role that these institutions play in governance, especially when it comes to ongoing professional development in many nations. (UIL, 2022a)

According to the GRALE 5, ALE participation rose from over 23,000 learners at the end of 2018 to 29,478 learners at the end of 2019 in Cameroon. According to the same report, in Cameroon, ALE governance is implemented by collaboration between the government, local governments, businesses, civil society, and development organisations. Also, the lack of training for ALE educators in the country was raised. Based on this report, the aspect of economic empowerment was said to "enjoy continued popularity" among both governments and adult learners from marginalised backgrounds. It was further reported that, "Programmes that combine literacy with income- generating, practical and vocational skills seem to be in high demand." In the context of international development, the integration of literacy teaching into Vocational and workplace learning programmes, or the inclusion of other development goals and life skills into literacy programmes, is not new. (UIL, 2022b)

MDGs

The Millennium Development Goals adopted in the year 2000 in Dakar-Senegal defined the world orientation for development for the foreseeable deadline of 2015. The representatives of the member nations adopted the 2015 agenda which was summarised into eight points as: - Eradication of poverty and hunger; - Achieve Universal Basic Education; - Promote gender equality; - Improve maternal health; - Combat AIDS, malaria and other diseases; - Reduction of child mortality; - Ensure environmental sustainability; - Develop global partnership for development. Global development can only be possible with education at the center; all individuals need to be educated, and this can only be attained beginning at the very basic

level. The 8 goals are each interrelated and interdependent and so must be pursued simultaneously. Education is a basic means for the promotion and achievement of gender equality; eradicating poverty and hunger; improving maternal health; combating AIDS, malaria and other diseases; reducing child mortality and ensuring environmental sustainability. Basic education for all supplies everyone (men and women, children and adults) with the necessary knowledge which will boost all the other development areas. Global partnership provides the resources which facilitate the achievement of the various development engagements, given that education as well as all the other goals need heavy resources (financial, material, human and informational) to be attained. (Akani, 2018)

SDGs

The SDGs came into being in 2015, as an outcome of the World Education Forum held in Incheon - South Korea. The SDGs were adopted after the MDGs by UN member states as the international orientation for the following 15 years with 2030 being the target year.

Sustainable Development Goals

S/N	Goals
1.	End poverty in all forms anywhere.
2.	End hunger, achieve food security, improve nutrition and promote sustainable agriculture
3.	Ensure healthy lives and promote well-being for all ages.
4.	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5.	Achieve gender equality and empower all women and girls.
6.	Ensure availability and sustainable management of water and sanitation for all.
7.	Ensure access to affordable, reliable, sustainable and renewable energy for all.
8.	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
9.	Build resilient infrastructures, promote inclusive and sustained industrialisation and foster innovation.
10.	Reduce inequality within and among countries.
11.	Make cities and human settlements inclusive, safe, resilient and sustainable.
12.	Ensure sustainable consumption and production patterns.
13.	Take urgent action to combat climate change and its impact.

14. Conserve and sustainably use the oceans and seas and marine resources for sustainable development.

15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forest, combat desertification, halt and reverse land degradation and halt biodiversity loss.

16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

17. Strengthen the means of implementation and revitalise the global partnership for sustainable development.

Source: Akani.(2018)

The Sustainable Development Goals particularly Goal 4 focuses on ensuring inclusive, equitable quality lifelong learning opportunities for all. "Lifelong learning is rooted in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and elderly, girls and boys, women and men) in all life contexts (family, school, community, workplace and so on) and through a variety of modalities (formal, non-formal and informal) which together meet a wide range of learning needs and demands. Education systems which promote lifelong learning adopt a holistic and sector-wide approach involving all subsectors and levels to ensure the provision of learning opportunities for all individuals."(World Education Forum- Unesco, 2015)

Stanistreet (2019) in commenting about the SDGs affirmed their interconnectedness of the 17 reiterating that, "…failure to make progress against the goal on education and lifelong learning has a serious knock-on effect for the goals on, for example, gender equality, climate change, poverty and health, and indeed for the prospects of the 2030 Agenda for Sustainable Development as a whole". Lifelong learning is therefore critical to all 17 goals and, as a core dimension of lifelong learning, ALE is key to their achievement. (UIL, 2022)

African Union 2063 Agenda and CESA 16-25

In the Agenda 2063, the AU envisages a "peaceful and prosperous Africa, integrated, led by its own citizens and occupying the place it deserves in the global community and in the knowledge economy". In this agenda, youths have been given very high consideration; there is a firm recognition of the need and the engagement to eradicate youth unemployment which is currently plaguing the continent, and in addition, the aspiration to provide complete access

to health care, education, training, and technology, as well as jobs and economic opportunities. This will also involve the provision of recreational and cultural opportunities, financial means, and all other resources required to pursue their full potential. The general overview of the agenda is appealing; nevertheless, it takes a critical look at the present situation to recognise the challenges to its achievement as well as the possibilities and solutions that will guarantee success. Among other things, education is at the core for the attainment of this agenda, and the neglect of the sector of education could be a stumbling block to the realisation of the agenda. To effectively carry on and execute Agenda 2063, "human potential must be raised and equipped through high-quality education". (CESA, 2015, African Union Commission, 2015, Addaney, 2018)

CESA is a decade long strategic effort to achieve this agenda by furnishing the Human capital requirement, given that the advancing of a knowledge economy is only possible through competent human capital. CESA has as a mission to "Reorient education and training systems in Africa" in a bid to attain the necessary knowledge, competencies, skills, innovation, and creativity for fostering African core values and promoting sustainable development at the national, sub-regional and continental levels. CESA pinpoints the issue in the pre-primary, technical and vocational and non-formal education subsectors which are so underdeveloped as well as low quality of teaching and learning, inequalities and exclusion at various levels and types of education within the African continent. (CESA, 2015)

In the aspect of TVET, the continental strategy has as objective to cause a radical change in this subsector by preparing youths to increasingly become job creators than job seekers in order to dismiss the conception that TVET is for those who are unable to succeed in general education. With regards to the quality of TVET in Africa, there is the issue of archaic and out-of-date training methods and facilities. On the other hand, TVET in Africa has seen a radical change that favours a more holistic approach to adopt and recognise skills acquisition in formal, informal and non-formal training. CESA insists that TVET must be a coherent system which has as principal aim is to satisfy the demand for quality competent human capital which adequately meets the needs of human activity for general social welfare. (CESA, 2015)

The pillars for the implementation of CESA which are the building blocks on which CESA will stand among others include the focus on "gender equality and sensitivity through all education and training systems". Another key building block is "Strong partnerships between

governments, civil societies and the private sector" here; the main emphasis is on good governance, transparency and accountability as well as coalition of actors for robust partnerships. Private actors are to contribute to CESA by encouraging and supporting local entrepreneurship and job creation, and also through Corporate Social Responsibility (CSR). (CESA, 2015)

Funding mechanisms include mobilising PPPs in direct financial assistance to public establishments; scholarship schemes; mentorship and internship opportunities, supporting the management of levies to support education and training and contributing to special funds for education and training. TFPs also act as a robust backing for the implementation of CESA 16-25. (CESA, 2015)

Vision 2035

Cameroon intends to become an emerging country, democratic and united in its diversity and gaining status as a middle-income country by the year 2035. This is a long-term vision established in 2009 for the development of Cameroon, by the Cameroon Government in partnership with civil society, private sector and development partners for a 25-year period. This vision has as objectives which involve: Poverty reduction to a socially acceptable level. Becoming a middle-income country. Becoming a New Industralised Country (NIC) Consolidating the democratic process and strengthen national unity.

The overall vision is split into three principal phases. The first phase was elaborated in the Growth and Employment Strategy Paper (GESP 2009-2019) with the main aim being attainment of a modern economy and fostering growth. This paper was further divided into sector-wide strategies. In the Education and training sector strategy was detailed in the Education and training sector strategy paper (2013-2020).Phase two has a principal focus on becoming a middle-income country between 2020 and 2028.The last phase (2028-2035) is to be directed mainly to achieving the target of a new industralised and emerging country.(MINEPAT, 2013, 2020)

NDS 30 on Education

Cameroon is currently in Phase 2 of Vision 2035 and this phase with all the aspirations and strategies are detailed in a policy document known as the National Development Strategy 2020-2030.

The strategy (NDS - 30) centres on four main paths also known as pillars. The first pillar related to structural transformation of the national economy; the second pillar deals with the development of human capital; the third pillar deals with youth integration into the workforce and job promotion and the fourth pillar focuses on strategic management, decentralisation, and governance of the state.

In the second pillar which pertains to the development of human capital, given that its end is to create a workforce that is more productive, it targets sectorial policies with a social focus, such as employment, social protection, health, and education and training.

The third pillar deals with youth integration into the workforce and job promotion. More precisely, it addresses the problem of underemployment, linking training to employment, and assisting businesses in the productive labour sector by customising training to meet their needs. The goal is to create a framework that will enable the majority of businesses that generate jobs to emerge, such as medium-sized enterprises (SMEs), the social economy, and especially the craft and cooperative industries. (MINEPAT, 2020)

According to Cameroon's National Development Strategy, a country's development is closely linked to the structure of its population. On the one hand, development is intended to meet the needs of the people by providing them with all the conveniences of modern life, including employment, health, social and economic well-being. This is possible only if the country relies on a population that has the suitable characteristics such as good training, good health, and social and economic well-being, etc. (MINEPAT, 2020)

In addition, the NDS 2020-2030 further propounds that "the structural transformation of the national economy requires the availability of competent and competitive human capital. It represents an essential factor for the development of a dynamic industrial sector and relies on the existence of a large workforce that is well trained and optimally employed." Education is the primary means by which this development can be achieved in Cameroon. (MINEPAT, 2020)

GESP-Education and Training Sector Papers

The growth and employment strategy paper (2013-2020) has as one of its general objectives to improve education quality by adapting its content to the socio-economic environment. Under this objective, the second specific objective was aimed at adapting training to the socio-economic environment in which high emphasis was laid on the training of human

capital in the perspective of the country's industrialisation by 2020. One of the goals in this domain focused on forging multiple partnerships between public authorities and the productive private sector actors in vocational training. The state policy priorities for 2013-2020 focused on mobilising partnerships through technical and financial partnerships. (MINEPAT, 2013)

Recently, the education-training sector strategy for the period of 2023-2030 was released based on the education-training sector long-term vision of :

> "quality fundamental education for all young people in Cameroon, complemented by vocational and higher education training cycles as well as extra-curricular supervision open to as many people as possible, providing qualifications that are useful for economic and social development, and training moulded, competent, responsible and creative senior executives who are open to technological advancements and innovations" (MINEPAT, 2023)

This vision implies that all forms of education are in view, in order to attain lifelong education for all, which is both relevant and worthwhile. This can be seen in the three pillars of this long-term vision for education (NDS30) which are, which are: access and equity; quality and relevance of training; and strengthening the educational system. (MINEPAT, 2023)

In access and equity, there is the drive towards increased opportunities for school enrolment at all levels of the educational system; as well as opportunities for technical and vocational training. Regarding quality and relevance of training, there is the pursuit of compliance to education standards, the supervision and endowment of education structures with necessary equipment and training materials not leaving out Continuing in-service training for teachers/trainers in accordance with the socio-economic and learning context. This pillar on quality and relevance spells out how indispensable the need is for developing employability in youths through a robust training and supervision system, which among other aims- prepares learners for working life at all levels; fosters the professionalisation and quality of teaching and apprenticeship; revamping the technical and vocational training based on the demands of industry; and developing partnerships with companies etc. The third pillar on strengthening the education system aims at balancing regional distribution of resources through better management of human resources and increasing public and private financing in education and training (such as Corporate Social Responsibility). The implementation of

this vision is expected to improve the resilience of education system to shocks of all kinds. (MINEPAT, 2023)

The Place of Educational partnerships

Partnership such as PPP can be an effective means of achieving the goals of state policy by combining resources in various forms of cooperation between public authorities and the private sector. PPPs as a global phenomenon and especially in the field of education only emerged since the late 1980s (Robertson and Verger, 2012; ASPBAE, 2013; Radkevych, 2023).

This growing interest in partnerships for supporting vocational education and training is largely the result of population pressures and the need to ensure the employability of young people despite declining public resources, particularly in sub-Saharan Africa where a large share of state finances is used to fund public infrastructure and the burden is increasing. (IFEF, IIEP-Pôle de Dakar – Unesco, 2019)

Goal 17 of the Sustainable Development Goals involves strengthening and revitalising global partnership for sustainable development, this is in line with the former Goal 8 of the Millennium Development Goals. In a drive towards the 2030 agenda, the World Bank Group is tackling finance as one of the critical areas to attain SDGs. Also, many countries in the European Union and the ASP region, as well as in Sub-Saharan Africa, in order to address these challenges, have adopted Partnerships (Public-Private Partnerships) as a means to mobilise additional resources, improve efficiency, and enhance innovation in the education sector. PPPs are arrangements between public and private actors to deliver public services or infrastructure. PPPs can take different forms, such as School infrastructure initiatives, capacity-building initiatives, Private sector philanthropy, Adopt-a-School programmes, contracting out, vouchers, or low-cost private schools. PPPs are often promoted as a way to improve access, effectiveness (quality), efficiency, and equity of education, especially in low- and middle-income countries where public education systems encounter many challenges. However, PPPs also raise some concerns, such as accountability, transparency, regulation, privatisation, and social justice. Therefore, it is important to evaluate the impact of educational partnerships on outcomes (effectiveness) of vocational non-formal educational institutions. (ASPBAE, 2013, UIL, 2015)

Gender

Gender equality has been a long-time pursuit with many international orientations promoting the same. The third goal in the MDGs and goal number 5 of the current SDGs focus on the promotion and achievement of gender equality and the empowerment all women and girls. Women have an equal right to opportunities; this includes educational opportunities. There have been proposals for education programmes for women's and girls' education with the goal of these programmes being to promote equal opportunities for women and girls in all spheres of their lives and to remove the social and cultural barriers that have deterred or even withheld them from the benefits of normal education programmes. Youth and adult learning policies ought to respond to contextual and cultural needs whilst eliminating all social and cultural barriers that both limit women's access to education programmes including youth and adult education thereby deterring and withholding them from all the benefits. Any attempts to restrict women's right to literacy, education and training should be considered unacceptable and action must be taken to remedy this. The African Agenda 2063 has in its aspirations some perspectives pertaining to gender. There is the commitment within this agenda towards equal social, political, and economic rights, such as the ability to execute contracts, own and inherit property, and register and run businesses which will grant African women complete empowerment in all domains. Producers such as land, loans, inputs, and financial services would be available to women living in rural areas. (World Conference on Education for All, 1990; UNESCO, 1997; UNESCO, 2015a; AU, 2015; AU Commission, 2015; Akani, 2018)

1.2. Statement of the Problem

The continent in the globe with an overwhelmingly large number of young individuals is Africa. Among the many significant issues that young people face are underemployment and unemployment. Given this, the issue of young graduates' employability and professional integration is still, more than ever, a highly sought-after commodity and a major concern for developing nations, among which is Cameroon (BANDIBENO, 2017).

Table 1.1: Africa: Unemployment and unemployment rate, by sub-region and sex

	Total			Men			Women		
	2010	**2015**	**2021**	**2010**	**2015**	**2021**	**2010**	**2015**	**2021**
Unemployment (Million)									
Africa	25.5	29.2	34.8	13.1	15.3	18.1	12.4	13.9	16.7
Central Africa	2.7	2.9	3.3	1.4	1.5	1.8	1.3	1.3	1.5
Eastern Africa	5.8	5.7	6.7	2.7	2.6	3.2	3.1	3.0	3.5
Northern Africa	6.9	9.3	9.0	3.8	5.4	5.2	3.2	3.8	3.8
Southern Africa	5.3	6.1	7.7	2.7	3.1	3.8	2.6	3.0	3.8
Western Africa	4.7	5.3	8.1	2.5	2.6	4.2	2.3	2.7	4.0
World	187.8	188.4	193.7	112.4	112.7	115.9	75.4	75.7	77.8
Unemployment (Rate%)									
Africa	6.5	6.7	6.7	5.8	6.1	6.2	7.4	7.3	7.4
Central Africa	5.4	5.0	4.7	5.2	5.1	4.9	5.6	4.8	4.5
Eastern Africa	4.0	3.3	3.3	3.6	3.0	3.0	4.4	3.7	3.6
Northern Africa	10.6	13.1	1.7	7.5	10.2	8.9	20.1	22.2	20.4
Southern Africa	24.5	24.7	27.9	22.5	22.7	25.7	27.0	27.1	30.4
Western Africa	4.4	4.6	5.9	4.2	4.1	5.5	4.6	5.1	6.5
World	5.9	5.6	5.5	5.8	5.5	5.3	6.1	5.8	5.7

Source: *ILO (2020)*

Based on the table above it can be seen that the unemployment situation in Africa has really gotten no better since 2010, given that it rather increased between 2010 and 2015 (From 6.5%

to 6.7%). The current situation (2021) remains worse for women (7.4%). It is reassuring that the rates in Central Africa are less than the continental rates when it comes to unemployment.

Furthermore, it has been 15 years since Vision 2035 was adopted in Cameroon; there are 11 more years to go. How much progress has been made so far? This is a question we can only attempt to answer. Cameroon is currently plagued by high underemployment and unemployment as seen on the table below:

Table 1.2: The Unemployment and underemployment rates in Cameroon between 2005 and 2021 .

	ILO unemploy-ment rate (%)			Expanded unemployment rate (%)			Employment rate (%)			Overall ILO underemployment rate (%)		
	2005	2010	2021	2005	2010	2021	2005	2010	2021	2005	2010	2021
Douala	12.5	9.1	14.9	16.0	11.5	17.4	53.5	56.7	46.8	53.7	44.3	49.2
Yaounde	14.7	10.0	11.1	17.9	14.3	14.7	47.3	51.5	46.2	53.7	56.3	49.2
Urban	10.7	8.1	10.5	14.1	11.4	13.9	52.6	54.7	46.1	59.6	55.7	53.5
Rural	1.7	1.4	1.7	2.7	2.4	4.1	77.4	74.6	56.3	82.9	78.8	68.5
Cameroon	**4.4**	**3.8**	**5.3**	**6.2**	**5.7**	**8.1**	**68.3**	**66.4**	**51.9**	**75.8**	**70.6**	**62.4**

Source: EESI 3 (NIS 2022)

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Based on the table above it can be seen that the under-employment rate is at 62.4%, while the rate of unemployment is 6.2% (8.1% for the expanded rate) this rate has risen from the 2010 figure (3.8%, 5.7% expanded rate). Women are even more affected with an unemployment rate of 7.5%. This is even worse for youths less than 35 years old, whose unemployment rate stands at 10.5% (NIS, 2022). According to the National Institute of Statistics, 2022, the dependency ratio in the country stands at 96.7% (103.6 % in Yaoundé), which is at 128.7% for women, this only comes to worsen the level of poverty especially for women. These high rates can partly be explained by the mismatch between education and employment, which can be evident in the higher unemployment rates with higher levels of education (MINEPAT, 2020, AfDB Group, 2023).

Vocational education and training which differs from all other forms of education bring a link between theory and practice and improves opportunities for youth and adult future employment. Vocational education comes as result of the inability for formal general schooling to provide the needed labour. (Popova, 2022).

There is a great need for structural transformation in the economy as expressed in the National Development Strategy (2020-2030) and this can only be achieved through a competent, well-trained labour force which is optimally employed. Non-formal education comes as an addition or alternative to formal education ensures that all hands are on deck towards economic transformation, by ensuring that both the schooled, drop-outs and unschooled participate in national transformation. Vocational training is currently supposed to be directed towards the driving sectors of the economy with government intervention centred around: access and equity; quality and employability; strengthening the education system. ((Singh, 2015, MINEPAT, 2020)

Education and training in Cameroon face several challenges in the quality of education and training system, employability and entrepreneurship, contents and quality of education provided, which do not match up with the manpower demands of the industry. Vocational education is seen as a huge step in the direction of solving these issues. Nevertheless, there has been a failure of public education budgets alone to meet the rising demand for education and qualification especially in vocational adult learning. In a study carried out in by Kolong in the year 2023, in Mfoundi, it was remarked that there was an inadequacy of equipment and facilities within vocational training centres, as well as issues of teaching methods which were not suited to the learners. (MINEPAT, 2020, UIL, 2022, Kolong, 2023).

In the past few decades, the rising instituting of alliances between the state, CSOs and enterprises (PPPs) has been seen more and more as a solution to the issue of inadequate budgetary allocations from the state. The Government in its current development strategy aims to develop partnership governance by strengthening Public-Private Partnerships in Vocational training. Nevertheless, in the African and especially in the Cameroonian context of inadequate information, evaluating the effectiveness of such endeavours has been quite an issue, which brings into question the reason/need for continual insistence on the role of partnership as a tool for fostering quality, equity, and sustainability in education. If we do not know the level of success or failure of partnership involvement in Cameroonian education, why should we keep advocating for the same? In the fifth international conference on ALE, it was highlighted that there is a need for "…a better information base with better knowledge of what works, with whom and in what context, [as] the prerequisite for developing sustainable literacy policies and may result in increased financing monitoring in adult learning…covering qualitative and quantitative elements, [which] could be a precious tool for the community of adult educators and researchers".

It is on this basis that this study sets out to evaluate the effectiveness of training resulting from partnerships in the domain of non-formal ALE in Cameroon.

1.3. Research Objectives

1.3.1. General Objective

The general objective of this research is to evaluate the role of educational partnerships on effectiveness of training in non-formal adult learning centres.

1.3.2. Specific Objectives

The specific objectives of this research are:

- To evaluate the role of philanthropy and infrastructural initiatives on the effectiveness of training in non-formal adult learning centres.

- To analyse the effect of School-Industry partnerships on the effectiveness of training in non-formal adult learning centres.

- To examine the impact of trainers and capacity building initiatives on the effectiveness of training in non-formal adult learning centres.

1.4. Research questions

1.4.1. Main Research Question

What is the role of educational partnerships on effectiveness training in non-formal adult learning centres?

1.4.2. Specific Research Questions

- What is the role of philanthropy and infrastructural initiatives on the effectiveness of training in non-formal adult learning centres?

- To what extent do School-Industry partnerships impact the effectiveness of training in non-formal adult learning centres?

- How effective are trainers and capacity building initiatives in non-formal adult learning centres?

1.5. Research hypotheses

1.5.1. General hypothesis

H_0: Educational partnerships have no significant role to play on the effectiveness training in non-formal adult learning centres.

H_1: Educational partnerships have a significant role to play on the effectiveness training in non-formal adult learning centres.

1.5.2. Specific Hypotheses

a) $H_{0(1)}$: Philanthropy and Infrastructural initiatives have no significant influence on the effectiveness of training in non-formal adult learning centres.

   $H_{a(1)}$: Philanthropy and Infrastructural initiatives have a significant influence on the effectiveness of training in non-formal adult learning centres.

b) $H_{0(2)}$: School-Industry partnerships play no significant role on the effectiveness of training in non-formal adult learning centres.

   $H_{a(2)}$: School-Industry partnerships play a significant role on the effectiveness of training in non-formal adult learning centres.

c) $H_{0(3)}$: Trainers and Capacity-building initiatives do not significantly influence the effectiveness of training in non-formal adult learning centres.
   $H_{a(3)}$: Trainers and Capacity-building initiative significantly influence role on the effectiveness of training in non-formal adult learning centres.

1.6. Delimitation of the Study

In this study, the term "effectiveness" is delimited to the outcome of education in the domain of training based on the objectives of such education (Barrett et al. 2006 and OECD 2021) within the women empowerment and the family centre (CPFF) Yaoundé 4. One of the chief aims of Women Empowerment centres in Cameroon as declared in the prime ministerial document organising the centres - is the socio-professional insertion and reinsertion of learners (principally women and girls). Therefore, effectiveness in this context will mainly take into consideration the two main aspects of private effectiveness namely employability and entrepreneurial ability. Also, referring to partnerships in this study the term educational

partnerships is limited to the different partnerships and PPPs identified within Non-formal vocational education and ALE (CPFFs) in the context of Yaoundé – Mfoundi.

1.7. Significance of the Study

This piece of work is in line with the action plan instituted during CONFINTEA VII encouraging all research in the field of ALE which promotes inclusion, quality, and relevance. This study could help government, private sector (industry, CSO, international development partners), vocational training institutions, etc. to understand their key roles in the improving educational/training effectiveness through partnerships.

1.8. Organisation of the Study

The organisation of this study is done in five chapters. The first chapter covers the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, assumptions of the study, organisation of the study and the conclusion. Chapter two covers the review of related literature, divided into the conceptual framework, theoretical framework, empirical framework and the Research gap. Chapter three of the study deals with: The research design, area of study, population and sampling, instruments in the research and data analysis techniques. Chapter four handles the presentation of data, analysis and interpretation. Chapter five focuses on the discussion of findings, summary of the findings, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter on the review of literature is organised under the following themes; Conceptual framework, theoretical framework and empirical review. The aim of this chapter is to systematically go over the work done by other researchers related to this topic. This chapter therefore ends with the research gap which is the result of a critical look at previous related works in the research area.

2.1. Conceptual Framework

2.1.1. Adult Education

According to the Recommendation on Adult Learning and Education adopted in 2015, adult learning and education is a core component of lifelong learning. It comprises all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work. It denotes the entire body of learning processes, formal, non-formal and informal, whereby those regarded as adults by the society in which they live, develop, and enrich their capabilities for living and working, both in their own interests and those of their communities, organisations and societies. (UIL, 2015).

2.1.2. Vocational Education and Training

In the Recommendation concerning Vocational Education and Training 2015, TVET is defined as "…comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods". (UNESCO, 2015)

The Actors in Vocational Training (According to IFEF UNESCO IIEP-Pôle de Dakar (2019))

> The actors of vocational education and training who intervene directly in the training, its structure, operation and funding include: Public actors, Private social and economic actors, Private vocational training institutions, CSO, learners and development partners. (UNESCO, 2015)

Public Actors

These consist of the ministries responsible for vocational training with the national bodies under their supervision (vocational training funds, agencies, boards, etc.); line ministries; decentralised bodies; local authorities; public training institutions. Other ministries also play major roles in the vocational training system such as the Ministry of the Economy, the Ministry of Labour, the Ministry of Finance, Ministry of employment and vocational training. Public actors also include specialised national institutions and bodies, under the supervision of the ministries in charge of vocational training, which deal with certain aspects of the sub-sector. Among the national institutions and bodies that deserve special attention are training funds and the vocational training development offices.

Private Social and Economic Partners

This category is made up of national employers' organisations, trade unions and companies. A professional employers' organisation is an association or an employers' union that advocates on behalf of its members. Under a partnership, professional organisations represent companies or self-employed professionals working within an economic sector or a professional sector. Trade union organisations of employees and employers' organisations usually advocate diverging interests, but they become social partners when negotiating and signing collective agreements or when cooperating with joint bodies.

Private Vocational Training Institutions

In addition to public training institutions, private institutions also offer a range of training programmes. For the State, they help supplement the public supply of vocational training. They differ from other private actors in that they perform a "public service mission", which is why the choice has been made to classify them apart from private social and economic actors.

Civil Society: NGOs/CSOs, Parents' Associations

These associations or organisations, whose revenues are reinvested in the structure, play an important role in contributing to developing and improving the quality of vocational training. There are at least two reasons for strengthening the work of the civil society with regard to vocational training within a public-private partnership

framework. The first reason has to do with the civil society's knowledge of the field, actors and local economic and social issues; the second reason (linked to the first) is its ability to truly grasp the social demand for vocational training and to foster an environment conducive to training and professional integration.

Learners

They are the individuals directly benefiting from the training, taken care of either by training structures or by companies. Learners are enrolled in "initial vocational training," which trains young people and adults by certifying them with a state-recognised diploma, after completing a formal education cycle, or in continuing education that validates skills, with or without formal certification.

Development partners

These are the international bilateral and or multilateral partners or the international financial institutions that, in their cooperation and development aid policies towards the countries, support the ministries in charge of vocational training in developing the sector.

IFEF UNESCO IIEP-Pôle de Dakar (2019)

2.1.3. Partnerships (Educational partnerships)

According to the Merriam-Webster online dictionary, a partnership is a relationship resembling a legal partnership and usually involving a close cooperation between parties having specified and joint rights and responsibilities. This definition of partnership emphasises on cooperation, two or more parties have to come together in agreement for a clearly specified aim. Rights and responsibilities ensure that partnership is "win-win" and a "give-and-take" arrangement. The Cambridge online dictionary gives a more generalised view of partnership in its definition: 'An agreement between organisations, people, etc. to work together'. This simplistic definition mainly highlights the aspects of agreement between the entities and that of working together, the objectiveness of such an arrangement is only implied.

Partnership can be defined as 'an active association between several parties who, while remaining autonomous, accept to pool their efforts to achieve a shared objective related to a clearly identified problem or need in which, under their respective functions, they have an interest, a responsibility, a motivation or an obligation. In this regard, partnership entails

voluntary engagement or arrangement between the parties, who hold their distinct legal personality and together commit their time, expertise, resources (financial, material, informational and human) towards a particular goal which is beneficial to each of them in one way or another. The role of each partner is also clearly established. (IFEF, IIEP-Pôle de Dakar – Unesco, 2019)

In the "EFA Global Monitoring Report (2005) Education for All: The Quality Imperative," one of the main policies stated for achieving quality in education is "Building Partnerships". Given the indispensability of Quality EFA, all hands must be on deck given the urgency, limited resources that most governments can provide towards this end and the ineffectiveness in most centralised systems. Even though education is a public good, this does not mean that it must be provided and sustained only through public means. Private sector partners, CSOs and development partners can come along government efforts to strengthen the educational sector through quality inputs and processes for a better skilled labour force, which will lead to economic growth and foster economic development. (UNESCO, 2005)

IFEF UNESCO IIEP- Pôle de Dakar (2019) also establish that partnerships are …a tool for responding to both the requirements of employers and the question of the socio-professional integration of graduates and learners. "An effectively implemented partnership responds to both the needs of businesses and the question of the socio-professional integration of learners by adapting training to the needs of the labour market." Partnerships between schools and the industry are a means first for employers to participate in the training of their potential labour force, since they are implicated in the inputs and processes of training. Also, the learners and graduates can benefit from industry experience in their learning process through industrial attachment, practical lessons, workshops and seminars; field trips, etc. Learners could in addition get direct employment into partner industries or become autonomous after their training owing to the quality of learning acquired through partnership. (IFEF UNESCO IIEP – Pôle de Dakar 2019)

In relation to partnerships, IFEF UNESCO IIEP- Pôle de Dakar (2019) institutes the following considerations underlying partnerships in vocational education and training: the adjustment of training to qualification needs; the transfer of part of the costs of certain training programmes in sectors that use heavy equipment and advanced technology; the use of on-the-job training in companies; the involvement of businesses in the development of

training and certification standards; and the involvement of businesses in the financing of training programmes.

Cox-Peterson (2010) defines an Educational partnership as a situation where "… two or more parties come together for the common good of a school or to enhance student learning".

Public-Private Partnerships

PPP is a formal relationship between partners, most often in the form of contracts, with defined outcomes for a specific period of time. They further state that, the non-state sector partner could be profit oriented, philanthropic, faith-based or community-based; while establishing that in all Public-Private Partnership arrangements, there must be a degree of risk sharing between the public and non-state actors. In PPPs the public sector defines the scope of business, targets and outputs, and the non-state sector delivers them, based on built-in incentives. Even though the above definition views PPPs as formal in nature, these partnerships can also be informal. The nature of PPPs can be seen as continuum ranging from informal collaboration to complex formal contracts which have mutually beneficial ends. (LaRocque, 2008; LaRocque and Lee, 2011; Pillay et al., 2014)

Also, the Canadian Council for Public-Private Partnerships defines PPP as … "A cooperative venture between the public and private sectors, built on the expertise of each partner, which best meets clearly defined public needs through the appropriate allocation of resources, risks and rewards."

Furthermore, The European Investment Bank (2004) defined PPP as a generic term for the relationships formed between the private and public bodies often with the aim of introducing private sector resources and expertise in order to help deliver public assets and services effectively.

In addition, PPPs can be broadly defined in the field of Vocational Education and Training (VET) especially in EU countries as a universal system of planning and market self-regulation of mutually beneficial long-term economic and Organisational relations between public authorities, local administrations, social institutions, and the private sector with the aim of implementing projects that represent public interest (Radkevych, 2023)

In the domain of education still, the Institute for Educational Planning (2010) defines Public-Private Partnership as the mobilisation of resources, competencies and commitments by public, business and civil society partners to contribute to expansion and quality of education.

Domains of Partnership in Education and Training (Educational partnerships)

Philanthropy, Infrastructural initiatives (Training infrastructure and equipment)

The mobilisation of resources for vocational training facilitates learners' acquisition of employable skills (employability) and entrepreneurial ability which will serve them well beyond the program to either start or grow their own businesses, or to become self-employed. Self-employment or employment contributes to increasing income individuals' income, improving living standards and fostering economic growth and results to development in the economy. (Ekpenyong and Edokpolor, 2016)

In Philanthropy, assistance is provided by a private organisation or individual ranging from scholarships, supplies, uniforms, teacher fees, school facilities, furniture, equipment and sponsorships. Private enterprises engage in such philanthropic ventures with educational institutions with the motive of publicity for their brand name, or as Social Responsibility to the community in which they operate. CSOs through NGOs also engage in philanthropy as a means of furthering their own principal missions for example, UNICEF Women in order to promote and empower women could pay the Training Fees of certain disadvantaged women in a vocational institution (LaRocque, 2008).

In infrastructural initiatives, private sector partners design, finance, construct and operate public school infrastructure under long-term contracts with the government. The Education and Training infrastructure, which includes buildings, labs and workshops, classrooms, and other furnishings, is an essential component of learning settings in educational institutions. There is compelling evidence that, among other advantages, high-quality infrastructure promotes better education, enhances student achievements, and lowers drop-out rates. (LaRocque, 2008)

Trainers and Capacity Building Initiatives

Trainers are key actors in education, and they are no less in vocational training. In the sixth International Conference on Adult Education, it was highlighted that, 'Teachers and trainers constitute the single most important input for ensuring quality in adult

learning and education', nevertheless it was reported that in most cases, these adult educators are 'inappropriately or under-qualified' and are in need of specialized 'higher education qualification, based on course curricula that convey the essential dimensions of quality in process and outcome'. The primary responsibility of a VET instructor is to support and facilitate students in their learning towards the school-work transition process, which is an essential stage in their personal development. The teacher's job is growing more and more important in helping the student learn as they move from school to work. In order for students to exercise agency in their own education and throughout their lives, it is imperative that teachers are more inclined towards the position of tutors who can activate in them a set of fundamental, technical, and soft skills and through the experience of learning at work. (UNESCO 2009; Marcone, 2019)

Vocational education usually is characterised by a diverse workforce depending on the context. Some vocational education teachers are industry professionals; some are casual employees and part-time employees, some are full-time employees, some are civil servants. Nevertheless, most vocational education trainers are 'dual professionals' with the expectations that they train in their domains of expertise. In Public Non-formal vocational education and training settings in Cameroon, there is high presence of casual status ('vacataire') trainers as well as partner trainers. This is partly due to the state of inadequate government trained educators in non-formal public education, as well as the high requirement for professionalism and WBL. (Smith, 2020; Lee and Lee, 2021)

Capacity building (professional development) of trainers and instructors, especially in adult education is the main axis for ensuring quality in education and training. Capacity building is the development and transformation of organisational culture regarding performance and productivity. This is done by enhancing each individual's potential within an organisation by determining their needs, challenges, and areas in which they can perform better. Capacity building includes a broader understanding of capacity that includes human resource development, organisational development, and the regulatory framework. Training then is seen as a support function of the overall capacity building programme, which is grounded in experiential learning. A training programme is usually developed by a specialist trainer/training advisor based on an assessment of training needs aimed at determining the main skills gaps and

deficiencies existing within an institution's procedures, regulations or its human resource team. Partnerships that build staff capacity and competencies as well as curricula enable the effective training and organising of graduates for productive work leading to growth in the economy. (Plummer, 2002; UNESCO, 2009; Machika, 2014; Ekpenyong and Edokpolor, 2016; UNESCO, 2023)

In School capacity-building initiatives, private sector partners provide teacher training and curriculum enhancement programmes. In non-formal ALE, for example where many of the trainers have little or no andragogical/pedagogical training before employment, teacher training is needed pre-service, in-service, and continuing, in order to furnish trainers with what it takes to cause transformation in learning. In addition to this the increasingly complex and ever-changing socio-professional and socio-economic milieu warrants constant modification or even total change of curriculum in various training programmes. Experts in the private domain by partnering with educational institutions can render curricula more relevant and effective for facilitating socio-professional integration. (LaRocque, 2008)

In vocational education and training, 'dual professionalism' is characteristic of trainers in many different training contexts. This expresses the need for instructors to be skilled professionals in their domains, while workplace trainers must be pedagogical in their approach to teaching. Public sector institutions have to make sure that capacity-building programmes such as skills development initiatives, internships and leadership training to enhance performance of more academic trainers; also, advanced training programmes, participation in seminars, workshops, webinars; socio-personal development (e.g. courses on personal development, public speaking, effective communication, yoga, relationships). (Machika, 2014; de Paor, 2018; Vovk et al. 2021)

Work-Based Learning/Work integrated Learning (School-Industry Partnership)

> Work-Based Learning (WBL) in vocational education and training is learning that occurs in real work environments through participation in authentic work activities and interactions. Work-Based Learning is a central tenet of VET, because it emphasises learning through practice in the workplace.
>
> (Atkinson, 2016)

WBL is a core aspect of vocational education and is a means by which learners can apply their newly developed conceptual and practical abilities in real-world work environments. This acquaints learners with the enterprise milieu and fosters their insertion in the world of work upon their completion of training. (Atkinson, 2016)

Work Based Learning is sometimes used interchangeably with Work Integrated Learning. Nevertheless, WBL is seen as an area of WIL (Fergusson and van der Laan, 2021). To the extent that WBL is used interchangeably with WIL, the following definition by CEWIL Canada is explored:

> Work-Integrated Learning is a form of curricular experiential education that formally integrates a student's academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organisation, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to employability, personal agency, knowledge and skill mobility and lifelong learning.
>
> (CEWIL Canada, 2021)

Based on this definition, WIL applied in vocational training is formation through life experiences and involves partnership primarily between the institution and industry (host organisation) as well as the learner. The end of this form of learning includes socio-professional integration or reintegration as well as personal development of learners. WIL is understood to be aimed at blending theoretical concepts with practice-based learning, thereby enhancing the capacity of graduates to be innovative, productive and collaborative employees. (Ferns et al. 2014)

Vocational training institutions and organisations are supposed to promote the employability and self-employment of graduates through work integrated learning approaches based on institutions—industry/community partnerships. Work-Based learning (WBL) is a notion with varied definitions. Nevertheless, two characteristics can be retained about WBL: learning in the work context and learning through practice./ learning by doing. The difference is sometimes established between 'learning for work', during a work placement as part of a training programme and 'learning at work' which is in-house company training. Given that the focus of this piece of work is on vocational training, the view adopted is therefore that of 'learning for work'. (Ugwoke et al, 2016, Amadi, 2013)

Table 2.1: Comparison between Work-based Learning and Workplace Learning

Characteristics	Work-based Learning	Workplace Learning
Driver / Owner	Educational institutions	Employers
Partnerships	Educational institutions as Driver may partner with: • Employers to provide the internship / industry attachment • Consultants	Employers as Driver may partner with: • Consultants • Educational institutions (e.g. online literacy training)
Participants	Students / Trainees / Learners completing a qualification	Employees
Purpose	To expose participants to meaningful and relevant workplace experiences to better connect their learning to the workplace and deepen their skills, before graduation	To address skills gaps, improve performance and develop staff
Time	• Part of a qualification • Time in workplace varies according to different educational institutions' industry section requirements	• Ongoing • Specific work / business / performance-related outcomes often tied to stipulated period of time dictated by employers.
Outcomes for driver	• Qualification that represents skilled and work-ready graduates • Projects undertaken in the workplace are a source of holistic, authentic activity / service / product that can be used for learning and assessment purposes	• Improved performance • Improved professional judgement • Development of learning culture that supports innovation • Flexible professional development appropriate to individual and collective (e.g. team) needs.

Source: *Cheah and Wong (2019)*

WBL is an experiential learning programme which uses work environment as a crucial element of the curriculum by granting learners with systematic/organized learning experiences by collaborating with employers of the labour and school. WBL is a partnership programme designed to support in producing the highly technical skills in the workplace. WBL offers learners a unique chance of gaining working experience and applying it in real-life work milieu (environment). It is a drive towards increasing classroom learning beyond the four walls to the community. The purpose of WBL is to ensure familiarisation with the work world in order to facilitate transition (integration) to the world-of-work upon completion of the schooling programme. (Ugwoke et al, 2016, Amadi, 2013,)

WBL programmes applicable in Vocational Education include industrial training (internship/ practicum), field trips, excursion, job shadowing, school entrepreneurial ventures (School-based enterprises), clinical work experiences, cooperative work experiences, youth apprenticeship. An internship can be any length of time and can take place during an academic programme, after all coursework has been completed, before graduation. Internships typically offer one discipline-specific, supervised, structured paid or unpaid work experience or practice placement for academic credit. (Amadi, 2013, CEWIL Canada, 2021)

Other Types of PPPs in Education

Private Management of Public Schools, this involves education authorities contracting directly with private providers to operate public schools or to control certain aspects of public-school operations. While these schools are privately managed, they remain publicly owned and publicly funded. Some examples of this include Charter Schools in the United States of America, Concession Schools in Colombia and Management of government schools in Pakistan. However, this form of PPP is not very common in the African context, where the Centralised education systems are only recently being decentralised. Private Management of Public Schools will flourish more in an education system which favours the Market-based approach to delivering education. (LaRocque, 2008, ASPBAE, 2013)

Government purchase initiatives, under which governments contract with private schools to deliver education at public expense; publicly funded education services delivered by private schools or private entities such as the Educational Service Contracting (Philippines). (LaRocque, 2008)

Voucher and voucher-like initiatives are arrangements under which governments fund students to attend private schools. Through voucher programs, families can enrol their children in a school of their choice–typically a private school–by using the certificates that come with the voucher. In the event that the tuition costs exceed the voucher's value, families can use their own funds to make up the difference. (LaRocque, 2008)

Adopt-a-school programmes, whereby private sector partners supplement government support of public schools with cash and in-kind resources. This form of

partnership is very similar to 'private sector philanthropic initiatives' and is considered by some to be in the same category. The educational institution is "Adopted" by a private company, CSO or faith-based organisations. (LaRocque, 2008)

2.1.4. Quality in Education

Quality is defined as "all characteristics of an entity that bear on its ability to satisfy stated and implied needs or the degree to which a set of inherent characteristics fulfils requirements". Quality therefore runs through the inputs, processes and output of an entity. An institution focused on quality is one that is careful to design all its inputs, processes and output towards meeting the needs inherent to its existence, whilst making sure to fulfil all set quality requirements. In the case of a school, the respect of all norms for creation, standards for enrolment, infrastructural and equipment requirements, training staff qualifications, training process, evaluation and certification standards, curricula, etc. (Cedefop, 2011) Providers of adult training need to meet certain minimum quality standards in order to be certified, thereby ensuring that customers [learners] are offered effective and efficient training. (OECD, 2021)

Barrett, Chawla-Duggan, Lowe, Nikel and Ukpo (2006) outline 5 Elements of Quality:

- Effectiveness; - Efficiency; - Equality; - Relevance and - Sustainability

2.1.5. Effectiveness in Education / Training

According to Robertson and Verger (2012), effectiveness asks questions about outcomes, and the meta-strategies (risk, experimentation) that might be deployed to realise these outcomes. According to this view, an effective educational institution is one whose output meets the initial objectives of teaching and learning in from the viewpoint of the learners, institution and the society. During the world forum on EFA in the framework for action to meet basic learning needs, it was proposed for national targets that, available education and training should be expanded in other crucial skills needed by youths and adults with program efficacy measured by behavioural changes and effects on employment, productivity, and health. (World Conference on Education for All, 1990)

OECD (2021) States that, "effectiveness of training is generally measured by looking at training outcomes, such as labour market entry, or satisfaction with the provided training".

Effectiveness refers to the degree to which the objectives of an education system are being achieved. For vocational education, with the main aim of socio-professional integration of learners, an effective training would be one that most guarantees employability and autonomy of the learners. (Barrett et al. 2006)

In reporting about the Office for Standards in Education (OFSTED) in England, OECD (2021) states that, OFSTED." grades training providers based on their overall effectiveness, with a focus on: i) the effectiveness of leadership and management; ii) the quality of teaching, learning and assessment; iii) personal development, behaviour and welfare; and iv) outcomes for learners".

Internal versus External Effectiveness

(Barrett et al. 2006) give the following difference between internal and external effectiveness:

"Internal effectiveness is most properly applied to the functioning of institutions and appears primarily in the vast literature on school (or sometimes other institutional) effectiveness."

"External effectiveness refers to the degree to which the education system meets the needs of individuals and society. In this sense it is closely linked to the above discussion of the role of education in development" Also, IIEP – Pôle de Dakar – Unesco (2019) views external effectiveness as "products or effects of the training system observed outside of the system itself". IIEP – Pôle de Dakar – Unesco (2019)

Evaluating the External Effectiveness of Vocational Training

IIEP- Pôle de Dakar – Unesco (2019) outlines three fields used to evaluate the external effectiveness of vocational training:

Social effectiveness evaluates the annual public investment per learner for each education level; the costs of household costs for education per child at each educational level and the income gains of graduates at a given level relative to the average income of people who are actively engaged in the labour market.

Economic effectiveness A better information base with better knowledge of what works, with whom and in what context, is the prerequisite for developing sustainable literacy policies and may result in increased financing monitoring adult learning is of essential importance provided that this does not limit creativity: a standardised module for adult

education data collection, covering qualitative and quantitative elements, could be a precious tool for the community of adult educators and researchers.

Private-sector effectiveness measures the benefits or yields achieved by graduates upon completion of a vocational training programme, which can be seen in short-term and medium-term integration into the socio-professional milieu. Certain indicators make it possible to calculate: the number of graduates who have found employment or self-employment; (that is, integration or school-to-work transition) after leaving the Training programme; as well as the nature of employment in relation to the training acquired; the salary of graduates, and the percentage of graduates who continue education.

Employment and self-employment bring to light two major concepts: employability and entrepreneurial ability. These are the determining factors for employment and self-employment (Autonomy).

Employability skills and Entrepreneurial Ability

Employability skills are a collection of qualities, abilities, and information that people in the labour market should have in order to guarantee that they can function well in the job, which will benefit them, their employer, and the whole economy. These abilities are frequently incorporated into programmes for vocational training to improve students' preparedness for the workforce. This encompasses a variety of skills including self-management, technology, planning and organising, problem-solving, communication, teamwork, and initiative. These are vital for adapting to different roles and industries. (OCDE, 2013; Romanova, 2022)

One essential element of vocational training's entrepreneurship curriculum is the development of entrepreneurial skills, especially autonomy. The following competencies can be used as operational definitions and indications of entrepreneurial ability: innovativeness, risk taking, productivity, competitiveness, achievement orientation, and learning orientation. These qualities are frequently evaluated when determining a learner's entrepreneurial aptitude and preparedness for working for themselves or starting their own business. (Ibrahim, 2011; Guenoun et al., 2017; Gorostiaga et al., 2019)

2.1.6. Non-Formal Education / Learning

"Non-formal education has been defined as any intended, deliberate and a systematic educational enterprise that is regularly outside the system of traditional schooling. In non-formal education, the curriculum and the instructional systems are organized in such a manner that they get easily adjusted to the exceptional requirements and needs of the

students. This system structure may be beneficial in case of unique situations and occurrences with the main motive of maximising learning and minimising other aspects which often engage formal schoolteachers such as taking the roll, implementing discipline, writing reports, supervising the study and the examination rooms, etc." (Kapur, 2018)

Non-formal learning is "learning that is in addition or alternative to formal learning. In some cases, it is also structured according to educational and training arrangements, but in a more flexible manner. It usually takes place in community-based settings, the workplace and through the activities of civil society organisations." This implies that non-formal learning serves learning needs of individuals who have gone through formal training and intend to undergo further training; as well as those of individuals who have not undergone (completely or partly) formal schooling and are looking for a "second chance" to participate in some form of learning. Non-formal learning is situated somewhere (in a continuum) between formal and informal learning. (Radcliffe and Colletta 1989; Werquin, 2010; Singh, 2015)

Table 2.2: Learning Contexts

Informal learning	Non-formal learning	Formal learning
Non-intentional	Intentional	Intentional
	Structured	Structured
		Controlled

Source: Werquin, *OECD (2010)*

Non-formal educational programs are organized and purposive educational activities outside the structure of the formal school system. They include a vast assortment of clienteles, methods, objectives, and subject matter stretching across literacy, agriculture, various kinds of occupational training, health and nutrition, school equivalency, family planning, home economics administration and management, and numerous other fields. 'Non-formal' is not synonymous to lack of organisation or lack of purpose. Non-formal structures are well coordinated and very objective (having more immediate goals), with the addition that they are more flexible, accommodating learning in different situations and for a much wider audience. When compared with formal education, non-formal is somewhat less structured. (Coombs, 1975, Radcliffe and Colletta 1989, Vovk et al. 2021)

Smith (2002) in quoting Fordman (1993) outlines the following four characteristics of non-formal education:

- Relevance to the needs of disadvantaged groups.

- Concern with specific categories of person.

- A focus on clearly defined purposes.

- Flexibility in organisation and methods.

Egbezo and Okanezi (2008) add that non-formal education is a lifelong process which constitutes adult education, apprenticeship system, continuing education, in-service programs, on-the-job training programs, personnel and professional development, refresher courses, staff development programs; workers and students' industrial training. Non-formal education is a core form of ALE as it serves the needs of many adults through literacy, numeracy, professional training and improvement (VET).
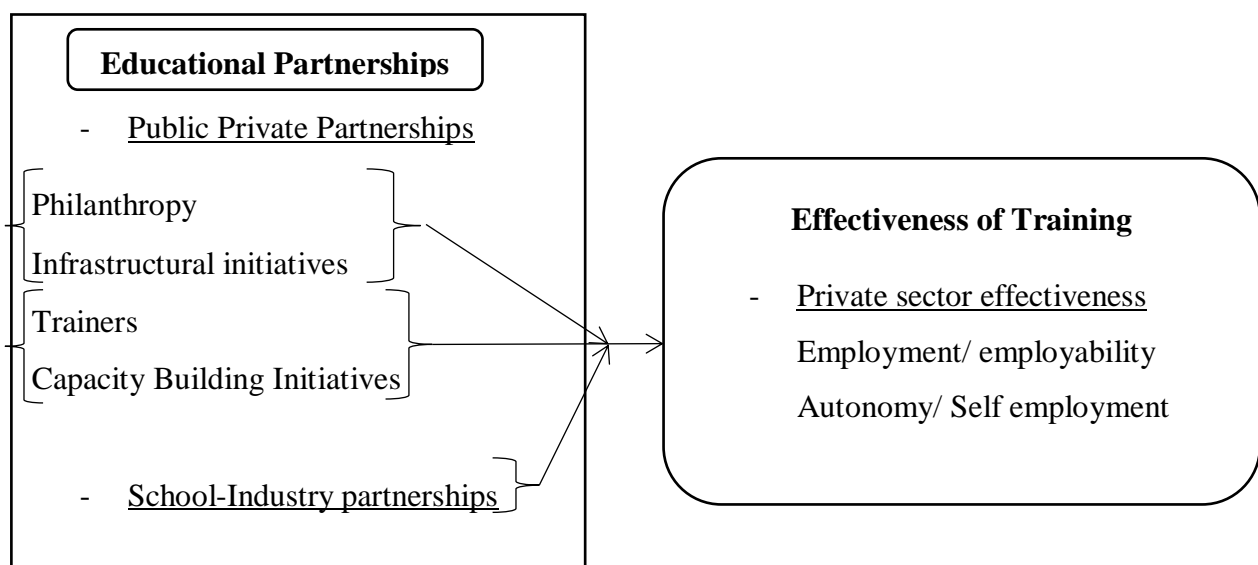
***Figure 2.1*: Conceptual Framework**

Source: *Researcher 2024*

2.2. Theoretical Framework

In this section, the Experiential Learning Theory and the Open Systems Theory will be explored.

2.2.1. The Experiential Learning Theory (ELT)

This theory was first proposed by Psychologist David A. Kolb in the early 1970s He was greatly influenced by the works of theorists such as John Dewey, Kurt Lewin, Jean Piaget and William James.

Experiential learning is commonly spoken of as "learning from life experiences", as differentiated from traditional learning hearing, reading, writing, etc. (such as in the classroom). Nevertheless, Kolb (2013) thinks of it, "as an educational technique like service learning, problem-based learning, action learning, or team learning". He sees lifelong learning as learner-centred process drawn from real life experiences.

ELT describes a holistic approach to learning which synthesises the works of foundational theorists (such as in the behavioural, cognitive, emotional, and social approaches). "The chief aim of this approach is to develop a theory that contributes to the understanding of how experience is converted into learning and trustworthy knowledge." ELT is not to be seen as a "third alternative to behavioural and cognitive learning theories, but rather [as] a holistic integrative perspective on learning that combines experience, perception, cognition, and behaviour". (Kolb, 2015).

Learning is defined by Kolb as "the process whereby knowledge is created through the transformation of experience". Knowledge here is described as - a consequence of both grasping (receiving information into the mind) and transforming experience (interpreting and acting on information).

Kolb presents two ways of grasping experience:

- Concrete Experience (CE) and
- Abstract Conceptualisation (AC)

He also describes two modes of transforming experience:

- Reflective Observation (RO) and
- Active Experimentation (AE)

Learning is a consequence of resolution between these four modes. This process of learning is represented on the experiential learning cycle, where the learner "touches all the bases":- experience (CE), reflection (RO), thought (AC), and action (AE) as represented below.
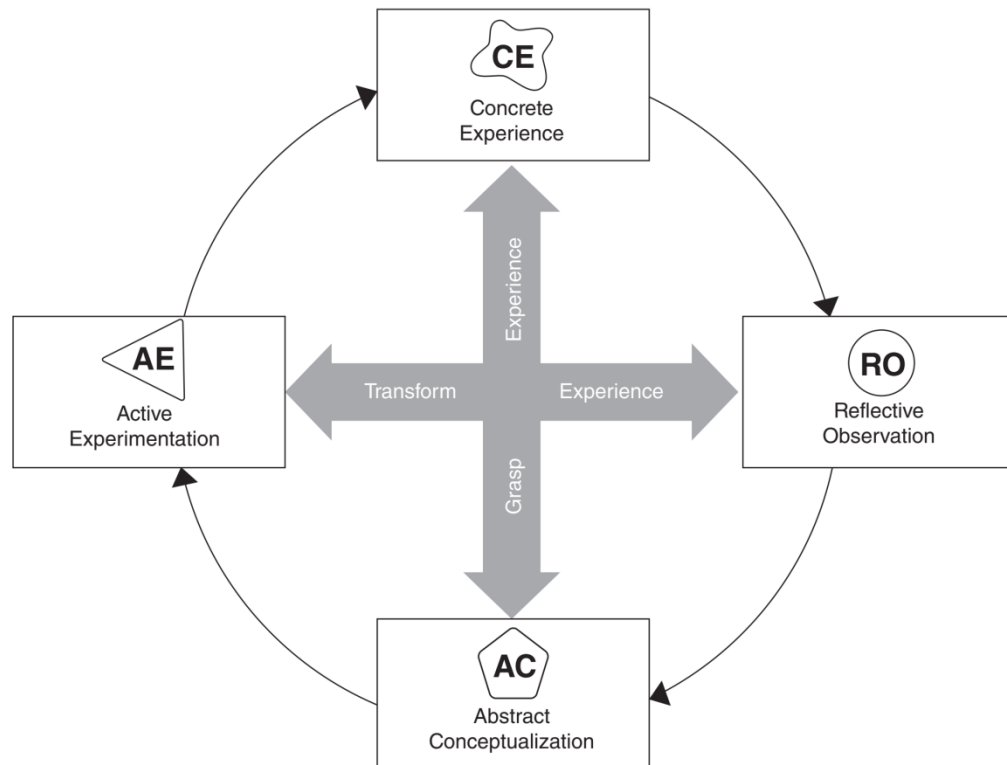
Figure 2.2: **The Experiential Learning Cycle**
Source: (*Kolb, 2015*)

Value/Importance of the Theory

Theory enlightens practice in the same way that practice inspires theoretical thinking. (Bélanger, 2011). ELT is a very practical and applicable in real life situations.

- "Experiential learning theory tends to favour approaches such as case studies, role-playing, and, more broadly, content presentations that feature or enable references to significant and concrete learning situations. With its emphasis on context, biography, and real-life learning, this theory has resonated strongly with adult educators, since adult learners typically bring a lot of life experience to teaching-learning situations, seeking to integrate their previous related informal learning." (Bélanger, 2011)

- ELT is a multidisciplinary approach which can be applied in a vast number of fields, ranging from education, business, health, etc.

- The experiential learning model is seen as a base for strengthening the linkages between education, work and personal development as represented below:
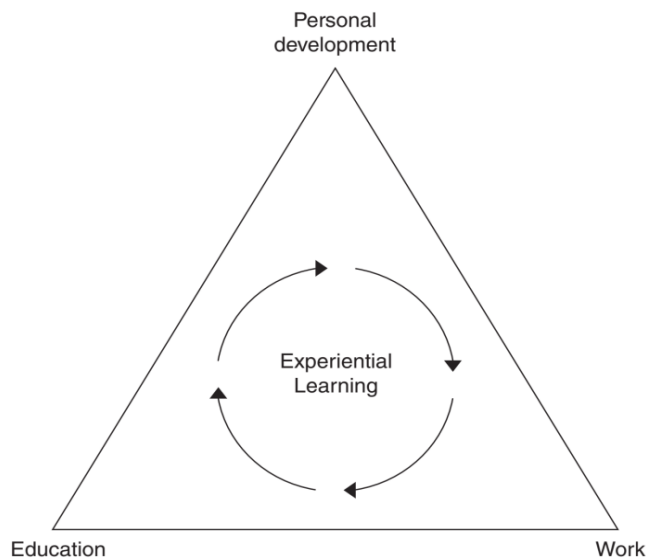
Figure 2.3: **Experiential learning as a process that links education, work and personal development**

Source: (Kolb, 2015)

In the field of Non-formal and vocational education, this application of experiential learning is very important because of the interrelatedness between work, personal development and education. It highlights the vital connections that can be made between the classroom and the "real world" through experiential learning techniques and provides a framework of competences for characterising employment demands and related educational goals. It views the workplace as a learning environment that may support and augment formal education while also fostering personal growth through fulfilling employment and chances for professional advancement. Also, it is pertinent for the reason that it encourages lifelong learning (SDG-4) as a means of engendering personal, family and societal growth. (Kolb,2015)

Limitations/Insufficiencies

Firstly, the theory of experiential learning does not fully account for the part that non-reflective experience plays in the learning process. It is useful for examining how learning happens on an individual basis, but it is not very effective in examining learning that takes place in larger social groupings. Also, another critique on the side of instructors is in the

activity of assessment; when employing experiential learning, there are no official, conventional assessment procedures.

2.2.2. Open Systems Theory

A system is a set of objects together with the relationship between their attributes. It is a complex of elements in interaction. Systems theory has its foundations in the long history of physical sciences (such as Biology and Physics) as well as social sciences dating back to the 1920s and gaining popularity in the 50s. The general systems model in education guides the understanding of relationships between and among units and subunits within an educational institution; and between the institution and the environment (immediate and larger environment). Social entities [such as businesses and organisations] are examples of open systems. Almost all social systems are open systems, meaning they depend on and are being impacted by their environment. Educational institutions are open-social organisations (Von Bertalanffy, 1950; Smith, 1968; Mbua, 2003; Meadows, 2008; Hoy,2019).

"An open system is a set of interacting elements that acquires inputs from the outside, transforms them, and produces outputs for the environment." (Hoy and Miskel, 2013) According to the Open systems approach, organisations convert inputs or resources from their surroundings, into outputs, or different types of products. In the Open systems model, educational institutions are shown as a continuous cycle of input, transformation, and output, with feedback loops supplying information to each stage of the cycle. Open systems are systems capable of self-maintenance based on a throughput of resources from their environment, such as a living cell. Throughput resources include activities, processes, people, materials, etc. that are handled at a given period. The variables that result in transformation are the inputs. In the context of schools, inputs from the environment are used to transform students through teaching and learning to become literate and educated students and graduates (outputs) from resources such as labour, students. Feedback provides data to the transformation process, allowing it to be assessed and modified. This mechanism of operation can be seen in the figure below. (Mbua, 2003; Hoy and Miskel, 2013; Scott and Davis, 2015; Hoy, 2019)
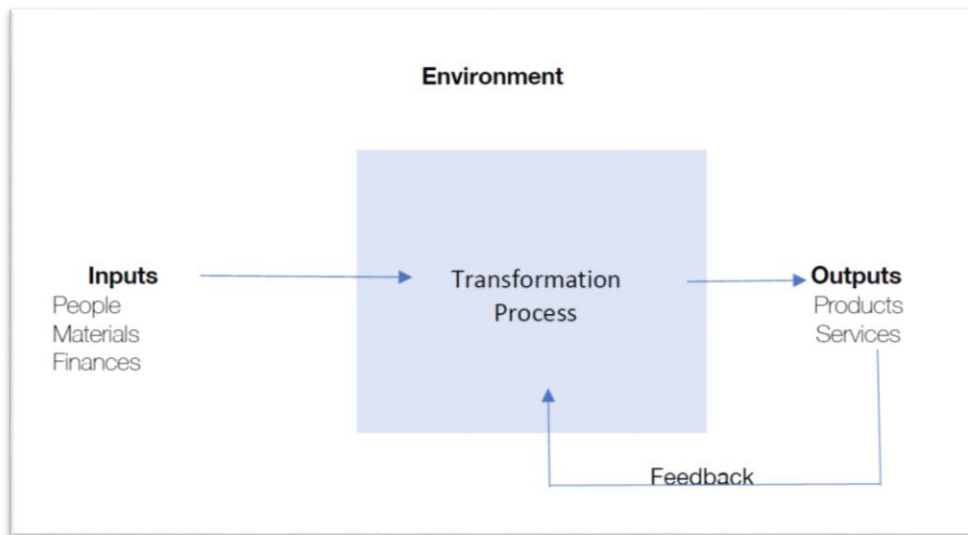
Figure 2.4: **Open Systems Model**

Source: *Hoy, 2019*

Inputs

The usual inputs for an organisation include finances, information, raw materials, and human resources. Essential resources for schools include classrooms, workshops and laboratories, libraries, toilets, textbooks, computers, instructional materials, teachers, and students. (Mbua, 2003, Hoy and Miskel, 2013)

Transformation

This is also known as *Throughput* or *conversion process.* The inputs undergo a transformation process to create valuable outputs, which are subsequently exported back into the surrounding environment. This involves the processing of physical and informational resources at the disposal of the system. (Mbua, 2003)

Output

Products and services are the typical outputs, but other by-products of the transformation process, such as employee happiness, may also be included. Essential resources for schools include classrooms, textbooks, computers, instructional materials, teachers, and students. In an ideal world, the educational system turns pupils into knowledgeable graduates who go on to improve society or the larger environment. The outputs of the school and how the model readjusts through feedback can be used to evaluate the effectiveness of the school. (Mbua, 2003, Hoy and Miskel, 2013)

The Environment

It refers to anything beyond the system's borders that modifies the social structure itself or has an impact on the characteristics of its internal components. Important aspects of the school environment for a particular school include the community, central administrators, and district policies. When applied to open systems like schools, it is nearly difficult to distinguish clearly between the organisation and its environment, even though organisational environment is often believed to refer to circumstances external to the organisation. Private partners to the institution such as enterprises, unions, other institutions, and organisations make up part of the community. In many open settings, nonetheless, the administrators make an effort to limit organisation's "openness". In order for organisations to be effective, they need to operate in a stable, peaceful environment. An atmosphere like this will be adequate to allow organisations to run smoothly. On the other hand, a chaotic and unstable environment is very detrimental to the functioning of open systems organisations. For instance, persons from the street are kept out of the school building, only suitable clients are permitted inside, and guests. (Mbua, 2003; Hoy and Miskel, 2013; Banathy and Jenlink, 2013; Biney, 2015)

Feedback

Feedback refers to the process by which an organisation or institution learns. Feedback is considered as informational input form the environment, which tells the organisation of how it is doing in terms of their output. Feedback is simply a response to output which allows for modifying or correcting a system's future operations. Feedback can be positive of negative. Positive feedback informs the organisation of that actual output is the same as intended output while negative feedback is in opposition to intended output. Positive feedback pushes for reinforced action, while negative feedback entails corrective action. Feedback allows for resolving gaps between planned output and actual output. Feedback is gotten through formal and informal structures and contacts within and without an organisation. (Mbua 2003)

Boundaries

Systems are distinguished from their surroundings by their limits. Nevertheless, these boundaries tend to be less clear in open systems, compared to closed systems. ALE generally has fewer boundaries than other subsystems of education. A good example is non-formal education is generally second chance education accepting entrants from literally all levels usually with the main aim of equipping individuals with skills that will render them useful and relevant in the society. (Mbua, 2003; Hoy and Miskel, 2013)

Open systems theorists use the concepts: "Entropy, homeostasis and equifinality" to explain certain characteristic of the open system:

Entropy

According to Buckley (1967), the *distinction between open and closed systems* has *been expressed in terms of "entropy"*. A major negative characteristic of closed systems is the tendency to increase in *entropy*, that is, to "*run down*". Open systems, on the other hand, are "*negentropic*" that is, *tending to decrease in entropy, or to elaborate structure*. Enthropy is the assumption that "without continued inputs into the system, it soon runs down". Thus, the tendency towards entropy in social systems needs to be constantly countered through exchange of energy. Organisations need continuous staff training, education and material incentives, etc. in order not to run down and become irrelevant. (Buckley, 1967; Biney, 2015)

Homeostasis

Also called Equilibrium, it involves seeking balance or at least smoothness of operation within social structures in spite of the conflicting factors within and surrounding it. The two types of Equilibrium here: Static equilibrium and Dynamic equilibrium. Static Equilibrium comes about when a system maintains its initial fixed state of balance after any turbulence hits the system. Dynamic equilibrium, on the other hand, takes place when the point of balance moves to a new position in the event of disturbance. (Leighninger Jr,1978, Mbua, 2003)

Equifinality

Equifinality is the assumption that there is always more than one way to arrive at a given end. Equifinality spells out the need for flexible operation within every organisation. There is no one right way for units or sub subunits to attain their goals. The same outcome can be accomplished through different input varieties and processes. (Von Bertalanffy,1950, Mbua, 2003, Hoy and Miskel, 2013, Biney,2015)

Application of Open Systems Theory

The way we view educational leaders' responsibilities and schools as organisations has been significantly transformed by the ideas of open systems theory. If schools were treated as though they were separate entities from their surroundings, this would result in a general misunderstanding of the motivations behind organisational change. (Bastedo, 2004)

The systems theory is a holistic approach which considers many different elements making a modest attempt to explain the inter relationships between different elements and parts in the system. The theory in general is considered by many to be universally applicable. The systems theory allows for diverse application across practices and across disciplines ranging from pure sciences to social sciences.

Open systems theory can be applied in non-formal education when adult ALE organisations demonstrate (practice) cooperativeness, and work in partnership with the society. Nevertheless, many of the organisations engaged in AE programmes have challenges in this direction. (Biney, 2015)

The principle of entropy emphasises the importance of continuous provision of inputs which will sustain the institution thereby preventing it from shutting down. These inputs which come from the environment can certainly be assured through sustainable partnerships with the local and international community. The partnerships go guarantee the supply of resources into the institution (such as trainers, facilities, finances).

The transformation process highlights the training methods and techniques which will be employed to transform the learners into the relevant literate, skilled, employable and autonomous individuals who will very certainly benefit the society in which they live.

Criticisms of the Open Systems Theory

Despite the laudability of the systems approach, the systems theory has been subject to criticisms. To begin, the systems theory has been criticised for having little empirical research carried out on social phenomena to directly test how applicable the theory can be. The general systems theories in the social sciences have been studied but very little testing has been actually done. (Mbua, 2003)

Secondly, the open systems theory is criticised in the area of dependency on the environment for being more vulnerable to unfavourable environmental influence. The system approach is also criticised for being predicated on the alleged mechanistic understanding of human nature. Critics argue that applying the theory to social phenomena and treating human groups in a manner akin to that of machines results in a dehumanisation of those groups.

Furthermore, by considering social systems to be governed by the same laws of nature as biological, geological, and planetary systems, the systems theory has come under fire for equating social phenomena with natural phenomena. Some opponents contend that, in contrast to physical objects, which do not change by desire or intention, social groups and

psychological beings are social creatures that can alter at the will of their members, making them fundamentally distinct from natural realities.

2.3. Empirical Review

Koigi et al. (2018) carried out a study with the aim of exploring the influence of university partnership and collaborations to performance excellence of universities in Kenya. A descriptive survey research design was carried out. The population of the study was made up of the 40 public and private Universities that were accredited in Kenya as at May 2016. A sample size of 277 management staffs was selected proportionately in six private and six public universities. Primary data was collected through semi-structured questionnaires. The results of the study showed that was a positive and statistically significant influence of the regressor on university performance. The implications of the results were that, the more active partnership and collaboration activities with other universities, industries and communities the universities have, the more favourable is their performance excellence. Systems theory was used to emphasise the role of the external environment on synergy and resources.

Edokpolor and Imafidon (2017). The main aim of this research was to determine the effectiveness of Public-Private Partnership (PPP) in the management of TVET programme in the 21st century. The study made use of a survey research design. The population of the study was comprised of 44 lecturers from the Department of Vocational and Technical Education, University of Benin and Ambrose Alli University was used for the research. A structured questionnaire was used as the instrument for data collection. The Cronbach alpha coefficient of reliability was 0.87. The findings of the research showed that PPP highly impacted the provision of financial resources, provision of qualified manpower, development of curricula and procurement of modern facilities. Furthermore, the results showed that there was no statistically significant difference in the average evaluation of TVET instructors at UNIBEN and AAU with respect to the impact of PPP on the effective management of TVET programmes in the twenty-first century. This suggests that TVET instructors at both institutions hold similar opinions about the influence of PPP on the administration of TVET programmes.

(Oviawe, 2018) , in the article titled Revamping Technical Vocational Education and Training through Public-Private Partnerships for Skill Development, stated the global need for Technical Vocational Education and Training (TVET) amidst the issues of high levels of

unemployment and the quest for technological development, industrialisation and economic growth. The write-up also emphasised on the necessity of PPP to accompany government efforts due to the enormity of the task to supply such education. In addition to the Concepts of PPP, TVET and the need for PPPs in TVET, the paper also set out to examine the strategic issues for TVET in Africa, the current amendments (reforms) in TVET, various models of PPP in skills development, and the means of revamping TVET through PPP. Recommendations were made for the partnership/collaboration in TVET in Africa in aspects such as practical training and curriculum development.

Gurn, A. M. (2016) in his study – "Courting *Corporate Philanthropy in Public Education: Multidisciplinary Literature Review of Public-Private Partnerships (PPP) in Urban Public schooling*", sets out to examine the current perspectives on the evolving domain of Corporate Philanthropic partnerships in education. The author explores educational and business-related study material to demonstrate the theoretical foundations/basis for Corporate Philanthropic Partnerships, the resulting effects of corporate participation in education. He first reviews PPPs with noble intentions (PPPs as *corporate manna*) and then goes further to review PPPs as Privatisation. He concludes by going "beyond binary tensions" of corporate participation in education, in research and theory through establishing the usefulness and oversights of each form of Corporate Philanthropic endeavour.

Mokgwathi and Othlhomile (2020) in their article titled "*Adopt – a –School Programme: What the Doctor Has Ordered to Remedy Education,*" sought to evaluate the nature and influence of the Adopt-a-School programme (partnership) between a selected primary school in Tswapong North, Botswana, and a private organisation. This study was done using qualitative approach. The data collection in this study was done using interviews with the management of the school and that of the private organisation. The results obtained showed that Adopt-a-school programme is a good solution to the educational "ailments", since there was a significant improvement in school facilities and academic performance.

In the study titled: "*Evaluating the Impact of Philanthropic Activities on Public Schools in Mutasa District, Zimbabwe: An Educational Management perspective*" by Madziyire G. T. (2015), the objectives of study were – to investigate the impact of different types of philanthropic interventions in public high schools within the district of Mutasa, Zimbabwe, and – to evaluate the impact on schools through the lens of educational management. Mixed methods (qualitative and quantitative) were employed making use of – questionnaire,

interview and documents as instruments. The subjects included 29 principals of high schools, 2 NGO representatives and 2 individual philanthropists. The findings of the study demonstrated that philanthropy has led to improvement in infrastructure of some schools as well as school enrolment and completion rates

Umar, Sadiqi, Hussain and Qahar (2023) published an article (comparative study) titled – "compare the quality of infrastructure on student outcomes in Public and Punjab Education Foundation (PEF) Funded Schools at secondary level". The objective of the study was to make a comparison between the quality of infrastructure on student outcomes in public schools and in secondary schools funded by the Punjab Education Foundation. The qualitative cross-sectional study was carried out in 3 districts of Punjab. Through purposive sampling, 600 students were chosen, 300 public and 300 PEF. The findings showed that public school infrastructure was less in terms of resources, conditions and perceived quality when compared with PEF schools.

de Paor (2019) in the research paper titled "Supporting change in VET: teachers' professional development and European Credit System for Vocational Education and Training (ECVET) learner mobility", drawing on the outcomes of an Erasmus+ Strategic Partnership called QUAKE, the study reviews the research and examines the professional development needs of teachers in relation to this. Through convenience sampling a focus group interview was conducted by bringing together all of the teachers working for Limerick and Clare Education and Training Board teaching VET programmes in some different settings, and these focus group proceedings were analysed using thematic analysis with the stages as proposed by Yin (1994). The Study results demonstrated the importance of establishing a stronger link between VET instructors' professional development and their daily work with students. The conclusion was that, ECVET mobility can contribute by providing a framework within which professional development becomes an integral part of the teaching and learning process.

Chileshe, Kavishe and Edwards (2023) carried out a study titled "Identification of critical capacity building challenges in public-private partnerships (PPPs) projects: the case of Tanzania". The study had as objective to investigate and rank the critical capacity building challenges (CBC) impacting the Tanzanian public–private partnerships (PPPs) projects. The method used in the study was explanatory empirical research. This research approach was employed through five steps: - scoping review; pilot survey; questionnaire survey; statistical analysis and finally a qualitative word frequency analysis. 8 Capacity Building Challenges

were identified from a scoping review, after which data was collected from 81 PPP practitioners, and then descriptive and inferential statistics were performed. The findings showed that there was a disparity of ranking of the 8-Capacity Building Challenges among those with and without PPP experience, with the most highly ranked Capacity Building Challenges including 'limited local people with experience', 'lack of permanent PPP trainers'. It was established that there was a strong and positive correlation between 'inadequate qualifications' and 'lack of hands-on training'. Among the solutions proposed were: - Training and education; Knowledge transfer and experience sharing. The findings of this study contribute to understanding the different aspects in the domain of capacity building, and propose possible remedies to the issues of Capacity building; some of the propositions included the contextualising of solutions to local environments and for governments, to design and tailor specific training initiatives associated with capacity building programmes.

The study carried out by Vovk et al. 2021, had as main aim to summarise the Ukrainian and foreign experience in delivering teacher professional development in formal and non-formal education. The research methodology employed in the study included theoretical analysis concepts like "teacher professional development", "formal education", "non-formal education"; survey to evaluate teachers' focus on continuing professional development in formal and non-formal education; comparative analysis to assess the organisation of formal and informal learning of teachers (professional development) in Ukraine and other countries; and finally a prognostic method to determine the prospects for improving formal and non-formal education of practising teachers. The results of the study showed that Ukraine has put in place a system for professional development of teachers by establishing a legal framework for this in formal and non-formal education. An analysis of the foreign situation allowed for essential educational practices to be identified; and the possibilities for enhancing the professional development system for teachers were also assessed; which included creating appropriate research sites in schools; developing diversified programmes on professional development; providing financial incentives under the results of advanced training and internships; organising compulsory certification for teachers; promoting partnerships between teacher associations and different organisations.

In a study carried out in Ethiopia on "TVET- Industry Linkage and Collaboration in Ethiopia: A Necessity for Improving Employability Skill" by Singh and Tolessa (2019), the objective

of the study was to determine how much TVET and business collaborate to enhance employable abilities. The literature review and discussion explained TVET's basic idea and covered the field's current state in Ethiopia. It was established that the knowledge produced by TVET training systems and the abilities that Ethiopian employers seek are becoming less and less compatible. For this reason, the research paper suggested that the industry sector create networks with TVET schools and offer training to develop modern skills for minimising the gaps. One of the major aspects of this collaboration, as stated is its emphasis on the preparation for trainees' employment, through initiatives such as traineeship programmes.

Sterner (2022) carried out a qualitative study aimed at examining the perspectives of secondary educators and industry-based school partners on the perceived effectiveness of school-business partnerships, the elements of these partnerships each stakeholder found most effective, and their perception of the community's view on partnerships. In this study, interviews carried out with the participants to supplement survey data which was collected through questionnaires made of Likert-scaled, ranking, and open-ended questions;. The respondents of the study included 20 secondary school educators and 52 local employers in two south-central Pennsylvania schools using their Occupational Advisory Committee members. The results of the research investigation showed that participants perceived partnerships to be effective in producing students prepared for the workforce when partnerships enhance application of the curriculum, keep instructors informed about demands and changes in the industry, prepare learners with skills for post-school success, and foster growth of partnership by motivation and involvement. Finally, the study findings demonstrated that partnerships between businesses and schools seem to benefit both parties' operations; nonetheless, research participants expressed the opinion that certain members of the public are ignorant of these partnership relationships.

Ikelegbu (2019) carried out a study with the main objective being to examine school-industry collaboration strategies for improving skills and the perceived challenges affecting adequate school-industry collaboration for improving skills among Business Education students in Delta State. The study made use of a descriptive survey research design. The population of the study was made up of 41 Business Educators. A structured questionnaire was used to obtain data. Mean and standard deviation were used to answer the research questions while analysis of variance was used to test the hypotheses. The study revealed that school-industry collaboration could be of immense benefits to schools (Universities and Polytechnics). It

recommended among others that there is the need for a renewed policy by both the federal and state Governments to make industries absorb students for student Industrial Work Experience Scheme (SIWES) with a view to training students to acquire better industrial skills.

2.4. The Research Gap

The empirical evidence on educational partnerships and effectiveness of training in non-formal ALE in Cameroon, especially in public vocational training institutions has not been fully explored. Most studies on educational partnerships and PPPs have been done in other developing countries like Tanzania, Zimbabwe, Nigeria, India, etc., but very little research has been carried out in Cameroon. Also, most of the research studies on educational partnerships have made use of qualitative methods, which indicates the need for more quantitative research or even a mixed study to get more depth into the issue of effectiveness of training in non-formal education and the role of partnerships.

Earlier studies mostly focused on primary, secondary, and higher education institutions (formal education) as well as formal TVET. This, therefore, compelled the need to research in non-formal adult learning and education to bring to light the issues faced by non-formal vocational education in Yaoundé.

CHAPTER THREE

RESEARCH METHODOLOGY

The previous chapter dealt with the literature review on partnerships and effectiveness of training. This chapter focuses on the research procedures used in the study, that is, the research design, presentation of the area of study, population of the study, the sample and sampling techniques, research instruments, reliability and validity of data, and data analysis.

3.1. Research Design and Methods

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. (Kothari, 2004). The study was carried out using mixed methods and a convergent parallel design. A mixed methods research design is a procedure for collecting, analysing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem". The convergent parallel design is used to simultaneously collect both quantitative and qualitative data, merge the data, compare the results, and explain any discrepancies in the results. (Creswell, 2015)

3.2. Area of Study

The centres for Women's Empowerment and the Family, known by the French-speaking Cameroonians as "Centres de Promotion de la Femme et de Famille (CPFF)" are Training Centers which fall in the category of "Specialised Technical Units" of the Ministry of Women's Empowerment and the Family (MINPROFF).

These centres train women/girls and all other individuals who have completed or dropped out of the conventional school system throughout the country, in a variety of sectors such as sewing, cooking, information and communication technology, hair dressing, etc. Training can be provided on a permanent or current need basis.

Currently, there are 109 Women's Empowerment and the Family Centres spread throughout the country.

Brief History of CPFFs

The creation of the Ministry of Social Affairs (1975);

The creation of the Ministry of Women's Affairs (1984)

The creation of the Ministry of Social Affairs and the Status of Women (1988)

The re-creation of the Ministry for Women's Affairs (1997)

The Creation of the Ministry of Women's Empowerment and the Family (MINPROFF) in 2004, by Decree n° 2004/320 du 8 December 2004 on the organisation of the Government.

Under the terms of Decree No. 2011/408 of December 9, 2011, which sets out its missions once again, this ministerial department is responsible not only for drawing up and implementing government measures to promote and respect women's rights and protect the family, but also those of children.

Also, in accordance with the provisions of Decree No. 2003/011/PM of January 09, 2003, on the State budget nomenclature, it is classified in the social affairs sector.

MINPROFF is responsible for drawing up and implementing government measures to promote and respect women's rights and protect the family.

It is with Decree N° 2005/088 of 29 March 2005 on the organisation of the ministry for the promotion of women and the family that the centres for Women's Empowerment "Centres de Promotion de la Femme (CPF)" are officially designated as centres for Women's Empowerment and the Family "Centres de Promotion de la Femme et de la Famille (CPFF)".

CPFF: Specialised Technical Units (UTS) of the Ministry of Women's Empowerment and the Family

Decree N°2000/001/PM OF January 4, 2000, on the organisation and operation of women's promotion centres

The decree signed by the Prime Minister, Head of Government Peter Mafany Musonge, on January 4, 2000, was the first to define the organisation and operation of the centres for Women's Empowerment - "Centres de Promotion de la Femme (CPF)", Specialised Technical Units of the Ministry in charge of women's promotion. These units located in each divisional headquarters; can also be opened in certain Sub-Divisional headquarters.

According to Decree N°2012/638 of December 21, 2012, in its article 65(1), the Specialised Technical Units of the Ministry for the Promotion of Women and the Family include the Centers for the Promotion of Women and the Family and the Centers for Appropriate Technologies. Paragraphs 2 and 3 of this article specify that "decrees of the Prime Minister shall determine the organisation and operation of the Specialised Technical Units" and that "other Specialised Technical Units may, as required, be created by decree of the President of the Republic".

Mission of CPFFs

According to Article 4(1) of the prime ministerial decree on the organisation of CPFFs, the missions of CPFFs include:

- The moral, civic and intellectual training of women for their economic, social and cultural advancement;

- Educating women in responsible parenthood and the protection of maternal and child health;

- Support for entrepreneurship and apprenticeship in promising trades, with a view to facilitating women's socio-professional integration or reintegration;

- Monitoring, in liaison with the Appropriate Technology Centers, the dissemination of appropriate technologies, with a view to improving the living and working conditions of urban and rural women.

Brief presentation of CPFF Yaoundé IV

Situated in the Yaoundé IV subdivision, CPFF Yaoundé IV of Nkolndongo has been in existence and functioning since 1968. Previously under the auspices of the Cameroonian Union Party ("L'Union Camerounaise") and known at that time as "Maison de la Femme", this structure had as mission to train the wives of the Party officials – this party was later transformed to National Union of Cameroon (UNC). Subsequently, the party handed over the structure to the Ministry of Social Affairs, which in turn yielded control to the Ministry of Social Affairs and Women's Status on the 8th [of] September 2004. Now a Specialised Technical Unit of the Ministry of Women's Empowerment and the Family, this Centre (CPFF Yde IV) is the oldest in the country and currently the largest in terms of enrolment in the Centre region.

Disciplines or Domains of Training

According to Article 4(2) of the prime ministerial decree on the organisation of CPFFs, "The supervision and training provided by CPFs include disciplines and courses likely to contribute to the economic, cultural and social development of women". On the basis of this, the following trainings are being carried out in the Center for Women's Empowerment and the Family of Yaoundé IV:

- Hotels and restaurants ("Hôtellerie et restauration")
- Office Automation ("secrétariat bureautique")
- Secretarial accounting /Accounts clerk ("secrétariat comptable")
- Decoration ("decoration")
- Sewing/Fashion design ("couture/Industrie d'habillement")
- Hairdressing ("coiffure")
- Aesthetics ("esthétiques")

- Living assistance ("auxiliaire de vie sociale ")

Conditions for Admission into the Centre

Article 4(3) of the prime ministerial decree on the organisation of CPFFs states that "within the framework of their missions, CPFs welcome, without discrimination, adult women and young girls, alone or organised in associations, either seeking training or information, or with expertise to offer". In addition to women and young girls, men who are interested in gaining skills through the training programmes offered in the Centre also enrol, all in a bid to foster inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG-4).

Organisation of CPFFs

Director of the CPFF

CPFF management is under the authority of a director, who is responsible for the overall coordination of the Centre's services and activities, and participates in the work of the Management Board in an advisory capacity. In this capacity, he is responsible for:

- General discipline

- Representing the CPF;

- Drawing up the annual action program and activity report;

- Preparing the CPF's draft budget;

- Achievement of CPF objectives;

- Monitoring all administrative activities;

- Management of staff and trainees;

- Implementing the decisions and recommendations of the Board of Directors.

The Centre's Management includes:

- The Administrative and Financial Affairs unit;

- Pedagogical support and follow-up unit ;

- Guidance and counseling unit.

The director of the CPF has the rank and prerogatives of Deputy Director of the Central Administration.

The Head of the Administrative and Financial Affairs Unit, he is responsible for:

- Personnel management;

- Preparation and execution of the budget and monitoring of budgetary operations;

- Procurement of materials and supplies

- Maintenance of buildings and equipment;

- Mail processing and filing.

The Pedagogical Support and Monitoring Unit Head, is responsible for:

- Designing, organising and evaluating training modules;

- Monitoring the training of women and girls admitted to the centre;

- Organising internships and end-of-training tests;

- Supporting the socio-professional reintegration of trainees at the end of their training.

The Head of the Guidance and Counselling Unit is responsible for:

- Welcoming and guiding women and girls seeking training or information from the centre;

- Legal advice on women's rights;

- The dissemination and popularisation of messages and information aimed at the social, economic and cultural advancement of women;
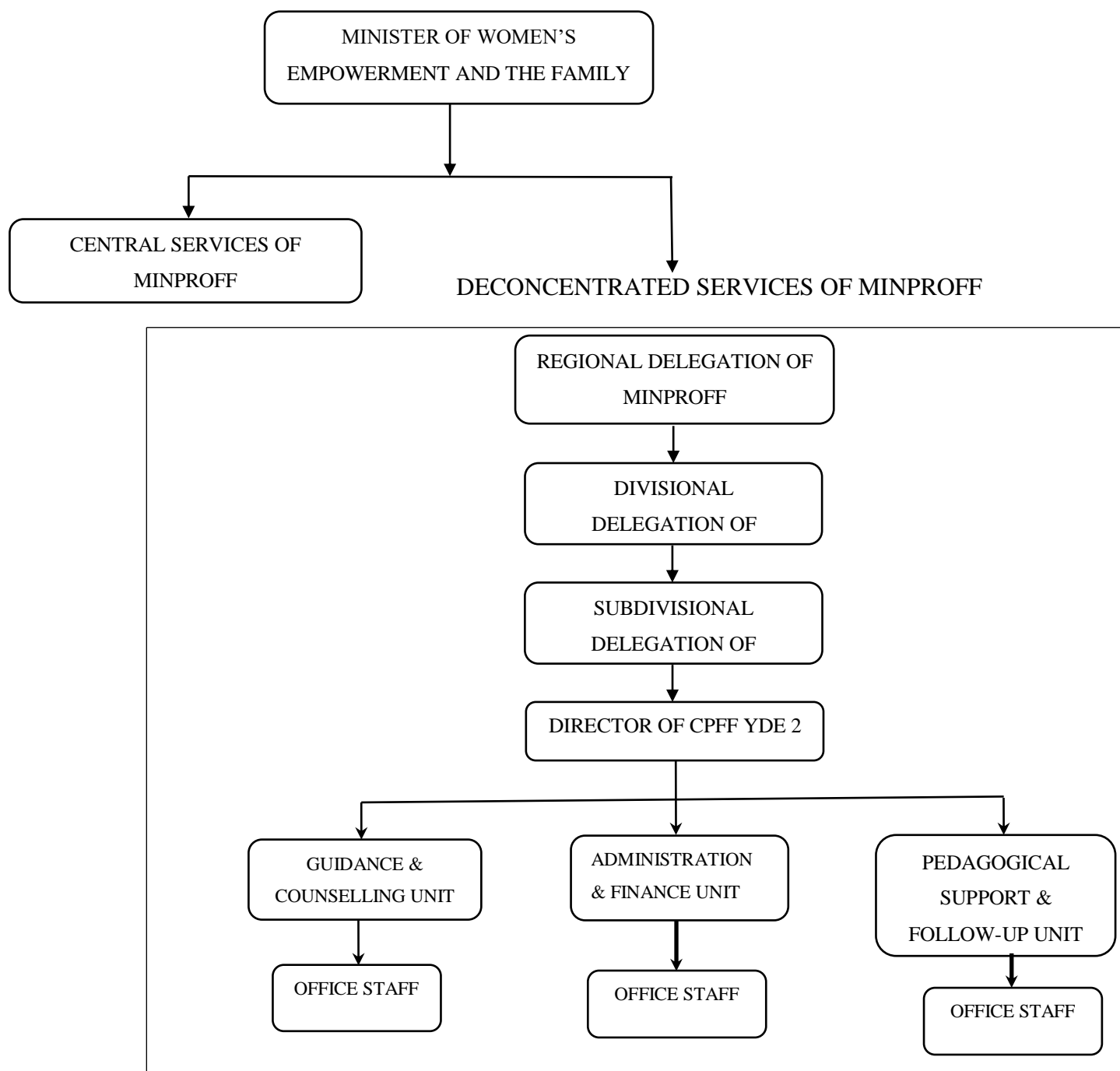
Figure 3.1: **Organisational Chart of the Centre for Women's Empowerment and the Family (CPFF) Yaoundé 4**

Source: Researcher 2024

3.3. Population of Study

A population is a group of individuals who have the same characteristics. (Creswell, 2015) Given that the research is a case study, the population of study includes the Administration of CPFF Yaoundé 4, trainers and learners of the institution. Based on the statistics given by the centre, the learners of the institution for the academic year 2023-2024 who were registered as from the beginning of the year stood at 615.

3.4. Sampling and Sampling Technique/sample design

A sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalisations about the target population. (Creswell, 2015) Sampling technique/design refers to the technique or the procedure the researcher would adopt in selecting items for the sample. (Kothari, 2004) In this study 2 types of sampling were applied. Firstly, for the learners, simple random sampling was carried out, giving all learners and equal chance of being selected in the sample. In addition, purposive sampling was done to collect qualitative data from the administrative staff and trainers through interviews.

For the learners, the sampling technique used was the table presenting the "sample size required for each population" calculated by Krijcie & Morgan (1970) (This table is found in the Appendices section of this document). In this method, for a population of 600 individuals, the appropriate sample size stands at 254 individuals. Based on this technique, it was judged that a sample size of 255 learners would be appropriate for this study. Also, the teaching and administrative staff members considered for the study through purposive sampling stood at 8 individuals.

3.5. Access and Permissions

For the researcher to gain permission to collect data from the women's empowerment and the family centre, an application had to be deposited which doubled as an application for an internship at the centre. This request was granted by the Minister of Women's Empowerment and the Family (as can be seen in the Appendices section of this piece of work). Also, the researcher underwent an internship for a period of three months at the Centre between the 26th of March and the 27th of June 2024, to get more abreast with the situation of the problem on ground and also for the purpose of getting to familiarise with the target population.

3.6. Participants

the participants of this investigation were selected, from CPFF Yaounde IV. The participants

for the study will consist of administrative staff (including (1) Director, (3) Unit heads), (1) Administrative assistant, (3) trainers and (260) learners for the academic year 2023-2024. These different categories of respondents were, sampled purposively (Staff) and randomly (learners) based on their involvement/potential involvement in educational Partnerships and effectiveness of the centre. The participants were key informants, because of their role in establishing partnerships or because they constituted the outcomes of such partnerships, which puts them in a better position of providing the data needed in this study.

3.7. Instruments

The study will make use of the questionnaire and interview guide as instruments to collect primary data. In addition, the study made use of document analysis through secondary data.

3.7.1. Interview and Interview guides

One-on-one exchanges (interviews) were carried out with the administrative staff and partner trainers of the centre. These interviews were carried out using semi-structured interview guides. Two semi-structured interview guides were used, one for the administrators and one for the trainers (partners). The interview guide presented to the administrators was made up of 13 main questions concerning partnerships, and effectiveness of training within the centre. The trainer interview guide was made up of 5 main questions to explore the perspectives of partner trainers on partnership as well their motivations, benefits and challenges encountered in the partnership. The members of administration included the director of the centre, the head of the Administration and financial affairs unit, the head of the pedagogical support and follow-up unit, the head of the guidance and counseling unit, an administrative executive, and a trainer/administrative executive. Two trainer partners were interviewed as well.

3.7.2. Questionnaire

The learners' questionnaire consisted of 44 items divided into three main sections and four subsections. This questionnaire was used to collect information on the learners' opinions about educational partnerships and effectiveness of education. The first section of the questionnaire was on Educational Partnerships and the three subsections in this section were titled: 'Philanthropy and Infrastructure/equipment'; 'school-industry partnership (WBL)'; and 'Trainers and Capacity building initiatives'. The second section was titled 'effectiveness of training' and the last section concerned 'identification information' of the respondents. The

first and second sections made use of the 4-Point Likert scale with the response options being: "1= Strongly disagree"; "2=Disagree"; "3=Agree"; "4=Strongly disagree."

3.7.3. Document analysis

Documents were used to support the primary data collected; the Report presented at the general coordination meeting of CPFF Yaoundé 4 for 2023/2024 was analysed.

3.8. Reliability and validity of the Instruments

Reliability means that individual scores from an instrument should be nearly the same or stable on repeated administrations of the instrument and that they should be free from sources of measurement error and consistent (Creswell, 2015). Reliability has to do with the accuracy and precision of a measurement procedure (Kothari, 2004). In order to obtain many points of data for answering the research questions, the researcher created the instruments (questionnaire and interview guides) employed in this study to elicit responses. The comprehensibility of the instrument was ensured by pre-testing the instruments in an area with similar characteristics as in this study with individuals not involved in the study. The reliability of the instrument was tested using Cronbach's Alpha. Cronbach's alpha is a measure of reliability and, more specifically, internal consistency. If the items are scored as continuous variables (e.g., strongly agree to strongly disagree), the alpha provides a coefficient to estimate consistency of scores on an instrument (Creswell, 2015). The results for the coefficient (cronbach's- α) for the questionnaire used in this study stood at 0.87.

Kothari (2004) defined validity as the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure. Validity is the development of sound evidence to demonstrate that the intended test interpretation (of the concept or construct that the test is assumed to measure) matches the proposed purpose of the test. (Creswell, 2015) A panel of people who will assess how well the measuring device satisfies the requirements can also be used to make that determination. Face validity was ensured through examination by researchers in the field of education as well as practising experts (administrators and trainers) in the field of non-formal adult learning and education.

The process of validating procedures in qualitative research means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation. To further ensure validity in this study, the researcher utilised

numerous sources of data (survey and interviews) to lead to findings. A pilot study was also carried out.

3.8.1. Pilot study

A pilot survey was carried out before the main study on 16 participants of the CPFF Yaoundé II Centre. A questionnaire, unstructured interview and observation were employed as instruments for this study. This pilot test was done on 3 administrative personnel, and 2 trainers and 11 learners. Piloting was very useful for eliminating items which were difficult to comprehend on the instruments. Inconsistencies in the responses were reviewed through piloting. Piloting also helped for the identification of inadequate items and for the inclusion more items judged to be essential.

3.9. Data Analysis

3.9.1. Quantitative Data Analysis

The quantitative data was collected and entered using the IBM Statistical Product and Service Solutions (SPSS) package version 26 and Microsoft Excel. The descriptive statistics were performed on the data through frequencies and percentages. Microsoft Excel was used to generate graphs for the identification information of the respondents. The inferential statistics were used to test the hypotheses. The inferential analysis used was multiple linear regression.

3.9.2. Model Specification

Through inspection, transformation, and modelling, data is arranged and structured in this way to extract valuable information that may be highlighted, conclusions drawn, and decision-making supported. Prior to processing, the gathered data will be shown in tables showing how frequently the questionnaire was answered.

The regression equation model adopted for the study is,

$$ET = \beta_0 + \beta_1 PII + \beta_2 SIP + \beta_3 TCBI + \pounds \ldots \ldots \ldots (Equation\ 3.1)$$

Where:

ET represents Effectiveness of Training, and it will be measured using indicators of employability and autonomy(self-employment) as used by Ferns (2018) and Ibrahim (2011).

PII is Philanthropy and Infrastructural Initiatives,

57

SIP is School-Industry Partnerships which consists of aspects of Work-Based Learning/Work Integrated Learning

TCBI is Trainers and Capacity Building Initiatives

£ takes into consideration for any error

β_0 represents the constant term,

β_1, β_2, and β_3 are regression coefficients which show the extent to which each of the independent variables affects effectiveness of training.

Effectiveness of training in the model represents the dependent variable while Philanthropy and Infrastructural Initiatives; Trainers and Capacity Building Initiatives; School-Industry Partnerships are the independent variables.

3.9.3. Decision Rule

The significance (statistical) of the relationship between the independent variables and the dependent variable was measured considering an error level of 0.05 (5%), at a confidence interval of 95%. If the P value of the model is less than the level of significance (α=0.05) then the independent variables would be taken as having an impact of the dependent variable. If the p – value is greater than 0.05 then the model is insignificant and therefore the study cannot conclude that the independent variables have a significant impact on the dependent variable.

3.9.4. Qualitative Data Analysis

For the qualitative analysis, an interpretive-constructivist methodology was applied. When assessing qualitative data, the interpretative-hermeneutic analysis is a constructivist paradigm process. (Doh, 2015) This interpretative technique was chosen for the reason that it enables the respondent to build knowledge depending on how they comprehend the topics and context of the study. Understanding the interviewee's words, utterances, perceptions, and attitudes in a natural situation depends on how they interpret their surroundings and give meaning to what they say. This approach is built out of the social constructivism and transformative approach to understanding social phenomena. This style of interpretation will ease understanding of the phenomenon under study. Given the fact that the interviewee is free to share his/her opinions with the researcher guiding the development of the phenomenon, this is considered constructive.

3.10. Ethical Considerations

In this research exercise, the researcher has made an effort to recognise all borrowed ideas. All borrowed ideas have been rightly acknowledged through quoting, citations, and referencing. A bibliography has been provided in the appendices. Furthermore, the following ethical considerations were made in this study:

To conduct this research, it was important to make every effort to obtain and take into consideration the existing literature and its relevance as well as the alternatives available on the topic of study.

Anonymity was ensured for all the participants of this study as promised by not using the name and address of any individual in the final report of this study. In fact, no personal information (name or address) was used to store or categorize information. This was done to ensure that the information provided by respondents and interviewees cannot be traced back to them by third parties.

Confidentiality was also guaranteed throughout this exercise. The researcher stayed true to their words not to disclose directly to third parties any information provided for the purpose of this research; unless permission was granted to do so.

Maximising social justice and the public interest was a key consideration in this study. Research is a social endeavour done for the good of society. It was carried out with the goal of maximising justice and the public interest.

Knowledge, ability, and commitment to conduct research: A genuine desire to conduct research on this topic and the preparedness to obtain the knowledge, skills, and abilities necessary to carry out this specific study will be necessary preconditions for this research.

Respect for and defence of participants' rights to autonomy. Research is an exercise in which the person or people carrying out a study must respect and safeguard the participants' autonomy, rights, and dignity. Individual(s) gave their free and informed agreement to participate in this study.

3.11. Sources of Data

This research work was carried out using both the primary and the secondary sources of data.

3.11.1. Primary Data Sources

These are original sources through which the individual or individuals who actually conducted the research collect their data. Sources of primary data that we used were the

questionnaire for quantitative data and the semi-structured interview guide for qualitative data.

3.11.2. Secondary Data

Secondary data, sources are those which have already been collected by someone else and which have already been passed through the statistical process. If the researcher uses these data, then these become secondary data for the current users. (Kothari, 2004) Sources of secondary data that we used were text books, scientific journal articles, government publications or policy documents, websites, internal records of CPFF Yaoundé 4, statistical documents (such as those published by NIS, Cameroon), theses and dissertations from the faculty and online; and administrative documents. All these sources can be seen at the references section of this work.

CHAPTER FOUR

PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION

Introduction

The purpose of the study was to evaluate the role of educational partnerships on effectiveness of training in non-formal adult learning centre: the Case of CPFF Yaoundé 4. The previous chapter outlined the research design and methodology. The data gathered via semi-structured interviews and closed-ended questionnaires are presented in this chapter. The learners and staff of the Women's Empowerment and the Family Center (CPFF) Yaoundé 4 are the sources of this data. For the quantitative data, tables and pie charts are used in the organisation, presentation, and analysis; for the qualitative data, expository interpretative analysis is employed. Quantitative data presenting descriptive statistics of demographic information will make up the first section. The variables' descriptive statistics will be shown in the second section, and the regression analysis using a multiple linear regression model to test the hypotheses, will be shown in the third section.

4.1. Presentation of Data

Table 4.1: Questionnaire Distribution

Distributed	Returned	Return rate	Incomplete	Defective	Complete	Adjusted return rate
260	227	87.3%	3	14	210	80.7%

Source: Field data 2024

This table shows that a total number of 260 questionnaires were administered, 227 questionnaires were returned, which represents 87.3% of all questionnaires administered. 33 questionnaires were not returned. 03 questionnaires were incomplete, 14 were defective, given that they were incorrectly filled. Finally, 210 were completed which represents 80.7% of all questionnaires. Therefore, it was observed that 210 respondents were used in this research work.

4.1.1. Demographic information

Table 4.2: Demographic information of respondents (learners)(a)

		Frequency	**Percentage %**
Gender	Male	35	16.7%
	Female	175	83.3%
Age	Less than 20 years old	66	31.4%
	20 - 30 years old	132	62.9%
	31 - 40 years old	12	5.7%
	41 - 50 years old	0	0.0%
	Above 50 years old	0	0.0%
Level of Studies	None	6	2.9%
	FSLC or CEP	15	7.1%
	GCE O/L or BEPC	42	20.0%
	Probatoire	28	13.3%
	GCE A/L or BAC	108	51.4%
	Bachelor's Degree	8	3.8%
	Master's Degree	0	0.0%
	Diploma	3	1.4%
Matrimonial status	Married	16	7.6%
	Single	189	90.0%
	Divorced	5	2.4%
	Widow (Widower)	0	0.0%

Source*: field work 2024*

Table 4.3: Demographic Information of Respondents (learners)(b)

		Frequency	Percentage %
Region of Origin	Adamaoua	1	0.5%
	Centre	122	58.1%
	East	8	3.8%
	Far North	0	0.0%
	Littoral	9	4.3%
	North	3	1.4%
	North West	0	0.0%
	South	21	10.0%
	South-West	0	0.0%
	West	46	21.9%
Domain of training	Clothing Industry (Couture)	7	3.3%
	Hairdressing (Coiffure)	9	4.3%
	Hotels and Restaurants (HR)	155	73.8%
	Decoration	7	3.3%
	Aesthetics	17	8.1%
	Living Assistance (AVS)	2	1.0%
	ICT (TIC)	13	6.2%

Source*: field work 2024*
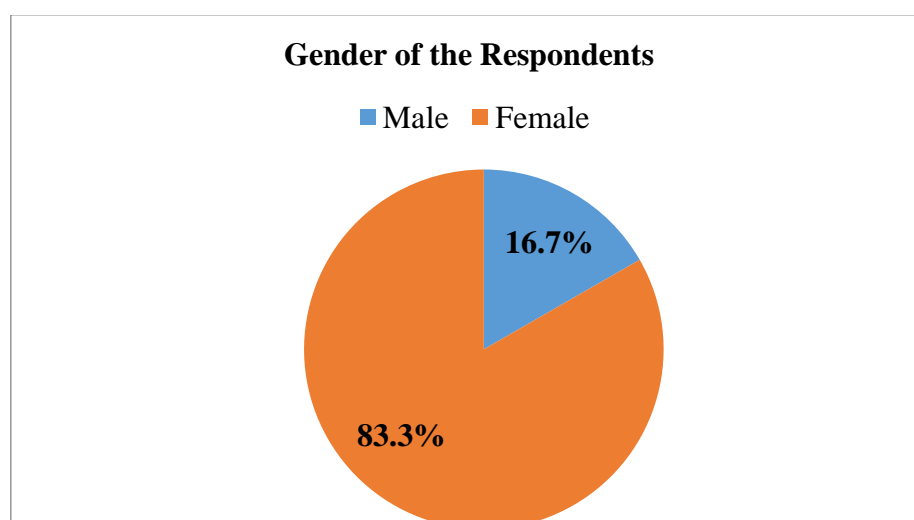
Figure 4.1: Gender of the Respondents

Looking at the figure above, we can see that our study sample consists of 210 respondents very unevenly distributed between the genders. Thus, we have 175 female participants making up 83.3% of those surveyed, as opposed to 16.7% for male participants. It could be said here that the high representation of female respondents is due to their large majority in the population. Given that the institution is a Women's Empowerment and the Family Center, with the main objective being the socio-professional integration of women and girls, it is but natural that the majority of learners are female. Also, in Yaoundé and at the national level the unemployment rate is higher for women than for men (….%)

Age of the Respondents
■ Less than 20 years old ■ 20 - 30 years old
■ 31 - 40 years old

5,7%
31,4%
62,9%
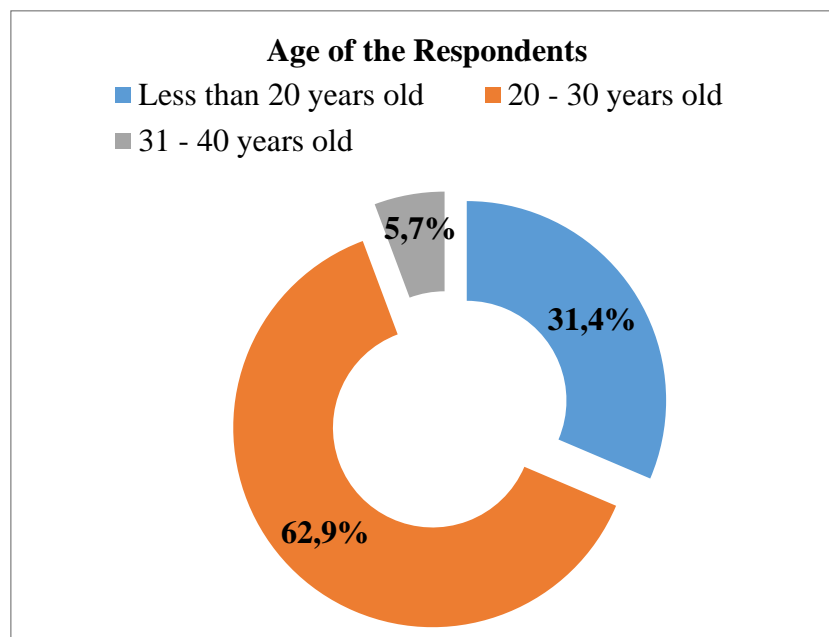
*Figure 4.2***: Age of the Respondents**

The distribution of data in the table above shows that, overall, the most represented respondents are aged between 20 and 30 years old, which is 62.2% of the overall representation rate. Chronological analysis of the age of respondents in our sample shows that the least-represented people are aged 41 and above, representing 0.0%; the respondents aged 31 to 40-year-old make up 5.7% of our sample, finally, the respondents aged below 20 years (between 18 and 20 years old) represent 31.4% of our sample. This information justifies the fact that on a national and region level, the unemployment rate is much lower for those above 35 years of age (2.6% and 4.5% respectively).
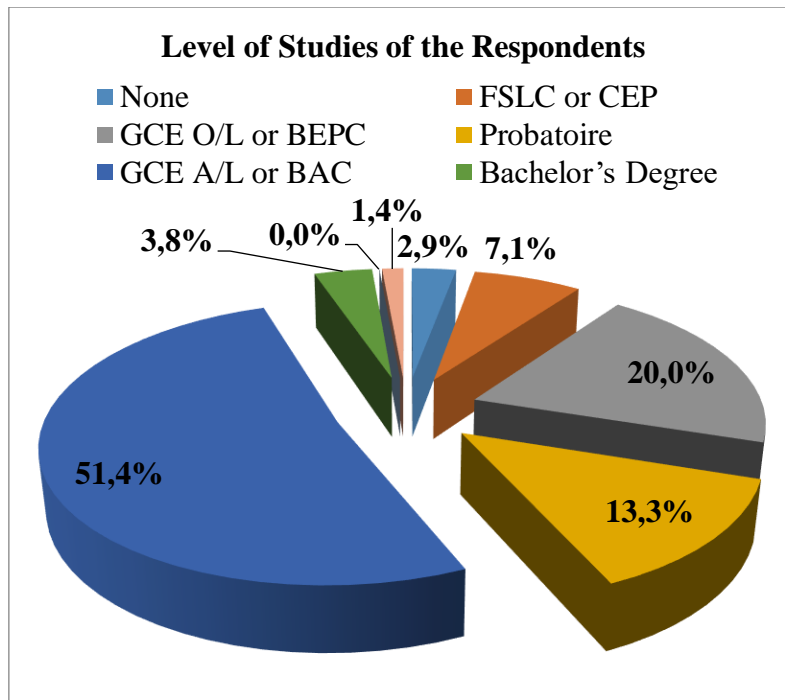
Figure 4.3: **Level of Studies of the Respondents**

In addition, the data on the chart above shows that 51.4% of the participants have completed High School. The same table shows that 33.3% of respondents have completed secondary school (BEPC or O/L) or have a 'Probatoire' Certificate. The representation of those who have only completed Primary education stands at 7.1%.The proportion of respondents who have undergone higher education and obtained either a Higher National Diploma (BTS or HND) or a Bachelor's degree is 5.2%; the proportion of participants who have never completed primary education stands at 2.9%. This mix of respondents is characteristic of non-formal education which accommodates individuals from all educational backgrounds with a view to train them for autonomy or for employment (socio-professional insertion).
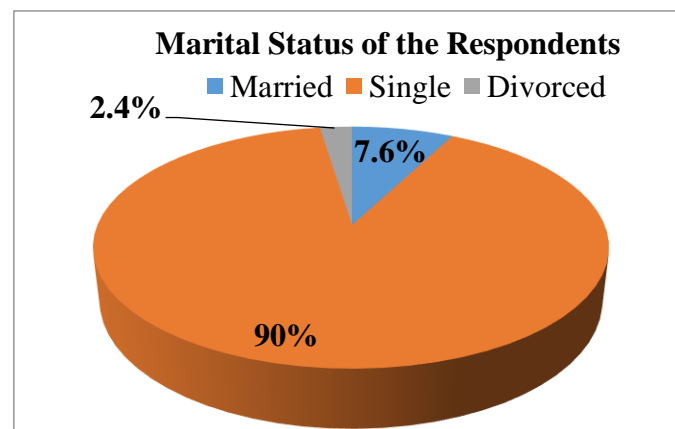
*Figure 4.4***: Marital Status of the Respondents**

The data on the table above relating to the marital status of the participants in our study demonstrates that the vast majority, around 90% of participants are single. This high proportion of single is justified by the high proportion of young people in this training centre can also be accounted for by the higher unemployment rate which exists among youths and young adults aged 15-35 years old (…%) as mentioned in the introduction of this piece of work. However, observation of the data also shows that almost 7.6% of respondents are married, compared with 2.4% who are divorced.
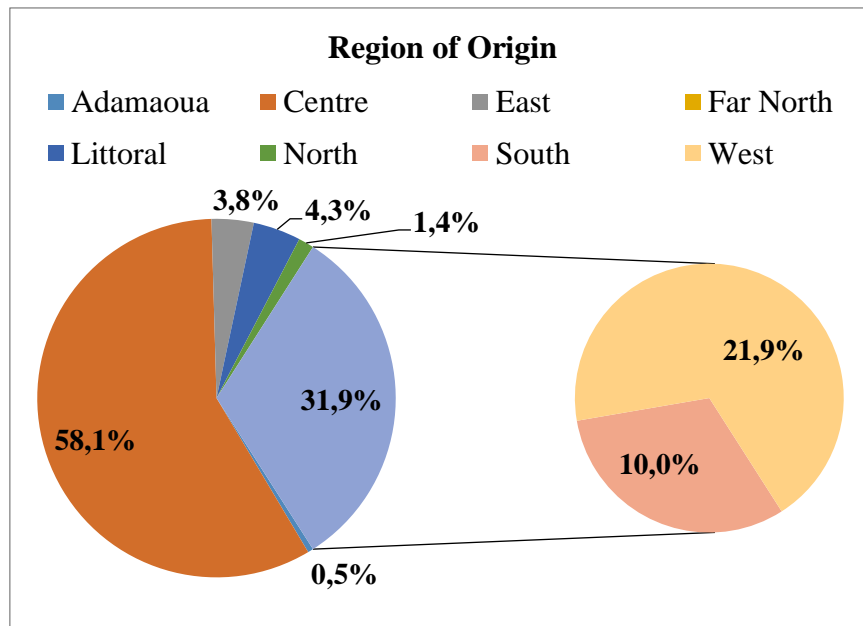
Figure 4.5: **Region of Origin**

The breakdown of the sample by region of origin on the table…above shows that the Centre region is highly represented, with a proportion of 58.1%; followed by the West and South regions with 21.9% and 10% respectively. The other regions have a relatively low representation: 4.3% for the Littoral, 3.8% for the East, 1.4% for the North, 0.5% for Adamaoua and 0.0% for the Far North, North-West and South-West Regions. This reflects …
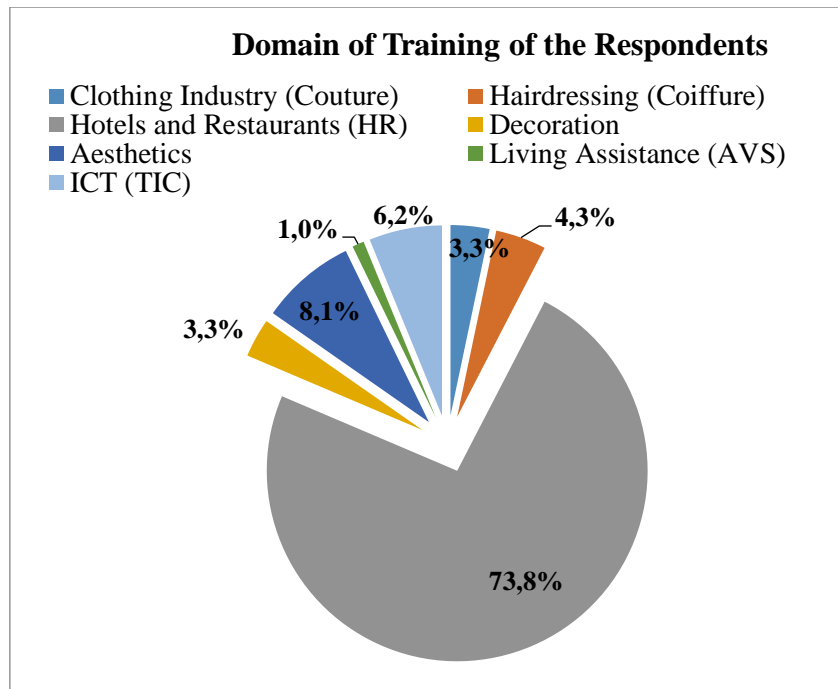
Figure 4.6: **Domain of Training of the Respondents**

Lastly, regarding the domain of training, the most represented field of training is the "Hotels and Restaurants" who represent 73.8% of trainees within the establishment. This could be justified by the fact that there is high demand for such services in the labour market. The statistics in the field of study further show that 8.1% of the participants are in the Aesthetics domain; 6.2% in the ICT domain; 4.3% in hair dressing; 3.3%, in Decoration, as well as in Clothing (fashion design) and 1.0% in living assistance, these representation rates are quite low.

4.1.2. Descriptive Statistics for the Variables Under Study

Table 4.4: Philanthropy and Infrastructural Initiatives

		Strongly disagree	Disagree	Agree	Strongly Agree
Partial or full Scholarship (school fees or other) from a private organisation or CSOs can help boost acquisition of skills	N	22	30	65	93
	N%	10.5%	14.3%	31.0%	44.3%
Provision of start-up capital is a measure to improve learner outcomes	N	19	28	74	89
	N%	9.0%	13.3%	35.2%	42.4%
Granting students with necessary equipment and facilities during and after their training at the centre is a measure to improve the outcomes of training	N	19	20	73	98
	N%	9.0%	9.5%	34.8%	46.7%
Prize awards (in the form of cash, material or equipment) should be granted during graduation at the end of training	N	12	16	56	126
	N%	5.7%	7.6%	26.7%	60.0%
Cash and material donations to the institution by private individuals, NGOs or enterprises can improve training outcomes	N	17	31	71	91
	N%	8.1%	14.8%	33.8%	43.3%
The availability of good and comfortable classrooms is necessary for good teaching/learning	N	8	12	42	148
	N%	3.8%	5.7%	20.0%	70.5%
A modern workshop for practical lessons is essential for good training	N	8	14	44	144
	N%	3.8%	6.7%	21.0%	68.6%
The quality of equipment in workshops determines the effectiveness of training	N	22	19	58	111
	N%	10.5%	9.0%	27.6%	52.9%

Good toilets are very necessary in our school premises	N	13	19	56	122
	N%	6.2%	9.0%	26.7%	58.1%
A well-equipped library is a necessity in our institution.	N	13	19	64	114
	N%	6.2%	9.0%	30.5%	54.3%
School infrastructure needs to be constantly maintained	N	12	19	60	119
	N%	5.7%	9.0%	28.6%	56.7%

Source: Field data 2024

Table 4.4 presents the respondents' responses on philanthropy and infrastructural initiatives. The table shows that 75.3% agree that partial or full scholarships (school fees or other) from a private organisation or CSOs can help boost acquisition of skills, and 24.7% are in disagreement. Also, the table shows that 77.6% of the respondents agree that Provision of start-up capital is a measure to improve learner outcomes, while 23.3% are in disagreement with this point. The table further shows that 81.5% of the respondents attest to the fact that granting students with necessary equipment and facilities during and after their training at the centre is a measure to improve the outcomes of training, nevertheless, 18.5% of participants disagree. In addition, it can be seen from the table that 86.7% of the participants affirm the fact that Prize awards (in the form of cash, material or equipment) should be granted during graduation at the end of training, while 13.3% are in disagreement. Again, it is seen from the table that 77.1% of the respondents agree that Cash and material donations to the institution by private individuals, NGOs or enterprises can improve training outcomes, 22.9% of the respondents disagree to this.

The table also shows that 90.5% of the respondents agree to the fact that the availability of good and comfortable classrooms is necessary for good teaching/learning, the remaining 9.5% are in disagreement. The table further shows that, a modern workshop for practical lessons is essential for good training with a majority (89.5%) of the respondents in agreement while only 10.5% of them disagree. In giving their opinion on whether the quality of equipment in workshops determines the effectiveness of training, 80.5% of the respondents gave a positive opinion, while 19.5% thought negatively of this. Furthermore, the table demonstrates that 84.8% of the respondents agree that good toilets are very necessary in the school premises, while 15.2% are in disagreement. The table yet indicates that 84.8% of the respondents affirm that a well-equipped library is a necessity in their institution; nevertheless,

15.2% of participants disagree. Lastly, 85.3% of the learners agree that school infrastructure needs to be constantly maintained, while 14.7% of respondents express disagreement.

Table 4.5: School-Industry Partnerships

		Strongly disagree	Disagree	Agree	Strongly Agree
Field trips to the industries/enterprises are very necessary for more industry exposure	N	10	22	63	115
	N%	4.8%	10.5%	30.0%	54.8%
Internships with quality supervision boost integration into the work milieu.	N	8	13	44	145
	N%	3.8%	6.2%	21.0%	69.0%
Practical training by enterprise professionals is very effective	N	3	17	77	113
	N%	1.4%	8.1%	36.7%	53.8%
Networking with employers is very essential	N	22	33	84	71
	N%	10.5%	15.7%	40.0%	33.8%
Industry Case-study and real-life problems of the enterprise should be incorporated into routine training	N	30	56	81	43
	N%	14.3%	26.7%	38.6%	20.5%
Industry experts, universities and learners should be involved in drawing up training programmes (curricula) within the centre	N	13	32	90	75
	N%	6.2%	15.2%	42.9%	35.7%

Source: Field data 2024

The above table summarises the opinions of learners on the role of School-enterprise partnerships (WBL/WIL). Firstly, the table shows that 84.8% agree that field trips to the industries/enterprises are very necessary for more industry exposure, and 15.2% are in disagreement. Secondly, the table shows that, of the 210 respondents considered, 189 (90%) of them agree that internships with quality supervision boost integration into the work milieu, while 21 respondents (10%) are in disagreement. The table also shows that 89.5% of the respondents attest to the fact that, practical training by enterprise professionals is very effective, whilst, 9.5% of participants disagree. Adding to this, 73.8% of the participants are of the opinion that networking with employers is very essential, but 26.2% hold a contrary view. In the same light, table shows that 59.1% of learners' opinions are in line the fact

that industry case-study and real-life problems of the enterprise should be incorporated into routine training, 40.9% of the respondents disagree to this. Finally, 78.6% of participants think that, industry experts, universities and learners should be involved in drawing up training programmes (curricula) within the centre, 11.4% of the respondents are not in support of this.

Table 4.6: Trainers and Capacity Building Initiatives

		Strongly disagree	Disagree	Agree	Strongly Agree
Workshops and seminars are very important both for instructors and learners	N	24	22	67	97
	N%	11.4%	10.5%	31.9%	46.2%
Given the ever-changing dynamics of the business and practice, training programmes should frequently be revised in our training centre.	N	6	19	94	91
	N%	2.9%	9.0%	44.8%	43.3%
Learner-centred teaching methods are suitable for our training context.	N	8	39	91	72
	N%	3.8%	18.6%	43.3%	34.3%
Project management training should be a must for teachers and learners	N	12	24	74	100
	N%	5.7%	11.4%	35.2%	47.6%
Instructors and learners need constant training sessions by industry experts on Generic (core) skills which are very useful on the job.	N	9	23	71	107
	N%	4.3%	11.0%	33.8%	51.0%

Source: Field data 2024

The above table displays participants' impressions on the trainers and capacity building initiatives. To begin, the table shows that 78.1% agree that workshops and seminars are very important both for instructors and learners, and 21.9% are in disagreement. Secondly, it can be noticed that, of the respondents considered, 88.1% of them agree that, given the ever-changing dynamics of the business and practice, training programmes should frequently be revised at the training centre, while respondents 11.9% are in disagreement. Also, the table shows that 163 participants representing 77.6% of the respondents attest to the fact that, learner-centred teaching methods are suitable for their training context, whilst 47 of them representing 22.4% of participants disagree. In addition, 82.8% of the participants are of the opinion that project management training should be a must for teachers and learners, but 17.2% think otherwise. Lastly, 84.7% of participants think that instructors and learners need constant training sessions by industry experts on generic (core) skills which are very useful on the job, 15.3% of the respondents are not in accord with this.

Table 4.7: Effectiveness of Training (a)

		Strongly disagree	Disagree	Agree	Strongly Agree
The desire and commitment to keep learning and developing through one's career is a key attribute for potential job seekers.	N	14	20	64	112
	N%	6.7%	9.5%	30.5%	53.3%
Practical experience (in life and work) is necessary for employment.	N	5	13	63	129
	N%	2.4%	6.2%	30.0%	61.4%
I need to have good technical knowledge, understanding and skill in my domain to be able to get a job.	N	7	15	60	128
	N%	3.3%	7.1%	28.6%	61.0%
Problem solving skills are a must for potential job seekers.	N	27	37	75	71
	N%	12.9%	17.6%	35.7%	33.8%
Creativity is very useful when it	N	5	17	67	121

comes to working in an enterprise	N%	2.4%	8.1%	31.9%	57.6%
Flexibility and the willingness to learn is a 'must have' for future employees	N	9	25	65	111
	N%	4.3%	11.9%	31.0%	52.9%
To be effective at the workplace one must be able to relate well with others.	N	12	24	57	117
	N%	5.7%	11.4%	27.1%	55.7%
Ability to manage one's own feeling and the feelings of others is necessary for a good working environment.	N	11	23	65	111
	N%	5.2%	11.0%	31.0%	52.9%
Self –motivation and ability to work without constant follow-up is necessary for socio-professional insertion/ integration	N	21	40	85	64
	N%	10.0%	19.0%	40.5%	30.5%
The ability to manage others, time management, organisation and decision-making are essential elements for job creators/ job seekers	N	12	28	69	101
	N%	5.7%	13.3%	32.9%	48.1%

Source: Field data 2024

The preceding table is a representation of participants' responses on effectiveness of training, particularly in the aspects relating to employability skills. The table shows that 83.8% agree that the desire and commitment to keep learning and developing through one's career is a key attribute for potential job seekers, and 16.2% are in disagreement. Moreover, the table shows that 91.4% of the respondents agree that practical experience (in life and work) is necessary for employment, while 8.6% of respondents disagree to this. The table also shows that 69.5% of the respondents affirm that problem solving skills are a 'must' for potential job seekers, nevertheless, 30.5% of participants disagree. Again, it can be seen that 69.5% of the participants accept that creativity is very useful when it comes to working in an enterprise, while 10.5% are in disagreement. Furthermore, in relation to flexibility and the willingness to learn as a 'must have' for future employees, the table shows that 83.9% of the respondents

are for, 16.1% are against. 174 respondents (82.8%) are of the opinion that, to be effective at the workplace one must be able to relate well with others, the other 36 participants (11.2%) disagree to this view.

On the table, it can be seen that 83.9% of the respondents agree that ability to manage one's own feelings and the feelings of others is necessary for a good working environment; the remaining 12.1% disagree. The table further shows that, self –motivation and the ability to work without constant follow-up is necessary for insertion/integration into the socio-professional milieu with a 71% of the respondents in agreement while 29% of them disagree. Learners' opinions on whether the ability to manage others, time management, organisation and decision-making are essential elements for job creators/ job seekers, indicate an affirmation rate of 81% with a disagreement rate of 19%.

Table 4.8: Effectiveness of training (b)

In order to be autonomous one must have…		Strongly disagree	Disagree	Agree	Strongly Agree
Eagerness to take Risk -	N	20	24	72	94
	N%	9.5%	11.4%	34.3%	44.8%
Desire to Work on one's own account	N	9	13	38	150
	N%	4.3%	6.2%	18.1%	71.4%
Willingness to invest time, energy and all personal savings to be autonomous (self-employed)	N	7	25	53	125
	N%	3.3%	11.9%	25.2%	59.5%
Sufficient start-up capital (personal savings, loan)	N	14	19	75	102
	N%	6.7%	9.0%	35.7%	48.6%
The ability to Raise capital from others (friends, family)	N	19	36	78	77
	N%	9.0%	17.1%	37.1%	36.7%
The possibility of bringing together	N	11	21	61	117

competent persons (team) to accompany my business idea.	N%	5.2%	10.0%	29.0%	55.7%

The above table summarises the opinions of learners on the effectiveness of training, in the items relating to autonomy. The table first shows that 79.1% agree that in order to be autonomous, one must have an eagerness to take risk, on the contrary, 20.9% disagree. Secondly, it can be seen that 89.5% of the participants agree that the desire to work on one's own account characterises those who intend to be self-employed, 10.5% are in disagreement. The table further shows that 84.7% of the respondents attest to the fact that, the willingness to invest time, energy and all personal savings is necessary to be autonomous (self-employed), whilst, 15.3% of participants disagree. In addition, 84.3% of the participants are of the opinion that sufficient start-up capital (personal savings, loan) is essential for an individual to be autonomous, but 15.7% of them contradict this opinion. In light of the ability to raise capital from others (friends, family) to be self-employed, 73.8% of respondents agree while 26.2% of them disagree to this. Finally, 84.7% of participants agree that, autonomy entails the ability to bring together competent persons (team) to accompany one's business idea, 15.3% of the respondents disagree to this.

4.2. Presentation of Results

Table 4.9: Descriptive Statistics

	Mean	Std. Deviation	N
ET	3.2841	.45287	210
PII	3.3344	.48851	210
SIP	3.1722	.46269	210
TCBI	3.1897	.45520	210

Table 4.10: Correlations

		ET	PII	SIP	TCBI
Pearson Correlation	ET	1.000	.728	.583	.626
	PII	.728	1.000	.524	.553
	SIP	.583	.524	1.000	.584
	TCBI	.626	.553	.584	1.000
Sig. (1-tailed.)	ET	.	.000	.000	.000
	PII	.000	.	.000	.000
	SIP	.000	.000	.	.000
	TCBI	.000	.000	.000	.
N	ET	210	210	210	210
	PII	210	210	210	210
	SIP	210	210	210	210
	TCBI	210	210	210	210

Source: Field data 2024

From the correlation matrix above, the correlation coefficient of 0.728 between effectiveness training and 'philanthropy and infrastructural initiatives' shows a strong positive relationship between the two variables. Also, the correlation between effective training and school-industry partnerships is 0.583, implying a moderate positive relationship between the two variables. The matrix further shows a correlation coefficient of 0.626 between effective training and Trainers and capacity building initiatives and this implies a Strong positive relationship between the two variables. The correlation coefficient of 0.524 between philanthropy and infrastructural initiatives and school-industry partnerships shows a moderate positive relationship between the two variables. The correlation coefficient of 0.553 between philanthropy and infrastructural initiatives; and trainers and capacity building initiatives shows a moderate positive relationship between the two variables. finally, there is a moderate relationship between the variables, school-industry partnerships, and 'trainers and capacity building initiatives', which is indicated by the coefficient value of 0.584.

The sig. (1-tailed) partition of the table indicates the levels of significance and predictability of the variables different variables. From the table, it can be deduced that all the variables have a very low *p*-value of 0.000. The N partition of the table shows table of the sample which is 210.

4.2.1. Multiple Linear Regression Analysis

Table 4.11: Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	TCBI, PII, SIP[b]	.	Enter
a. Dependent Variable: ET			
b. All requested variables entered.			

Source: Field data 2024

Table 4.12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.788[a]	.621	.615	.28086
a. Predictors: (Constant), TCBI, PI, SIP				

Source: Field data 2024

The adjusted R Squared shows the degree of variation in effectiveness of training that can be explained by variations in philanthropy and infrastructural initiatives; school-industry partnerships; and trainers and capacity building initiatives. As deduced from the table above, inferring from the adjusted R squared (coefficient of multiple determination), 61.5% of variations in the effectiveness of training in non-formal adult learning centres is accounted for or explained by variations in philanthropy and infrastructure initiatives; school-industry partnerships; and 'trainers and capacity building initiatives'. Also, 38.5% of variations in effectiveness of training are accounted for by variations in other variables different from philanthropy and infrastructure initiatives; school-industry partnerships; and 'trainers /capacity building initiatives' (that is, the influence of the extraneous variables). This is known as the coefficient of non – determination.

Table 4.13: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.615	3	8.872	112.465	.000^b
	Residual	16.250	206	.079		
	Total	42.865	209			

a. Dependent Variable: ET

b. Predictors: (Constant), TCBI, PII, SIP

Source: Field data 2024

The Fisher's F test is used to determine the risk of rejecting the null hypothesis when it is true. Given the fact that the probability corresponding to the F value is less than 0.0001, it means that we would be taking a 0.01% risk in assuming that the null hypotheses (philanthropy and infrastructural initiatives have no significant influence on the effectiveness of training in non-formal adult learning centres; school-industry partnerships play no significant role on the effectiveness of training in non-formal adult learning centres; trainers and capacity-building initiatives do not significantly influence the effectiveness of training in non-formal adult learning centres;) are wrong. Therefore, we can conclude with confidence that the three variables ('philanthropy and infrastructural initiatives'; school-enterprise partnerships and 'trainers and capacity building initiatives') do bring a significant amount of information in predicting the effectiveness of training in non-formal adult learning centres. The alternative hypotheses of the study are therefore retained which state that: philanthropic and infrastructural initiatives have a significant influence on the effectiveness of training in non-formal adult learning centres; school-industry partnerships (Work Based Learning) play a significant role on the effectiveness of training in non-formal adult learning centres; trainers and capacity-building initiatives significantly influence role on the effectiveness of training in non-formal adult learning centres.

Table 4.14: Coefficients[a]

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.409	.161		2.539	.012
PII	.463	.050	.499	9.256	.000
SIP	.173	.054	.177	3.198	.002
TCBI	.246	.056	.247	4.363	.000

a. Dependent Variable: ET

Source: Field data 2024

Equation of the model (effectiveness of training):

Effectiveness of training = 0.409 + 0.463 (philanthropy and infrastructural initiatives) + 0.173 (School-Industry Partnerships) + 0.246 (Trainers and Capacity building initiatives)

On the table above, from the 'sig' column at a 5% level of significance, 'philanthropy and infrastructural initiatives'; school-industry partnerships; and 'trainers and capacity building initiatives' are very significant as they have P-values less than 0.05 (0.000; 0.002 and 0.000 respectively). From the standardised coefficient column, it can be seen that 'philanthropy and infrastructural initiatives' make the most contribution since it is the larger variable in terms of value of 0.499. The beta value represents the unique contribution of each variable when the overlapping effect of the other variables has been statistically removed.

The intercept (constant term) is the expected mean value of Y (the independent variable) when all independent variables (all other predictors) = 0; here the constant value is 0.409 which is an estimate of β_0 at a 0.05 level of significance (t=2.539; p=0.012). Everything being constant, non-formal adult learning centres will have significant effectiveness of training in the absence of educational partnerships (particularly: 'philanthropy and infrastructural initiative's; school-enterprise partnerships and 'trainers and capacity building initiatives').

At a 95% confidence interval, philanthropy and infrastructural initiatives have a positive and significant effect on effectiveness of training all other variables being held constant. For each

unit increase in the philanthropy and infrastructural initiatives, effectiveness of training increases by 46.3%. Inferring from the significance of the t-statistic of 9.256, we will be taking a 0.01% risk in assuming that the philanthropy and infrastructural initiatives have a significant effect on the effectiveness of training which is lower than the level of significance of 5%. We therefore conclude that the philanthropy and infrastructural initiatives have a positive and significant effect on the effectiveness of training.

At a 95% confidence interval, School-Industry Partnerships have a positive and significant effect on effectiveness of training all other variables being constant. For each unit increase in the School-Industry Partnerships, effectiveness of training increases by 17.3%. Inferring from the significance of the t-statistic of 3.198, we will be taking a 0.2% risk in assuming that the School-Industry Partnerships have a significant effect on the effectiveness of training which is lower than the level of significance of 5%. We therefore conclude that the School-Industry Partnerships have a positive and significant effect on the effectiveness of training.

At a 95% confidence interval, trainers and capacity building initiatives have a positive and significant effect on effectiveness of training all other variables being constant. For each unit increase in the trainers and capacity building initiatives, effectiveness of training increases by 24.6%. Inferring from the significance of the t-statistic of 4.363, we will be taking a 0.01% risk in assuming that the trainers and capacity building initiatives have a significant effect on the effectiveness of training, which is lower than the level of significance of 5%. We therefore conclude that the trainers and capacity building initiatives have a positive and significant effect on the effectiveness of training.

4.3. Presentation and Interpretation of Qualitative data

The data presented in this section was collected from eight interviewees of the Women's Empowerment and the Family Center (CPFF) of Yaoundé 4. The interviewees were made up of the administrators and some trainers of the institution as presented on the table above. The interview was done carried out using a semi-structured interview guide in which pre-constructed questions were used in conjunction with questions that emerged during the exchange. This will involve an integrated approach by following the responses to each question or thematic concern progressively.

Table 4.15: Interview Record Details

S/N	Position of the Interviewee	Date of the interview	Duration of the interview
1	Director	11-06-2024	19 minutes 18 seconds
2	Head of the Pedagogical Support and Follow-up Unit	12-06-2024	19 minutes 01 second
3	Head of Guidance and Counselling Unit	05-06-2024	15 minutes 48 seconds
4	Head of Administration and Finance Unit	05-06-2024	15 minutes 00 seconds
5	Trainer (Partner)	31-05-2024	05 minutes 32 seconds
6	Trainer (Partner)	27-05-2024	17 minutes 24 seconds
7	Administrative official	31-05-2024	17 minutes 05 seconds
8	Trainer	31-05-2024	16 minutes 45 seconds

Source: Field data 2024

The preceding table presents the interview recording details for the 8 interviews conducted at CPFF Yaoundé 4. All the interviews were carried out at the centre between the 27[th of] May 2024 and 11 June 2024. The table presents the role of the interviewee at the institution, the date of each interview recording and the duration of each recording.

Table 4.16: Demographic Profile of the Interviewees

Element		Frequency	Percentage
Gender	Male	4	50%
	Female	4	50%
Position	Administrator	5	62.5%
	Trainer	3	37.5%
Level of Education	Diploma	1	12.5%
	Bachelor's Degree	3	37.5%
	"Maitrise"	3	37.5%
	Masters	1	12.5%

Source: Field data 2024

In the table above presents the demographic information of the interviewees, who were made up of administrators and trainers (partners). Based on the gender of the respondents, there was an equal representation of male and female interviewees in the study, that is, 50% each.

In addition, considering the position of the respondents, 62.5% of them were of the institution's administration, while 37.5% were training staff. This could be explained by the fact that the administrative staff were considered to be more knowledgeable about the existence and possibility of partnerships, as well as the fact that they could be in good position to know the level of effectiveness of training in the institution.

Also, among the interviewees' educational qualifications, 12.5% of the respondents have a diploma, 37.5% of them have a Bachelor's degree, similar to those with a "Mairise" (37.5%); and only 1 of the respondents holds a Master's degree, which represents 12.5% of the interviewees.

4.3.3. The Presentation and Interpretation of Transcripts from the Administration and Some Trainers of CPFF Yaoundé 4

For this study, the interviewees were represented as follows: Administrators at random were A1, A2, A3, A4 and A5, while the trainers were randomly represented as T1, T2 and T3.

The Conceptualisation of Partnership in Non-formal ALE

Question 1: In your institutional context, what would you say partnership is? (Public-private partnership) and what are the different kinds of partnerships which exist in your institution?

Partnership (Public-private partnership) in the context of non-formal ALE is "*a non-negotiable aspect*". Partnership is "*an agreement between two parties to carry out an activity*". According to one of the partners interviewed, it is *"a social partnership with the centre (in other words, we work together to achieve the same goals under the same objectives".* This implies that the parties of such an arrangement must be in agreement and have very clear goals from the start. In a partnership, *"each party contributes what it can to advance either a structure or a project. As for public-private partnership, it's a partnership between private structures, companies and others that come to an agreement with state structures for a specific project and to achieve specific results."* In describing partnership, 3 of the interviewees used the term "*win-win*", others used the phrases "*give-and-take situation*", "*give-and-take system"* and "*everyone must have something to gain, because in a partnership, everyone gains something from what is done*"; this emphasises the interest of partners which is pivotal for the success and sustainability of partnership.

The different types of partnerships are "*partnership where the partner comes to train the learners at the centre*" ("*trainers as part of a partnership*", "*technical partners in the training of our learners*"); "*partnership with companies*" which is a "*professional coaching partnership*"(partenariat d'encadrement professionnel); "*partners and other NGOs helping young learners to become self-employed*" and "*CSO engaging in partnership with the institution*" according to their missions which are in line with the mission of the institution, such as up-skilling and re-skilling refugees and integration of internally displaced individuals. In addition to these there is a possibility for a partnership where a financial "*Organisation offers credit to learners at a low interest rate*" which would be appropriate for learners who upon completion possess a project/business plan to be implemented.

Training partners' perceptions on partnership

What is/are your motivation(s) for engaging in this program (partnership)?

The aim of partnership in the institutional context is a "*question of promoting the social integration and reintegration of people*". From the excerpts one can draw from the responses

of partners the "*passion*" towards the attainment of this aim; the "*love*" for what they do, they are also "*happy to be able to share*" the knowledge with others with the desire to "*leave*" their "*mark*" and for others "*to follow in our footsteps later on*". These are very important characteristics which potential partners need for a sustainable partnership in the social domain.

In addition to the above, the training partners think that, "*The idea of engaging in this partnership is that there's already the local benefit of **the place**. Also, the learners I train make up around 75%-80% of **the workforce** in my business. Of course, the partnership helps to **strengthen the skills of the learners** in the context or during the training year, we already give them the maximum of what we can and another one of the advantages they have is that when we are invited wherever for work, they (the volunteers) who go with us are exposed to …, helping them to better understand and increase for sure their abilities, skills and **experience in the trade (in class and on ground)**".*

Given that the partnerships are win-win in nature, both the partners and the institution have a stake in the arrangement, which plays a part in motivating both parties to engage in, or remain in the partnership. Firstly, the training partners benefit from the school localisation given that they make use of the school's buildings, electricity and water, etc. They also benefit from relatively low-cost labour while training the learners. On the side of the institution, the partners strengthen the *skills of learners* and give them *experience in the trade* both in class and on the field.

Private/non-state Philanthropy and School Infrastructure Initiatives (facilities and equipment)

Question 2: What is your opinion on philanthropic endeavours by non-state agents (Private individuals CSOs and enterprises) in your institution? If Yes, what kind(s)?

*(A2)…philanthropy as such is already defined as **a gift that someone can make without return** … I agree for this kind of philanthropic works in everything that concerns the social. Also, this philanthropy can be in terms of **material**, **financial** and **psychological** aid…today, the state can no longer provide for everything that concerns the lives of the people, so it would always be good if benefactors, men of good will, could support the state in these various tasks.*

*(A3)...For the moment **we don't have any initiatives for philanthropic partnerships led by non-state agents apart from certain partners who are actually partners of the MINPROFF** who come with the agreement of their ministry to carry out activities here that are linked to the partnership they have established there at the MINPROFF and not only at but in other training centres too. So I can't call it a philanthropic partnership,… it's still a partnership.*

*(A3)...philanthropic partner is someone who, for example, **equips the training centre** because it needs to carry out a philanthropic activity. It's really very important because our target is a target that doesn't have the means, it's a target of the needy and already the little we ask of them for schooling here [for some it's a lot]*

*(A5)...CSO engaging in partnership with the institution depending on their goals...they **support the training of learners by covering all related costs (JRS association and UNCHR**).*

***NGOs** like **Plan Cameroun**, for example, which trains young girls.*

When it comes to philanthropy, we can identify *gifts, material, financial and psychological* help. Philanthropy can be executed through equipping a training centre or through payment of fees for learners and this, is carried out by individuals and organisations (like NGOs) depending on their domain of operation.

Question 3: What are the benefits and challenges of such philanthropic gestures? And how do you think the challenges can be overcome?

Benefits: *(A5) …children from vulnerable families (refugees, internally displaced persons, etc.) benefit from CPFF training.*

*(A2)…*There is absolutely a *need* in this area *now more than ever,* given that non-formal education targets **all types of people** *(*including **the vulnerable, refugees**, *etc.)*

Challenges: *(A5)...some **learners don't have the required level**, others **don't complete the training year**. Also, the **CSO do not let the centre target the learners to give aid**. They bring their own target (refugee, internally displaced, etc.).*

Solutions: *(A5)…literacy training (**Alphabetisation**) for learners who don't have the required level; **closer collaboration with CPFF** staff for better follow-up of these learners.*

Question 4: What do you have to say about infrastructure (buildings, toilets, libraries, workshop, etc.) and equipment financing through Public-private partnerships?

(A5)...The CPFF of Nkoldongo has not yet benefited from such funding (infrastructure, buildings and equipment, etc.) from private partners. However, the Yaoundé 5 CPFF has received such a donation from the Orange Cameroon Foundation

*(A1)... we **need infrastructure**, so this kind of partnership is important for the **well-being of learners** and **to attract others** to come.*

*(A3)...**we don't even have enough space**, and we have **so many people knocking on our doors** because they want training, so **we have to reduce the number of learners**. It's also important to look at **the workspace where we train**, **if we had donors who could build us new buildings because we're really short of them**.*

Currently, there have been no such infrastructural initiatives with the private sector in CPFF Yaounde 4; nevertheless, the need is more than ever before, because of the constantly increasing number of learners. Infrastructure initiatives will work for the well-being of learners as well as for the purpose of attracting of others. There have been such initiatives in the CPFF of Yaounde 5.

Question 5: What would you say about the availability, quality and condition of infrastructure and equipment in your institution?

*(A1)... find it **old**, and even when the paint is renewed it doesn't change anything because these are **old buildings** dating back to 1958.*

*(T2)...we constantly encounter difficulties, such as **material difficulties (equipment)** and **the quality of the material used**… It's a bit difficult because the centre is one of the oldest in Cameroon, so all we have here as a reference in terms of **working materials is a bit out-dated***

this is only worsened by *(T3)...**large numbers of people (...plethora of learners…)**, …several learners with different mentalities and several behaviours that we need to reframe into a single one that we need to inculcate and maintain until the end of the training process,*

*(A5)In general, they are **in a state of disrepair** (dilapidation) and **need to be rehabilitated.***

On the current state of infrastructure and equipment, we find that, at the CPFF of Yaounde 4, the buildings are old, and in dilapidation; equipment, on the other hand, are mostly outdated. Such structures and equipment are pivotal in the learning process to attract and accommodate learners.

Question 6: What have been the challenges in the aspect of infrastructure and equipment and how can they be overcome?

*(A1)...the problem with infrastructure is that it's **a heavy investment**, and only the state and perhaps the mayor's office (Council) provide this kind of funding*

*(P2)To make the partnership more fluid, to make training easier, what I'd propose here is to **reduce the number of students**, or we'd have to take it upon ourselves to limit access to the centre, because it's open to everyone, but from this point of view, **it's a question of multiplying the infrastructure to accommodate the number of learners**...because if we multiply the infrastructure, we're sure to supervise them well... From another point of view, I think it would be better to try and **solve the problem of working materials**, which will make it easier for us to exchange and transmit knowledge ...that's where the real difficulty lies.*

*(A5)...the **construction of new infrastructures to solve the problem of ever-increasing numbers***

Infrastructure is a heavy investment and is mostly provided by the state and council. This is limiting, there is the question of reducing the number of learners to be able to match the infrastructure and equipment to the number of learners, yet this can only be a secondary option. The better sustainable option is to multiply infrastructure at the centre as well as the working materials to better impact the quality of training.

School-enterprise partnerships (Work-based Learning, Work integrated Learning)

Question 7: Which areas of collaboration have been chosen in the domain of training by enterprise partners? How does it work?

*(A1)...partnership is important, because we've **signed contracts** with **restaurants, beauty salons and other establishments**.*

*(A3)… . After training here at the centre, our learners have to **do internships** with companies, so we **draw up partnership protocols with companies to accept our learners for internships***

SIP can in many cases be an informal agreement between an education/training institution and a business establishment, nevertheless, as seen above it is a formal ***contract*** signed between the institution and business units like ***restaurants, beauty salons*** and others, depending on the domains of training offered within the institution.

*(T1)A structure outside the training centre can **accept trainees** for industry training, but **within the framework of their training**. So it's a **kind of competency-based approach**, or **alternating training**. We do school at school, and then we do practical work in the company to **get a taste of what happens in the business milieu**.*

*(A4)…partners work with us in the sense that they can **recruit our trainees after the course.***

The interview transcripts reveal that, in the domain of school-enterprise partnerships, the collaboration works where the business entity partners ***accept trainees*** from the institution for industry training which still falls within the ***framework of the training*** programme. SIP is a ***competency based approach*** or ***alternate training*** ("***Formation par alternance***"). Also, this partnership also works through recruitment of trainees after their training course.

Question 8: What are the positive outcomes and difficulties of such training partnerships to the learners and trainers, etc. and how can the difficulties be managed?

*(A3)…in the company it's only practice, and **this enables the learner to "perform"**, **to be efficient quickly**, because **he's in direct contact with the realities of the trade** he's learning*

*(A1)…the child now gets to experience **the realities of the field**. Because we can't learn everything here, we need to get the learners out into the field to see, for example, **how to deal with a customer in a restaurant in a practical way**, because it's easier to write, but a real customer is different, because human beings are different.*

*(T1)We do school at school, and then we do practical work in the company to **get a taste of what happens in the business milieu**; **partnerships help to fill the gap** left by...*

*(A1)…it's in internships that others **find work***

SIP is beneficial in that learners *get a taste of what happens in the business milieu.* In order for learners to be relevant and effective upon completion of training, it is very important that they appropriate theoretical and practical knowledge got at school with the field knowledge of the industry. Also, partnership with the industry through industrial training helps to *fill the gap left by training* in school. It is a complementary activity which comes to complete all that has been done through theory and practice at school. The frequency of this activity is at least *once a year*

(*T1*)…concerning the difficulties faced, *the most common problems are those, where learners leave and behave badly or insolently, or in the event of **material destruction where we are asked to pay for repairs as a guarantee***

Trainers and Capacity Building initiatives.

Trainers as partners

(*T1*)…*Now, in our centre, we have another type of partnership where the **partner comes to train the learners at the centre**, so he has his own structure, but during convention hours, he comes **with his equipment** so that the learners can practise with his equipment.*

(*A3*) In talking about the partnership with trainers, the interviewer …*we have **technical partners** in the training of our learners because **the state has not trained people capable of training our learners** and **the state has not made available to this CPFF trained personnel and in sufficient quantity to train learners** here and so we come into contact with trained personnel who can train our learners here and this therefore constitutes the first type of partnership that we have is a **training partnership.***

(*A4*)…*now the **partners we have from the private sector** are here to help us train these young people, **because we can't recruit trainers in these fields and pay them a lot of money** …some of these private trainers sometimes had to be trained by us and tomorrow they become our partners.*

Based on the transcripts from administrators interviewed, trainer-partners are *private*, independent individuals, who own their own structures *come in to train learners* within the school premises. These trainers are *technical partners* and are brought in because of the lack of state-trained personnel and because the state has not made available sufficient trained personnel to train learners at an institution. This is very characteristic of developing nations,

including Cameroon-the non-formal education subsector suffers from underfunding and understaffing and this gap can only be filled by partnership with trainers in order to ensure that training is done in an effective way. It is also worth noting that some of the trainer partners are former learners of the institution who have become autonomous and are capable of passing down the knowledge they got to other new learners.

The main feature of these capacity-building initiatives is that the public or private sector partners provide support to public schools across a range of areas such as curriculum and pedagogical support, management and administrative training, textbook provision, teacher training and quality assurance.

Question 9: What do you think about teacher training and quality assurance through seminars, conferences and workshops organised by private agents and experts in the domain of vocational training and adult education?

*(A5)… **The CPFF itself initiates capacity-building seminars for trainers.***

*(T1)…**the state provides us with capacity-building seminars** at the start of each school year. The partnership in this case is formed when an **organisation offers to do the capacity-building for the training centre***

(A4). We call on training partners, so we call on trainers of technical teachers; we call on professionals to be able to train our trainers in this field

*(A3).From time to time, **the Ministry and its partners also organise capacity-building sessions** for trainers with the Ministry's partners. The Ministry has many partners, and these partners organise capacity-building programs for trainers.*

*(A1)…we're now in Competency Based Approach (CBA), which wasn't the case before, so for the teacher to absorb such a process, we need people to come and show us how it's done on the merits, because it's about making the trainer understand the importance of CBA and its usefulness in training. Concerning **capacity building (first of all for the trainers), this kind of partnership is necessary because many of us haven't learned pedagogy**, we haven't been to teacher training schools like ENIEG and others, which means that many of us **have come on the job as professionals only***

*(A4)And to remedy this **we organise training seminars for our teaching staff**, we **bring in trainers** so that they can have a bit of training, whether it's on CBA.*

In the area of capacity building, no one is better placed to identify the training needs of trainers within an institution than their immediate administrators. These initiatives can be organised by institutions, or in collaboration with the state (the Ministry) or private partners. The need for capacity building is profound especially in non-formal adult education where there is limited number of state and privately trained educators in andragogy.

Question 10: What are the results and challenges of such initiatives? How do you think the challenges can be surmounted?

*It **would only be a good thing for an expert to join our cause**, capacity building (for trainers) **helps enormously in cases where a person is unable to pass on knowledge to students** in their field. Capacity building in this area **helps the trainer to be better able to pass on his or her know-how as a teacher or trainer**.*

*(A4) even if they can't be 100% trained, but so that **they have an idea**. It's difficult, but they try to go at their own pace, because there are also difficulties, for example in filling in a lesson book (Cahier de texte) and so on. **Some of them have already taken the plunge**, but others are still lagging behind.*

Capacity building initiatives are very important and they give trainers even the minimum idea of how training is done in a systematic way. With the constantly changing world of work and the evolution of teaching/learning methods, it can be said that these initiatives are very expedient in order for training to yield positive outcomes. These initiatives must be executed by experts in the domain of pedagogy and andragogy. The inadequacy of experts within the non-formal adult learning institutions necessitates that partner experts are sought.

The opinion of Administrators in aspects relating to the effectiveness of training

Question 11: How is achievement of students evaluated both during and at the end of training programs?

*(A3)**Learners' skills are assessed after each training module** to see how well they've achieved their objectives, and at the end of the first three months we do an overall assessment that we call **"l'évaluation à mis parcours"**. After eight months, we do another assessment ("évaluation pratique de mise en stage") to determine which learners are ready to complete their training through an academic internship, and those who haven't yet achieved the skills we're looking for are retained and further developed, and then reassessed to see if they can*

go on to a company internship. And so here are the different means of assessment we have here.

(A5)...learners undergo a theoretical and practical diagnostic assessment; a practical placement assessment and a theoretical and practical end-of-training assessment.

According to interviewer D and HAFA, there exist 2 main ways by which learners are evaluated for competence- Theoretical and practical evaluation. In addition to the evaluation of learners skills after every module, a mid-term evaluation (mostly on theory) is done after 3 months of training, after 8 months of training, a practical placement assessment before the learners go on internships and the end of training evaluation which is both theoretical and practical. This is very characteristic of non-formal education, given that the training is vocational in nature, practical training and evaluation are the norm. Nevertheless, this entails a lot of cost.

Question 12: Based on the mission of CPFFs as stated in the prime ministerial decree organising the centres in the domain of – "support for entrepreneurship and apprenticeship in promising trades, with a view to facilitating women's socio-professional integration or reintegration", what would you say about:

a. The current level of Employability of graduates/learners from this institution?
*(A1)...to record the number of successes our learners achieve after their training we have **set up a sort of register**, but more often than not **learners forget about it**, or **they travel for work abroad**.*

*(A1)...Insertion itself is **not yet high**, because if we **train 400** children a year, we **manage to insert 80** (when that's a lot), because many of them go back to their neighbourhoods to sit down with a certificate in their hand*

*(A3)...for the level of employability of our learners I can say that **it's good**, because learners who come out of the CPFF can't say that they're employed just because they're working, but they're working for themselves first. Because when learners are able to win small contracts on their own and carry them out, that's already employability, and for my part I'd say **the level is good**.*

*(A5)...450 to 500 employed graduates out of more than 2,000 trainees trained over the last 03-04 years **is good** but **not too satisfactory.***

From the interviewees' opinions, it can be seen above that there is a mixed impression when it comes to employability given that the information system of the institution is not adequately developed. Nevertheless, some interviewees have the impression that it is at a good level, while others said that it is good. Others say that it is not yet high or not too satisfactory. The conclusion can be that the current level is *Good* and also that, as good as it may be, the level is *not yet satisfactory*.

b. What is your take on the current level of entrepreneurial practice by graduates/learners of the institution?

*(T1)...we also have former **learners who have become independent and are now partners** of the centre in practical training...*

*(T1)...and **many open their own businesses**... So for those who have managed to become **self-employed, we'll never know the exact figures, but we do know that there are quite a few.***

*(A3)...As far as self-employment is concerned, I'd say it's even **higher than before**. Because learners who leave here have only one concern, and that is to become self-employed, but this is **often difficult**. So when they leave here, **they need a minimum** to launch themselves on the job market, and **it's this minimum that they don't have**, and it's our plea to all the driving forces that learners leaving the CPFF should be able to set up shop and make a living from the trade they've learned here at the CPFF*

*(A5)...MINPROFF has developed an initiative called **"revolving funds" to finance learners who have completed their training, enabling them to become self-employed**. However, the fund **is not sufficient to support many of the people** (learners completing their training) to become self-employed.*

*(A1)... we have **a revolving fund** which enables us to subsidise certain small projects, but unfortunately this **fund is too small for the number of people we train**. If we train 400 people and we have about 4 or 5 million, we'll certainly take on projects worth about a million, but even if we take on projects worth 200,000, how many people out of 400 will that help?*

Concerning entrepreneurial ability, autonomy or self-employment, the level is said to be *higher than before* given that many more learners who have initiated a small business in their trade, can be supported through the *revolving/rotating fund* put in place by the ministry. Nevertheless, it is not sufficient as it can only support a few at a time.

Question 13: In what ways can public-private partnerships help in the fostering of this mission (Q.12)?

(A3)…"*The public-private partnership can help to improve the socio-professional integration of learners in several ways: firstly, by **recruiting learners who have graduated…**, secondly, by **facilitating access to finance for learners who have graduated…** To this end, the Ministry has set up a very small fund (very small in relation to the number of learners), but it's for learners who already have the courage to set up their own business, so we're trying to boost this activity so that it produces better, and when it produces better, it can also employ those who haven't had the chance to start a business. But if we could really set up a public-private partnership to finance learners coming out of the CPFF so that they can set up in business, that would be a very good thing, and we could really achieve the objectives of the 2000 decree.*"

*(A3)…if we could have **philanthropic initiatives** to help us **equip the workshops, to train these learners well, it would be nothing more than wonderful***

*(A4)…But nonetheless, **our tables remain open** - for example, an NGO can offer to finance projects on the sole condition that learners register and present a business plan…(A4)…we also come up against problems such **as access to internships**…**loyal partners who will always take our students***

*(T1)…because, the more partnerships there are, the greater the **certainty that our learners will be well trained**.*

In talking about philanthropy and infrastructure *(A1)…this is the kind of partnership that we need here*

*(A1) The rotating(**revolving scheme**) fund is very small compared to the mass of people we have here. There's also the fact that partners are becoming rarer and rarer, as I mentioned earlier with Plan Cameroun and the mayor's office, but the mayor's office doesn't encourage us in outplacement because the mayor's office has control over the Yaoundé 4 municipality, but they can, in relation to taxes, say that if we train a certain number of children, instead of paying a certain amount, you pay another, so everyone has to be involved; the Council, the state, private structures, and also a presidential decree according to which a company doing social work has reduced its tax burden.*

*(A2)…I really don't know whether partners can help learners to become self-employed. But it would be **a very good thing** if this were to happen, because these children are everyone's children*

(A5)…so we need assistance from partnerships that can support the efforts of the state and the learners.

It can be seen from the interviewees' viewpoints that partnership is a 'very good thing' 'more than wonderful' primarily due to the insufficiency of state efforts to sustain the huge need of non-formal adult education at the CPFF of Yaounde 4. This sector generally is characterised by heavy needs in terms of finances, material and human resources. The state's efforts through their Decentralised Territorial Collectivities, cannot also currently employ everyone, neither can the state establish everyone into autonomy. This therefore necessitates the involvement and strengthening of private partners who can complement public efforts by partnering to recruit graduates as well as by facilitating access to financing (such as financial institutions) for learners who desire to be self-employed. Private partners can help foster the mission of CPFFs in socio-professional insertion and reinsertion (through employability and autonomy) by participating in the training through philanthropy and infrastructural initiatives by building and equipping structures such as classrooms and workshops to ensure that learners are well trained, and by being loyal to facilitate internships for this social institution. The state or council can encourage Enterprises who are involved in training and recruiting these trainees by reducing their tax rates or by granting a tax relief.

4.4. Document Analysis

Table 4.17: Number of Learners trained and integrated in the course of 3 years (2020 - 2022) in the Women's Empowerment and the Family Center of Yaounde IV.

	NUMBER/% OF LEARNERS TRAINED		NUMBER/% OF LEARNERS INTEGRATED	
Gender	**Females**	**Males**	**Females**	**Males**
Number	1123	163	196	10
%	87.3%	12.7%	17.4%	6.1%
Total Number	1286		206	
	Percentage of learners integrated		16.01%	
	Percentage of learners not integrated		83.99%	

Source: General Coordination meeting of the Women's Empowerment and the Family Center (CPFF) of Yaoundé IV for the Academic year 2023/2024.

Based on the most recent statistics for the Women's Empowerment and the Family Center (CPFF) of Yaoundé 4, the number of learners trained between 2020 and 2022 were 1286, with the majority of the learners being female (87.3%) against only 12.7% males. This can be owed to the fact that the original purpose for the creation of the center was to serve the needs of women and girls. Also, the rate of socio-professional insertion of learners is at 16.01%, with over 17% of the trained female learners integrated and barely 6% trained males are integrated into the socio-professional milieu, this dominance of female learners can partly be explained by the slightly greater proportion of females with jobs in the informal sector (79.5%) when compared with that of men (73.4%) (NIS, 2022). These figures demonstrate that the proportion of learners inserted into the world of work and business is relatively low since only a little minority of the learners comparatively fall in this category, not forgetting that one of the principal missions for the creation of the CPFFs is the integration or reintegration of learners into the workforce or entrepreneurial milieu.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This study had as general objective to evaluate the role of educational partnerships on effectiveness of training in non-formal adult learning centres. The current chapter deals with the discussion of findings from the qualitative and quantitative data and analysis presented in the previous chapter. The discussion of findings will be done by bringing together the results of quantitative analysis, and qualitative analysis while emphasising on the theoretical and empirical implications. In addition to this, perspectives for future research drawn from the drawbacks of this piece of work will be put forth. Finally, recommendations are made to various stakeholders concerned with non-formal ALE and vocational training.

5.1. Discussion of Findings

The discussion of findings will follow the logical flow of the data presentation and will be making argument based on data (quantitative and qualitative), theories and previous empirical works reviewed in the empirical Literature.

5.1.1. The Role of Philanthropy and Infrastructural Initiatives on the Effectiveness of Training in Non-Formal Adult Learning Centres.

The results of the initial research objective to evaluate of the role of philanthropy and infrastructural initiatives on the effectiveness of training in non-formal adult learning centres suggest that philanthropy and infrastructural initiatives have a positive and significant effect (with a β coefficient of 0.463 or 43.6%) on effectiveness of training all other variables being held constant. This implies that is the current level of philanthropy and infrastructure were improved by 43.6%, the outcome in terms of quality of learners would double. On the other hand, the interviewees' responses expressed that CPFF Yaoundé 4 does not "… *have any initiatives for philanthropic partnerships led by non-state agents*" and "*has not yet benefited from such funding (infrastructure, buildings and equipment, etc.) from private partners*" yet, they "…*need infrastructure*". The current state of the buildings is *old*, *in disrepair* and need rehabilitation, while the equipment are outdated and insufficient; the plethoric and ever-increasing number of learners only puts more pressure on the limited infrastructure. Philanthropy is a necessity to cover the learning cost of the many vulnerable learners as well

for equipping the training center. The heavy nature of infrastructural investment means that they are mostly provided by state budgetary allocations, but evidently, state efforts are on their own insufficient in meeting the growing learning needs in terms of learner support, buildings and equipment and this calls for private sector involvement to complement state efforts. Philanthropy and infrastructural initiatives are important for the *well-being of learners* and *to attract other* learners.

The qualitative findings of this study therefore asserted that philanthropic gestures, building and equipping workshops, paying of fees for the vulnerable are needed at the Women's Empowerment and the Family Centre for the well-being of learners. These results are in line with the findings made by Edokpolor and Imafidon (2017) for the first and third research questions in their study which affirmed that, revealed that PPP to a very high extent can influence the optimisation of financial resources for effective delivery of TVET programme as well as that, PPP to a very high extent can influence the procurement of material resources for the effective delivery of TVET programme. The study is also supported by the findings of Mokgwathi and Othlhomile (2020) which showed that Adopt-a-school programme is a good solution to the educational "ailments", since there was a significant improvement in school facilities and academic performance. Results obtained by Umar, Sadiqi, Hussain and Qahar (2023) in the domain of infrastructure showed that public school infrastructure (for schools without PEF partnership influence) was less in terms of resources, conditions and perceived quality when compared with PEF funded schools. Financial and material resources are a major aspect of the inputs into the open system, and like the interviewees of this study indicated, the institution is an open system, "open" to and ready to welcome all such partnership. The open system theory in the principle of entropy establishes that a system will 'run down' without continuous inputs from the environment. Private Partners (such as enterprises, and CSOs such as national and international NGOs) who make up part of the environment must engage in and strengthen corporate social responsibility and all initiatives to construct and equip non-formal ALE institutions and these require huge investments which the state alone cannot cover solely within a short period of time (as implied by the qualitative results).

5.1.2. The Effect of School-Industry Partnerships (Work Based Learning/Work Integrated Learning) on the Effectiveness of Training in Non-Formal Adult Learning Centres

Findings from research objective two, to analyse the effect of School-Industry Partnerships on the effectiveness of training in non-formal adult learning centres, showed that the School-Industry Partnerships have a positive and significant effect on the effectiveness of training, with a coefficient of 0.173 (17.3%). The qualitative analysis which revealed that such partnerships enable learners to get a taste of what happens in the business milieu and brings balance by helping to fill the gap left by training in school. Such balance is very necessary with our ever-changing society and complex business world. This result is in close conformity with the assertion made by Koigi et al. (2018) that, a change in collaboration and partnership (with industry; with other universities, with community) will result to a 0.435 change in performance excellence in a university. In a study carried out by Singh and Tolessa (2019), it was established that the knowledge produced by TVET training systems and the abilities that Ethiopian industry employers seek are becoming less and less compatible. Vocational programmes that are open to partnerships with the industry can respond more effectively to the skills needed by the industry, since learners get to be trained by the same industry in which they will function. This makes them more relevant. Ikelegbu (2019) the study revealed that School-Industry collaboration could be of immense benefits to schools. The open systems theory applied to schools presents the throughput/transformation process which included the teaching/learning activities of an educational establishment. These teaching and learning activities to produce relevant outcomes, must be in one way or the other influenced by the industry, to which trained learners (output of the system) will need to be inserted. The Experiential learning theory also supports School-Industry partnerships by emphasising on internships as a means of building experience. Experiential learning suitably links work, personal development and education making it a key consideration in the teaching and learning process for non-formal and vocational education. Also, homeostasis when applied to open systems theory concerns equilibrium and seeks balance within the system. Non-formal ALE and vocational education need this balance in these turbulent times with inadequate government funding and high employment. This balance in the system comes in when the inputs, throughput and output are in line with, and can respond effectively to environmental circumstances. It was further affirmed through the interviews that such partnerships benefited the school in complementing school training; as well as the industry

partners through a potentially large pool from which to choose its workforce. This confirms the results got by Sterner (2022) which demonstrated that partnerships between businesses and schools seem to benefit both parties' operations.

5.1.3. The Impact of Trainers and Capacity Building Initiatives on the Effectiveness of Training in Non-Formal Adult Learning Centres.

The findings from the third research objective, to examine the impact of trainers and capacity building initiatives on the effectiveness of training in non-formal adult learning centres showed that, trainers and capacity building initiatives have a positive and significant effect (β= 0.246 or 24.6%) on the effectiveness of training. These findings are in line with the recommendation made by Oviawe (2018) for the partnership/collaboration in TVET in Africa in aspects such as practical training and curriculum development. This result is related to the findings of Edokpolor and Imafidon (2017) which demonstrate that PPP to a very high extent can influence the provision of qualified manpower for the effective delivery of TVET programmes. The interviews conducted in this study showed that, trainer partners also known as technical partners who are independent professional through formal contract with the institution engage to train learners within the school premises, this ensures the effectiveness of training learners. The professional development of adult education instructors/trainers through pre-service, in-service and continuing training plays a key role in ensuring quality in Adult education (UNESCO, 2009; UIL, 2022a). Trainers/teachers (human resources) fall within the category of inputs into the system according to the Open systems theory which play the most pivotal role in guaranteeing the quality of process and outcomes from the school system. (Mbua 2003, UNESCO, 2009). The role of the trainer in facilitating learning for trainees is very important, nevertheless there is high inadequacy of state-trained teachers for the CPFF of Yaounde 4 necessitates partnerships in this domain as highlighted by quite a few interviewees. Also the low capacity of trainers in teaching methods within the institution necessitates Capacity Building initiatives to train them on Andragogy, and all pedagogical methods appropriate to non-formal ALE and VET such as Experiential and transformational learning. de Paor (2019) in their findings established the importance of establishing a stronger link between VET instructors' professional development and their daily work with students.

Generally speaking, Partnerships in the domain of non-formal ALE can be termed as an application of the equifinality principle in open systems which assumes that there is always more than one way to arrive at a given end. This principle focuses on the end rather than the

means. The end is effective training the means is the additional private (other) means given that public means are not the sole means of achieving educational objectives in public institutions. Partnerships are needed for the provision of adequate funding to support the efficient hiring of qualified personnel, the creation of curricula that would mirror the standards and practices of the private sector, and the acquisition of a variety of contemporary facilities to enable students to learn successfully and comfortably.

Based on the interaction between the school and its environment in the domain of partnerships the following schema is a proposed model of the application of open systems in non-formal vocational training within the context of adult learning and education. The model of an open system as established by Mbua (2003) can be adapted to the current study as follows:

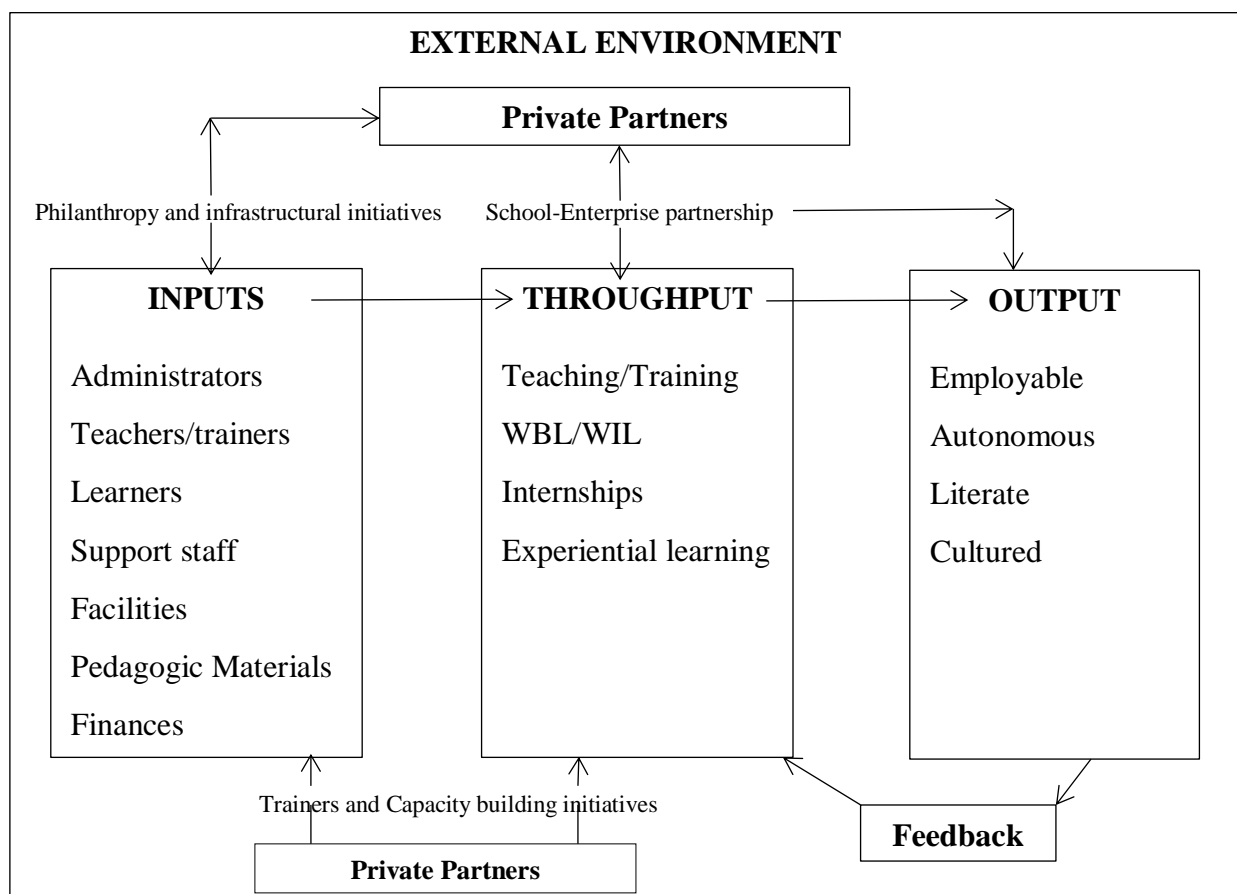*Figure 5.1*: **The Open systems applied to Non-formal Vocational Education with PPP**

Source: Researcher (Adapted from Mbua, 2003)

From the above figure, in addition to the operation between inputs, throughput and output, the emphasis on private partners from the external environment are emphasised at the input level and the throughput level (transformation process) with their resulting output. Firstly,

Private partners (local and international) provide Administration, Trainers, Finances, Facilities, learners and pedagogic materials within the framework of philanthropy and infrastructural initiatives. Also, partners directly influence non-formal ALE in the activity of training through School-Enterprise partnerships in Work-Based Learning / Work-Integrated learning (a form of experiential learning). All these operations end in the output which is made up of employable, autonomous, literate and cultured individuals. These partnerships benefit both partners, on the side of private partners, there is the benefit of some financial compensation for trainers, as well as facilities (space, water, electricity); also the trainers get to benefit from all capacity building organised to strengthen trainers' skills; another benefit to partners (trainers and industry partners) is the labour provided by learners /interns as well as the labour provided by graduates of the system; a benefit for philanthropic partners is also a good public image for social responsibility. Feedback is the instrumental process for correcting the training operations within the school system through information and training from industry partners and other structures within and without the organisation.

5.2. Limitations of the Study

- Funding was a constraint on the study because it was insufficient to cover travel and other costs. However, the researcher received financial assistance from close family members to help him through the research procedure.

- We also had the difficulties with some of the students as they were not willing to answer a questionnaire even when the intended purposes were introduced to them and they gave varied reasons. These incidents slowed down the data collection process.
- Availability of administrative records was also very challenging because some records were non-existent.
-We also experienced challenges at the level of data analysis, as the researcher took upon himself for the first time to learn and qualitative analysis with which he was not familiar.

5.3. Perspectives for Further Research

It will only be fitting at this stage to propose new avenues and orientations for possible future studies.

We have evaluated the role of educational partnerships on the effectiveness of training in non-formal ALE, the case of the Women's Empowerment and the Family Center of Yaoundé 4. Given that the primary focus of educational partnerships in this study was on partnerships

with the private sector, another similar study could be carried out which will appropriate other partnerships such as multi-sectorial partnerships. This could bring in more insight into the general picture of partnerships and their role on quality of training.

In addition, a similar study could be carried out which evaluates the level of partnership engagement and its effect on effectiveness of training in Mfoundi or Yaoundé as a whole.

This study can be extended to higher and secondary education to investigate partnerships and effectiveness of training in these subsectors of Education.

5.4. Recommendations

The recommendations stem from the results of this study, we have the confidence that they will improve the quality of training in the very neglected non-formal adult education context.

- **Government**

It was noted that the effort towards decentralisation is not enough to solve the problems of inadequate resources for training. Based on the proposals by the respondents, the proposal is for government to promote private investment in Non-formal Vocational Education by granting tax reliefs and decreasing tax rates for enterprises that partner in any way with these training institutions through participating in training and recruitment of the graduates. This will go a long way to boost private motivation for engaging partnerships with these training centres.

The study exposed the shortage of information regarding non-formal ALE, partnerships and quality of training. There were almost no recent official reports documenting the evolution of this ALE sector. The government therefore can set up better information systems for monitoring progress and for the follow-up of graduates from the centre. This will also greatly ensure accountability within the system.

The government could in addition design and implement capacity building sessions for Trianing administrators on "How to seek for partner funding.

Furthermore, to strengthen partnership engagement through encouraging philanthropic financial engagement from the private sector into non-formal education programmes, the government and councils should make an effort to mobilise the private sector actors by encouraging Corporate Social responsibility of Enterprises.

- **Policymakers**

They should formulate policies and clearly define the scope, standards and functioning of Non-formal and Vocational ALE in the country. Given that, until now, there is no clear structure and frame for non-formal ALE.

- **The Administration of CPFF Yaoundé 4**

The administration should be even more intentional when it comes to partnerships, especially in the case of philanthropy and infrastructural initiatives. They could do this by first designing projects in the domain of equipment, workshops and buildings; and then seek for funding from the private sector (profit and non-profit seeking)

Incubator projects within the centre can be a big step towards further ensuring that the outcomes of training are more effective.

- **The Private Sector**

The private sector (both profit seeking enterprises and CSOs) should make an effort to become actively involved in non-formal and vocational education programmes by developing new teaching and learning resources that will enable educators to expose them to contemporary industry practices and provide teachers and students with access to the newest tools and technologies in the global workplace.

5.5. Conclusion

The findings from both quantitative and qualitative research were covered in this chapter along with how they relate to theory and literature. We examined the findings from both convergent and divergent perspectives, emphasizing the substantial effect of educational partnership indicators (philanthropy and infrastructural initiatives, school-industry partnerships and trainers and capacity building initiatives) on the effectiveness of training in non-formal adult learning centres: the case of CPFF Yaoundé 4.

It was noted that philanthropy and infrastructural initiatives like fee payment, buildings, and workshop equipment are key and need to be encouraged, to ensure effectiveness of training in non-formal ALE institutions. In addition, school-industry partnerships are important for training institutions to effectively respond to the needs of the industry. Also, private trainers and capacity building initiatives are pivotal for successful training of learners in non-formal ALE. All these partnerships in education and training are therefore indisputably necessary to

realise effectiveness of training through employment and autonomy (insertion) of individuals that will propel the country into becoming a middle-income country for the realisation of Vision 2035.

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APPENDICES

i. Taille de l'échantillon requis (E) pour chaque population (P)

P	E	P	E	P	E	P	E	P	E
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	520	226	1900	320	30000	379
80	66	240	148	540	234	2000	322	40000	380
85	70	250	152	560	242	2200	327	50000	381
90	73	260	155	580	248	2400	331	75000	382
95	76	270	159	600	254	2600	335	100000	384

Source : Krejcie R.V. et Morgan D.W. (1970).

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REPUBLIC OF CAMEROON
Peace – Work – Fatherland

UNIVERSITY OF YAOUNDÉ I

THE FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM AND EVALUATION

Questionnaire

Dear Respondent,

This semi-structured interview on the topic **"Educational Partnerships and Effectiveness of training in non-formal adult learning and education: the Case of CPFF Yaoundé 4"** is designed for a Masters Research study in the Department of Curriculum and Evaluation, Option-Educational Management, at the Faculty of Education, of the University of Yaoundé 1. It should be noted that all responses given are valuable, and we guarantee confidentiality for all information collected, which shall be used strictly for academic purposes.

1=strongly disagree, 2=agree, 3= disagree, 4=strongly disagree

I	**Educational partnerships**				
A	**Philanthropy and Infrastructural initiatives**	1	2	3	4
1.	Partial or full Scholarship (school fees or other) from a private organisation or Civil Society Organisation (Exp NGOs) can help boost acquisition of skills.				
2.	Provision of start-up capital is a measure to improve learner outcomes				
3.	Granting learners with necessary equipment and facilities during and after their training at the centre is a measure to improve the outcomes education				
4.	Prize awards (in the form of cash, material or equipment) should be granted during graduation at the end of training				
5.	Cash and material donations to the institution by private individuals, NGOs or enterprises can improve training outcomes				
6.	The availability of good and comfortable classrooms is necessary for good teaching/learning				
7.	A modern workshop for practical lessons is essential for good training				
8.	The quality of equipment in workshops determines the effectiveness of training				
9.	Good toilets are very necessary in our school premises				
10	A well-equipped library is a necessity in our institution.				

			1	2	3	4
	11	School infrastructure needs to be constantly maintained				
B		**School-Enterprise Partnership (Work-based Learning, Work integrated Learning)**	1	2	3	4
	12	Field trips to the industries/enterprises are very necessary for more industry exposure.				
	13	Internships with quality supervision boost integration into the work milieu.				
	14	Practical training by enterprise professionals is very effective				
	15	Networking with employers is very essential				
	16	Industry Case-study and real-life problems of the enterprise should be incorporated into routine training				
	17	Industries experts and universities should be involved in drawing up training programmes (curricula) within the centre				
C		**Trainers and Capacity Building initiatives**	1	2	3	4
	18	Workshops and seminars are very important both for instructors and learners				
	19	Industries experts and universities should be involved in drawing up training programmes (curricula) within the centre				
	20	Given the ever-changing dynamics of the business and practice, training programmes should frequently be revised in our training centre.				
	21	Learner-centred teaching methods are suitable for our training context.				
	22	Project management training should be a 'must' for teachers and learners				
	23	Instructors and learners need constant training sessions by industry experts on Generic (core) skills which are very useful on the job.				
II		**Effectiveness of training**	1	2	3	4
	24	The desire and commitment to keep learning and developing through one's career is a key attribute for potential job seekers.				
	25	Practical experience (in life and work) is necessary for employment.				
	26	I need to have good technical knowledge, understanding and skill in my domain to be able to get a job.				
	27	Problem solving skills are a must for potential job seekers.				
	28	Creativity is very useful when in comes to working in an enterprise				

29	Flexibility and the willingness to learn is a 'must have' for future employees				
30	To be effective at the workplace one must be able to relate well with others.				
31	Ability to manage one's own feeling and the feelings of others is necessary for a good working environment.				
32	Self –motivation and ability to work without constant follow-up is necessary for socio-professional insertion/integration				
33	The ability to manage others, time management, organisation and decision-making are essential elements for job creators/ job seekers				
	(In order to be autonomous i must have…)				
34	Eagerness to take Risk -				
35	Desire to Work on one's own account				
36	Willingness to invest time, energy and all personal savings to be autonomous (self-employed)				
37	Sufficient start-up capital (personal savings, loan)				
38	The ability to Raise capital from others (friends, family)				
39	The possibility of bringing together competent persons (team) to accompany my business idea.				

Identification information

1-Sex :   Male ☐   Female ☐

2- Age: less than 20 years old   20-30yrs old ☐   30-40yrs old ☐   40-50yrs old ☐   more than 50 yrs old ☐

3- Level of study: None ☐   FSLC ☐   GCE O/L ☐   Probatoire ☐   GCE A/L ☐ Bachelors ☐   Other…………………

4- Matrimonial status: Married ☐   Single ☐   Divorced ☐   Widow(er) ☐

5- Region of origin: ……………..............

6- Domain of training in CPFF : Couture ☐ Coiffure ☐   Hôtellerie ☐   Décoration ☐ Esthétique ☐ AVS ☐ TIC ☐

Thanks a lot for your time

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EVALUATION
....

Semi Structured Interview Guide

Dear Respondent,

This semi-structured interview on the topic **"Educational Partnerships and Effectiveness of training in non-formal adult learning centres: The Case of CPFF Yaoundé 4"** is designed for a Masters Research study in the Department of Curriculum and Evaluation, Option-Educational Management, at the Faculty of Education, of the University of Yaoundé 1. It should be noted that all responses given are valuable, and we guarantee confidentiality for all information collected, which shall be used strictly for academic purposes.

Date…………………………………………………………………………………

Administrative position of the interviewee………………………………………………

Start time…………………………………………………………………...............

End time…………………………………………………………………………….

Place of the interview………………………………………………………………….

1. In your institutional context, what would you say partnership is? (Public-private partnership) and what are the different kinds of partnerships which exist in your institution?

Private/non-state Philanthropy and School Infrastructure Initiatives (facilities and equipment)

2. Are there currently any philanthropic endeavours by non-state agents (Private individuals CSOs and enterprises) in your institution? If Yes, what kind(s)?
3. What are the benefits and challenges of such philanthropic gestures? And how do you think the challenges can be overcome?

4. What do you have to say about infrastructure (buildings, toilets, libraries, workshop, etc.) and equipment financing through Public-private partnerships?

5. What would you say about the availability, quality and condition of infrastructure and equipment in your institution?

6. What have been the challenges with partners in the aspect of infrastructure and equipment and how can they be overcome?

School-enterprise traineeship programs (Work-based Learning, Work integrated Learning)

7. Which areas of collaboration have been chosen in the domain of training by enterprise partners? How does it work?

8. What are the positive outcomes and difficulties of such training partnerships to the learners and trainers, etc. and how can the difficulties be managed?

Capacity Building initiatives

The main feature of these capacity-building initiatives is that the public or private sector partners provide support to public schools across a range of areas such as curriculum and pedagogical support, management and administrative training, textbook provision, teacher training and quality assurance.

9. What do you think about teacher training and quality assurance through seminars, conferences and workshops organised by private agents and experts in the domain of vocational training and adult education?

10. What are the results and challenges of such initiatives? How do you think the challenges can be surmounted?

Effectiveness of training

11. How is achievement of students evaluated both during and at the end of training programs?

12. Based on the mission of CPFFs as stated in the prime ministerial decree organising the centres in the domain of – "support for entrepreneurship and apprenticeship in promising trades, with a view to facilitating women's socio-professional integration or reintegration", what would you say about:

a. The current level of Employability of graduates/learners from this institution

b. The current level of entrepreneurial practice by graduates/learners of the institution?

13. In what ways can public-private partnerships help in the fostering of this mission?

Q1	Gender	male ☐	female ☐			
Q2	Education level	Diploma ☐	Degree ☐	Master ☐	PHD ☐	Other …………….

Thank you very much for your time.

RÉPUBLIQUE DU CAMEROUN		REPUBLIC OF CAMEROON
Paix – Travail - Patrie		Peace – Work – Fatherland
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UNIVERSITÉ DE YAOUNDÉ I		UNIVERSITY OF YAOUNDÉ I
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FACULTÉ DES SCIENCES DE L'ÉDUCATION		THE FACULTY OF EDUCATION
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DÉPARTEMENT DE CURRICULA ET ÉVALUATION		DEPARTMENT OF CURRICULUM AND EVALUATION
……….		……….

Questionnaire pour les apprenants

Cher(e) répondant(e),

Ce questionnaire sur le thème " **Partenariats éducatifs et efficacité de la formation dans les centres d'éducation non formelle des adultes : Le cas du CPFF de Yaoundé 4**" est conçu dans le cadre d'une étude de recherche de Master dans le Département de Curriculum et Évaluation - option Management de l'Éducation, à la Faculté des Sciences de l'Éducation, de l'Université de Yaoundé 1. Toutes les réponses données sont valables et nous garantissons une stricte confidentialité des informations recueillies qui ne seront utilisées qu'à usage académique.

1= Pas du tout d'accord 2 = Plutôt pas d'accord 3 = Plutôt d'accord 4= Tout à fait d'accord (cocher «× » la bonne réponse)

I	Partenariats éducatifs				
A	**Philanthropie et Initiatives Infrastructure**	1	2	3	4
1)	Les bourses partielles ou totales (frais de scolarité ou autres) accordées par des organisations privées ou des Organisations de la Société Civile (exp ONG) peuvent contribuer à l'acquisition de compétences.				
2)	La mise à disposition des fonds de départ (Capital) est une mesure visant à améliorer les résultats de l'apprenant.				
3)	L'octroi de l'équipement matériel aux étudiants est nécessaire pendant et après leur formation au centre, est une mesure visant à améliorer les résultats de l'éducation.				
4)	Des prix (en espèces, en matériel ou en équipement) devraient être octroyés lors de la remise des diplômes à la fin de la formation.				
5)	Les dons en espèces et en matériel faits à l'institution par des particuliers, des ONG ou des entreprises peuvent améliorer les résultats de la formation.				
6)	La disponibilité de bonnes salles de classe confortables est nécessaire pour un bon enseignement/apprentissage.				
7)	Un atelier moderne pour les cours pratiques est essentiel pour une bonne formation.				
8)	La qualité de l'équipement des ateliers détermine l'efficacité de la formation.				
9)	De bonnes toilettes sont indispensables dans nos locaux scolaires.				
10)	Une bibliothèque bien équipée est une nécessité dans notre établissement.				
11)	Les infrastructures scolaires doivent être constamment entretenues				
B	**Partenariat « école-entreprise » (apprentissage basé sur le travail, apprentissage intégré au travail)**	1	2	3	4
12)	Les visites sur le terrain dans les industries/entreprises sont très nécessaires pour une meilleure familiarité à l'industrie.				

			1	2	3	4
	13)	Les stages avec un encadrement de qualité favorisent l'intégration dans le milieu professionnel.				
	14)	La formation pratique dispensée par des professionnels de l'entreprise est très efficace.				
	15)	La mise en réseau avec les employeurs est essentielle.				
	16)	Les études de cas sur l'industrie et les problèmes réels des entreprises devraient être intégrées dans la formation de routine.				
	17)	Les experts de l'industrie et les universités devraient être impliqués dans l'élaboration des programmes de formation (curricula) au sein du centre.				
C		**Formateurs et Initiatives de renforcement des capacités**	1	2	3	4
	18)	Les ateliers et les séminaires sont très importants, tant pour les instructeurs que pour les apprenants.				
	19)	Les experts de l'industrie et les universités devraient être impliqués dans l'élaboration des programmes de formation (curricula) au sein du centre.				
	20)	Compte tenu de l'évolution constante de la dynamique des affaires et de la pratique, les programmes de formation devraient être fréquemment révisés dans notre centre de formation.				
	21)	Les méthodes d'enseignement centrées sur l'apprenant sont adaptées à notre contexte de formation.				
	22)	La formation à la gestion de projet devrait être obligatoire pour les enseignants et les apprenants				
	23)	Les formateurs et les apprenants ont besoin de sessions de formation constantes par des experts de l'industrie sur les compétences génériques (de base) qui sont très utiles dans le cadre du travail.				
II		**Efficacité de la formation**	1	2	3	4
	24)	Le désir et l'engagement de continuer à apprendre et à se développer tout au long de sa carrière sont des qualités essentielles pour les demandeurs d'emploi potentiels.				
	25)	L'expérience pratique (dans la vie et au travail) est nécessaire pour obtenir un emploi.				
	26)	Je dois avoir de bonnes connaissances techniques, une bonne compréhension et des compétences dans mon domaine pour pouvoir obtenir un emploi.				
	27)	Les compétences en matière de résolution de problèmes sont indispensables aux demandeurs d'emploi potentiels.				
	28)	La créativité est très utile lorsqu'il s'agit de travailler dans une entreprise.				
	29)	La flexibilité et la volonté d'apprendre sont des qualités indispensables pour les futurs employés.				
	30)	Pour être efficace sur le lieu de travail, il faut être capable d'entretenir de bonnes relations avec les autres.				
	31)	La capacité à gérer ses propres sentiments et ceux des autres est nécessaire pour créer un bon environnement de travail.				
	32)	La motivation personnelle et la capacité à travailler sans suivi constant sont nécessaires à l'insertion socioprofessionnelle.				
	33)	La capacité de gérer les autres, son temps, organisation et de prendre les décisions sont des éléments très essentiels pour les chercheurs / créateurs				

	d'emploi.				
	(pour être autonome, quelqu'un doit avoir…)				
34)	La volonté de prendre des risques				
35)	Le désir de travailler pour son propre compte				
36)	Une volonté d'investir du temps, de l'énergie et toutes ses économies personnelles pour être autonome (travailleur indépendant)				
37)	Un capital de départ suffisant (épargne personnelle, prêt)				
38)	La possibilité de mobiliser des fonds auprès d'autres personnes (amis, famille)				
39)	La possibilité Réunir des personnes compétentes (équipe) pour accompagner mon idée d'entreprise.				

Informations d'identification (cocher «× » la bonne réponse)

1-**Sexe** : Masculin ☐   Féminin ☐
2- **Age** : Moins de 20 ans ☐   20-30ans ☐   30-40ans ☐   40-50ans ☐   plus de 50 ans ☐
3- **Niveau d'étude** : Aucun ☐   CEP ☐   BEPC ☐   Probatoire ☐   BAC ☐   Licence ☐
Autre…………………
4- **Situation matrimoniale** : Marié(e) ☐   Célibataire ☐   Divorcé(e) ☐   Veuf (ve) ☐
5- **Région d'origine** : ……………...............
6- **Domaine de formation dans le CPFF** : Couture ☐   Coiffure ☐   Hôtellerie ☐
Décoration ☐
Esthétique ☐   AVS ☐   T I C ☐

Merci beaucoup pour votre temps

Guide d'entretien

Madame/Monsieur

Ce questionnaire sur le thème " **Partenariats éducatifs et efficacité de la formation dans les centres d'éducation non formelle des adultes : Le cas du CPFF de Yaoundé 4**" est conçu dans le cadre d'une étude de recherche de Master dans le Département de Curriculum et Évaluation - option Management de l'Éducation, à la Faculté des Sciences de l'Éducation, de l'Université de Yaoundé 1. Toutes les réponses données sont valables et nous garantissons une stricte confidentialité des informations recueillies qui ne seront utilisées qu'à usage académique.

Date……………………………………………………………………………………………

Administrative position of the interviewee……………………………………………………

Start time…………………………………………………………………….............

End time……………………………………………………………………………….

Place of the interview………………………………………………………………..

1.   Qu'est-ce que le partenariat (partenariat public-privé) ? Quels sont les différents types de partenariats qui existent dans votre institution ?

Philanthropie privée/non étatique et Infrastructure de formation (équipements et matériels)

2.   Existe-t-il actuellement des initiatives philanthropiques menées par des agents non étatiques (particuliers, OSC et entreprises) dans votre institution ? Si oui, quel(s) type(s) ?

3.   Quels sont les avantages et les défis de ces gestes philanthropiques ? Et comment pensez-vous que les défis peuvent être surmontés ?

4. Que pensez-vous du financement des infrastructures (bâtiments, toilettes, bibliothèques, ateliers, etc.) et des équipements par le biais de partenariats public-privé ?

5. Que diriez-vous de la disponibilité, de la qualité et de l'état des infrastructures et des équipements dans votre établissement ?

6. Quels ont été les défis rencontrés par les partenaires en matière d'infrastructures et d'équipements et comment peuvent-ils être surmontés ?

Programmes « École-entreprise » (apprentissage basé sur le travail, apprentissage intégré au travail)

7. Quels domaines de collaboration ont été choisis dans le domaine de la formation par les entreprises partenaires ? Comment cela fonctionne-t-il ?

8. Quels sont les résultats positifs et les difficultés de ces partenariats de formation pour les apprenants, les formateurs, etc., et comment les difficultés peuvent-elles être gérées ?

Formateurs et Initiatives de renforcement des capacités

La principale caractéristique de ces initiatives de renforcement des capacités est que les partenaires du secteur public ou privé apportent leur soutien aux écoles publiques dans toute une série de domaines tels que les programmes d'études et le soutien pédagogique, la formation à la gestion et à l'administration, la fourniture de manuels scolaires, la formation des enseignants et l'assurance de la qualité.

9. Que pensez-vous de la formation des enseignants et de l'assurance qualité par le biais de séminaires, de conférences et d'ateliers organisés par des agents privés et des experts dans le domaine de la formation professionnelle et de l'éducation des adultes ?

10. Quels sont les résultats et les défis de telles initiatives ? Comment pensez-vous que les défis peuvent être surmontés ?

Efficacité de la formation

11. Comment les compétences des apprenants sont-elles évaluées pendant et à la fin des programmes de formation ?

12. En vous basant sur les missions des CPFF telle qu'énoncée dans le décret du Premier ministre organisant les centres dans le domaine du " Soutien à l'entrepreneuriat et à l'apprentissage des métiers porteurs, en vue de faciliter l'insertion ou la réinsertion socioprofessionnelle des femmes ", que diriez-vous de... ?

a. Le niveau actuel d'employabilité des diplômés/apprenants de cette institution

b. Le niveau actuel de la pratique entrepreneuriale des diplômés/apprenants de l'institution ?

13) De quelle manière les partenariats public-privé peuvent-ils contribuer à la réalisation de cette mission ?

Q1	Sexe	masculin ☐ féminin ☐		
Q2	Niveau d'étude	Diplôme ☐ Licence ☐ Master ☐	PHD ☐	Autre……………………..

Merci beaucoup pour votre temps

iii. Authorisation from the Minister, MINPROFF

REPUBLIQUE DU CAMEROUN Paix-Travail-patrie ------ MINISTERE DE LA PROMOTION DE LA FEMME ET DE LA FAMILLE ------ SECRETARIAT GENERAL ------ DIRECTION DES AFFAIRES GENERALES ------ SOUS-DIRECTION DU PERSONNEL DE LA SOLDE ET DES PENSIONS ------ SERVICE DE LA FORMATION, DES STAGES ET DE LA GESTION PREVISIONNELLE DES EFFECTIFS ------ BUREAU DE LA FORMATION ET DES STAGES ------ N°24_____/L/MINPROFF/SG/DAG/SDPSP/SFSGPE/BFS	REPUBLIC OF CAMEROON Peace –Work-Fatherland ------ MINISTRY OF WOMEN'S EMPOWERMENT AND THE FAMILY ------ SECRETARIAT GENERAL ------ DEPARTMENT OF GENERAL AFFAIRS ------ SUB-DEPARTMENT OF PERSONNEL, SALARIES AND PENSIONS ------ SERVICE FOR TRAINING, INTERSHIPS AND FORWARD MANAGEMENT OF PERSONNEL ------ OFFICE OF TRAINING AND INTERSHIPS ------ Yaoundé, le

0000196

08 FEV 2024

LE MINISTRE
THE MINISTER
A/TO

Monsieur LAFOLIR Daniel DINYUY
Tel: 673 37 21 81 / 673 56 28 87
Email: lafolirdd@gmail.com.

-YAOUNDE-

Objet : demande de stage professionnel
Réf : v /L du 26 janvier 2024

Monsieur,

En accusant réception de votre lettre dont l'objet et la référence sont repris en marge,

J'ai l'honneur de marquer mon accord pour votre admission en stage académique non rémunéré dans les Centres de Promotion de la Femme et de la Famille de Yaoundé 2, 4 et 5.

Vous voudriez bien prendre attache avec les responsables des unités de travail susmentionnées, pour les modalités pratiques y afférentes.

Veuillez croire, **Monsieur**, à l'assurance de ma considération distinguée.

Copies :
- CPFF Ydé 2, 4, et 5.

Le Ministre de la Promotion
de la Femme et de la Famille

Mme ABENA ONDOA
née OBAMA Marie Thérèse

DIRECTION DES AFFAIRES GENERALES (SDPSP) TEL : 222 22 43 87 SITE WEB : WWW.MINPROFF.COM

iv. Attestation of completion of internship

REPUBLIQUE DU CAMEROUN
Paix - Travail - Patrie
****
MINISTERE DE LA PROMOTION DE LA FEMME
ET DE LA FAMILLE
****
DELEGATION REGIONALE DU CENTRE
****
DELEGATION DEPARTEMENTALE DU MFOUNDI
****
DELEGATION D'ARRONDISSEMENT DE YAOUNDE IV
****
CENTRE DE PROMOTION DE LA FEMME ET DE LA FAMILLE DE YAOUNDE IV

REPUBLIC OF CAMEROON
Peace - Work - Fatherland
****
MINISTRY OF WOMEN'S EMPOWERMENT
AND THE FAMILY
****
REGIONAL DELEGATION FOR THE CENTER
****
DIVISIONAL DELEGATION FOR THE MFOUNDI
****
SUB DIVISIONAL DELEGATION FOR YAOUNDE IV
****
WOMEN'S IMPOWERMENT AND THE FAMILY CENTER OF YAOUNDE IV

ATTESTATION DE FIN DE STAGE ACADEMIQUE

LE DIRECTEUR DU CENTRE DE PROMOTION DE LA FEMME ET DE LA FAMILLE DE YAOUNDE IV,

Atteste que Monsieur LAFOLIR DANIEL DINYUY , Né (e) : le 23 Janvier 1998 À : FUNDONG

Etudiant à la Faculté des Sciences de l'Education de l'Université de Yaoundé 1, Département Curricula et Evaluation, filière Management de l'Education, option Administration et Inspection , a suivi un stage académique au Centre de Promotion de la Femme et de la Famille de Yaoundé IV du 26 Mars au 27 Juin 2024

En foi de quoi la présente Attestation lui est délivrée pour servir et valoir ce que de droit.

Fait à Yaoundé, le 28 Juin 2024

Le Directeur du Centre de Promotion de la Femme et de la Famille de Yaoundé IV

PLEG Hors Echelle