

Youth enrollment into dressmaking and tailoring apprenticeship programme

Joseph Osei^{1,*}, Bismark Kwadwo Menetey^{2,♦}, Patricia Ghann^{3,*}

¹ Ph.D, Faculty of Applied Science and Technology, Koforidua Technical University, Ghana

² M.PhIL, Faculty of Applied Science and Technology, Koforidua Technical University, Ghana

³ Ph.D, Faculty of Applied Science and Technology, Koforidua Technical University

Article History

Received: 20 April 2022 Revised: 16 August 2022 Accepted: 28 August 2022 Available Online: 4 September 2022

Keywords: enrollment, apprenticeship, industry, unemployed, training

JEL classification: J64, J62, J6

Citation: Anghel, M.A. (2022). Language patterns that influence behavior, *Review of Socio-Economic Perspectives*, Vol 7(3), 1-7.

Abstract

Consumer behavior has always been influenced by many internal and external factors regarding purchase decisions. However, when the dialogue with another person was considered the specific external factor which in the context of communication was named as an influencing element, information often got understood differently based on context and chosen words. In the world of Neurolinguistic Programming, it is considered that people repeat specific actions when processing information and if one's language pattern is identified, then the chances for that person to understand correctly the information is higher. This research sets up its objectives for understanding the existing language patterns people have and how it influences their purchase behavior. For this to be concluded, there has been created a set of specific objectives which will guide the research: identifying the language patterns which have the power of influencing consumer behavior (OS1); measuring the impact one language pattern can have when applied to a pattern aligned person (OS2). The analysis will be conducted on a group of people of age 23-31 years old, all being students of the Marketing Faculty. Upon these specific objectives, a set of hypotheses have been established: it is assumed that people possess all language patterns, some being more dominant (H1); identifying the language pattern can be done within a survey (H2). Analyzing the results and interpreting them gives a clear understanding of the fact that language patterns are one of the main influencing elements of consumer behavior and purchase decisions.

1. Introduction

Apprenticeship can be explained as any framework by which a business undertakes contract to utilize a youngster to prepare him or her deliberately for an exchange for a period, the term of which has been settled ahead of time and over the span of which the trainee will undoubtedly work in the business administration (Steedman & Ryan, 1998). Stedman (2011) also assert that apprenticeship training combines Vocational Education and work-based learning for some intermediary occupational skills and the learner is subject to externally required training standards, particularly for their workplace section.

The International Labour Organization (ILO) has classified apprenticeship under formal and informal. ILO (2012) posit that proper apprenticeship denotes to a system by which a novice (the apprentice) gains the skills for a trade or craft in an enterprise education and working side by side with experienced craftsmen, usually perfected by classroom-based instruction. Apprentice, master craftsman/employer, and the training provider conclude a training agreement that is controlled by formal laws and acts. Costs of training are shared between the apprentice, master craftsman/employer, and the government. On the contrary, the casual apprenticeship refers to the system by which a young trainee gains the skills for a trade or skill in a micro or small enterprise learning

*E-mail: joseph.osei@ktu.edu.gh & ORCID: <https://orcid.org/0000-0002-2388-3438>

♦E-mail: Menetey.bismarkkwadwo@ktu.edu.gh

*E-mail: patricia.ghann@ktu.edu.gh

and working side by side with a skilled practitioner. The latter appears to be what pertains in the Ghanaians setting.

2. Literature Review

Apprentice and the master craftsman arrange a training agreement that is entrenched in local norms and traditions of a society. Apprentices acquire technical and vocational skills and are welcomed into business culture and system which makes it easier for them to find works or start businesses on completion of training (ILO, 2007). Informal apprenticeship network exists in some countries such as Indonesia, Turkey, and the United States. In less developed countries like Indonesia, India, and Egypt, the existence of informal apprenticeships is the result of the diversity of micro, small and medium-sized businesses covering. In these informal apprenticeships, employers engage younger workers. It is also noted that informal and formal apprenticeships can exist side by side, although in these countries the formal systems have far fewer participants.

The significance of internship training in the casual division of the economy of Ghana cannot be over looked, yet it is not at pace with the drive at which apprenticeship training frameworks are evolving (Arnold & Bongiovi, 2010). Studies have shown that apprenticeship training in developing economies has faced several challenges, this has therefore, slowed the initiatives of various governments to enhance human resource through apprenticeship training (Arnold & Bongiovi, 2010).

Dressmaking and tailoring have connected the informal economy's contributions to national development, job creation opportunities, and money generation potential. Enrolling young people in dressmaking and tailoring apprenticeship programs is critical to preparing them to work as artisans in the garment industry, which will help to sustain the business, increase revenue from garment exports, and reduce Ghana's huge youth unemployment rate.

Preliminary studies indicate that, the number of candidates who sit for the practical examination in Dressmaking and Tailoring held by the National Vocational Training Institute in Koforidua has decreased. Tailoring and dressmaking masters and mistresses in Koforidua also worry about a lack of workers to help them achieve their clients' deadlines.

2.1 Traditional Apprenticeship

Traditional traineeship's major strengths include practical alignment, self-regulation, and self-financing. Apprenticeship training, on the other hand, is lengthy and low-paying, with no certification. The 2012 EFA Global Monitoring Report from UNESCO praises countries for supporting master craftsman training, improving trainee working conditions, and guaranteeing that skills may be validated.

Apprenticeship is by far the most important institution for training, according to (Krystyna, -2012), and is primarily performed by persons with junior high school or lower levels of education. According to Krystyna (2012), apprentices account for nearly 25% of working-age Ghanaians and 28% of city dwellers. Krystyna (2012) states that 55 % of those employed were current or former trainees. According to research on Ghana's experience with reforms, standardised skills training has favored young people with higher levels of education (secondary school).

Koforidua Municipality is found of many trainers in the field of dressmaking and tailoring but low number of trainees. The focus of this research is on young people enrolling in dressmaking and tailoring apprenticeship programme.

Research Questions

1. What factors motivate the youth to enroll on the dressmaking/tailoring apprenticeship programme in Koforidua?
2. How are the youth enrolled in dressmaking and tailoring apprenticeship in Koforidua?
3. What are the contractual agreements for enrolling the Youth into dressmaking/tailoring apprenticeship in Koforidua?

3. Methodology

Cross-sectional survey was chosen for the study. This enabled the researchers to investigate the existing conditions concerning enrollment of youth into dressmaking/tailoring apprenticeship training in Koforidua Municipality of the Eastern Region of Ghana. The target population for the study was all trainers who have registered with the Ghana National Tailors and Dressmakers Association (GNTDA) and their apprentices in Koforidua. The researchers employed purposive and simple random sampling for the study.

Researchers, after selecting the registered trainers who met the criteria for selection, assigned numbers to all the trainers and their apprentices. After assigning the numbers to trainers and their apprentices, the researchers randomly mentioned some numbers and those with the mentioned numbers were used to form the sample size of 54 (i.e. 27 trainers and 27 of their apprentices) was obtained. The reason for sampling 27 trainers and 27 of their trainees was that each trainer should be able to give relevant information about trends of enrollment.

This study utilized questionnaire as the data collection instrument to achieve the objectives of the study. The questionnaires included both closed and open-ended items.

4. Results and Discussion

The study inquired into the source of apprentices' information regarding enrollment into dressmaking/tailoring programme. Table 1. shows the sources of information.

Table 1. Sources of Information about Apprenticeship Training

Sources	No.	%
Friends	9	33.4
Parents/Guardians	6	22.2
Clients	5	18.5
Church/Mosque	4	14.8
Signboard	2	7.4
Social media	1	3.7
Total1	27	100

Source: Field work, 2019

In table 1, 33.4% of the apprentices indicated that their source of information was from their friends, 22.2% said their parents/guardians told them about the training, some (18.5%) indicated that clients of trainers told them about the training, 14.8% said that the information about apprenticeship training was announced during their gathering in the Church and Mosque to worship God. 7.4% indicated they saw the advertisement on signboards, while 3.7% of the apprentices indicated they saw the advertisement on social media. The result showed that all the respondents had some form of information prior to their enrollment on apprenticeship training programme. The result is consistent with the findings of Sharpe and Gibson (2005). According to Sharpe and Gibson, most of the youth who enroll in apprenticeship training are usually introduced by their parents.

According to Allen (2015), it is the duty of parents and guardians to provide good education to their wards and ensure they develop into responsible adults. Hence, friends, signboard, Churches/Mosques, clients and social media may be the sources of information for apprentices, parents and guardians who sponsor the apprentices may be the main decision-makers. The apprentices were very likely not to have financial support and encouragement from their parents if any of them enrolled against their will. Probably, parents were hesitant in recommending garment making apprenticeship training to their children because of the social stigma attached to TVET (Aryeetey *et al.*, 2011). In fact, Anamuah –Mensah (2004) stated that in a study of 87 TVET teachers, none of them wanted their children to study TVET programmes. The TVET programme, though formal, is competency based and similar to skill training in apprenticeship (Stedman, 2011).

4.1 Advertisement by Trainers for Enrollment

The rationale for this data was to find out whether the trainer respondents had been advertising for enrollment into dressmaking/tailoring apprenticeship training programme. The data is presented in Table 2.

Table 2. Advertisement for Enrollment

Category	No	%
Referrals (other trainers)	20	74.0
Media announcement	4	14.8
Graduation ceremonies	3	11.2
Total	27	100

Source: Field work, 2019

Pertaining to the procedure commonly employed by the trainers to enroll apprentices, from Table 2, it was established that majority 74.0% of the apprentices were introduced to their trainers through other trainers. Only 14.8% were linked through announcements in churches, public address systems in their communities and 11.2% through other graduation ceremonies for apprentices in the municipality. For people currently searching for training, it is hard to interface with a business that is hunting down an understudy. This test is intensified by the way that the best advertising for apprenticeships happens through verbal exchange and casual proposals (CAF, 2011b). Together, these issues introduce a negative perspective of the exchanges, depicting them as tedious, unwanted, and hard to understand.

Furthermore, many guardians that have finished apprenticeships do not urge their wards to take after a similar pathway, considering it to be mediocre compared to college, insecure, and offering little probability of professional success (Sharpe & Gibson, 2005). Akpalu (2011) stated that trainers in dressmaking and tailoring advertised enrollment into garment making mainly through garments worn by their clients which are made by them. He asserts that only few trainers advertise for enrollment into dressmaking/tailoring through the media (television, radio, what app etc.), (Akpalu 2011). These confirmed the result why majority of the respondents enrolled onto dressmaking/tailoring apprenticeship training programme through referrals. AIG (2013) recommended the promotion and celebration of the excellence of apprenticeships to create positive attitudes and awareness of enrollment possibilities in young people and the wider community.

4.2 Apprentices’ Level of Interest

The apprentices’ level of interest in apprenticeship training programme are indicated in Figure 1.

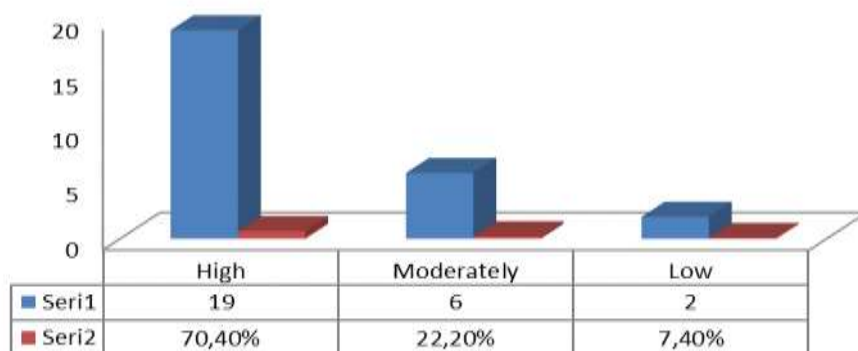


Figure 1. Interest Level of Apprentices in their Training

The study further found that majority 70.4% of the apprentices were much interested in the apprenticeship training, 22.2% were moderately interested, while 7.4% indicated their interest level in their training was low. The minority group of the apprentices explained that they have no passion but were forced to undertake the study by their parents. Hence, their level of interest was low.

The study examined whether the apprentices were advised by people to enroll into dressmaking/tailoring apprenticeship training. The data reveals that 67% were not advised by anybody. Their reason was that they were highly interested in learning the trade and being bosses on their own after completing their training. Thus, in line with Bandura's social cognitive theory which stated that interest and self-belief of the ability to acquire the necessary competences for the job motivate them to enroll into dressmaking or tailoring apprenticeship. These trainees stated further that they had a passion for the job. On the other hand, 33% said they received advice on the benefits and attainable skills after apprenticeship. The result also confirms that of Biney-Aidoo (2006) which opines that the major motivating factor for enrollment into apprenticeship training is the interest of the youth, the hope of being boss on their own after training and passion for the job.

4.3 Reasons for Enrolling onto Apprenticeship Training programme

The rationale for collecting this information was to find out apprentices' reasons for enrolling onto dressmaking/tailoring apprentices training programme. The data is presented in Figure 2.

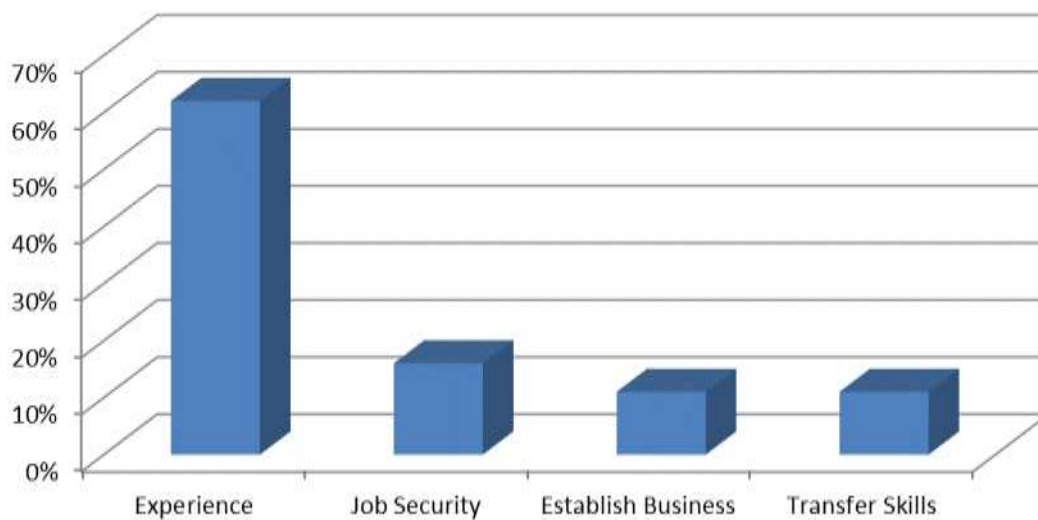


Figure 2. Reasons for Enrolling onto Apprenticeship Training Programme

Regarding the skill training expectations of apprentices during their training period, 62%, indicated they expect to gain valuable work experience and insight into the profession to enable them to work independently after completion. Sixteen percent (12%) indicated they wanted to know how to sew to enable them have job security, 9% said that they wanted to know how to make garments in other to establish their own businesses while 9% indicated that they wanted to know how to cut and sew garments and train others to do same for income in other to be independent in life. The result indicates that most of the respondents expect to gain valuable work experience and insight in the trade to enable them earn a living. Thus, they were motivated to enroll on apprenticeship by the fact that the training offers work experience, job security, would enable them establish their own business and transfer skills to others for a living. This is in line with the findings of (Aryeetey *et al.*, 2011) that most youths enroll in apprenticeship training in order to earn a living. Again Palmer, (2009) found that apprenticeships provide the technical skills needed for paid employment.

Velde *et al.* (1999) expressed that, the nature of informal apprenticeship is sloppy and unstructured. However, Uwameiye and Iyamu (2010) and the African Union (2007) showed that conventional apprenticeship offers the biggest open door for the procurement of employable abilities in the casual part in West Africa, while in Ghana, the casual division represents more than 90% of all aptitudes training. Uwameiye and Iyamu (2010) further uncovered that roadside apprenticeship gives chance to training teenagers who drop out of schools. This helps keep the adolescent occupied and consequently keep them from taking part in social indecencies, such as robbery and drug trafficking.

4.4 Contractual agreements for enrolling the youth into apprenticeship programme

The study investigated the requirements for enrolling the youth into Dressmaking/ Tailoring Apprenticeship in Koforidua. The results are presented in Table 3

Table 3: Contractual Agreements for Enrollment onto Apprenticeship Programme

Requirements	No.	%
Tools and equipment, interest, basic education, training fees and soft drink	18	66.7
Training fees, tools/equipment and soft drink	4	14.8
Basic education, training fees and tools/equipment	3	11.1
Interest, training fees, respectful and tools/equipment	2	7.4
Total	27	100

Source: Field work, 2019

Table 3. shows the general requirements agreements for enrolling the youth into dressmaking/ tailoring apprenticeship in Koforidua. Majority of the trainers (66.7%) indicated that they required the incoming apprentices to have interest in learning the job, pay training fees, provide tools/equipment, provide soft drink and at least have basic education before they could enroll them into the training programme. 14.8% of the respondents said that they required the youths who are willing to enroll into apprenticeship programme to pay training fees, provide tools/equipment and soft drink. Few, 11.1% stated that they expect the incoming apprentices to have basic education, pay training fees and provide tools and equipment to qualify them for enrollment. Only 7.4% indicated that they required the apprentices to have interest in the job, pay training fees, provide tools/equipment to warrant their enrollment.

Breyer (2007) stated that the most common entry requirement for an apprentice is the training fee which is commonly referred to as the commitment fee. Peril (1970) found out that in addition to apprentices' fees, other items such as soft drink, foodstuffs, sheep, schnapps and tools/equipment are required by some trainers prior to enrollment into apprenticeship training. Berik *et al.* (2011) revealed that most apprentices in the Tamale metropolis do not pay commitment fee during the commencement of apprenticeship training due to the financial problem rather they may pay the charge on completion. The situation is however different in the southern sector as Aboagye (2014) found that an entry requirement is that, apprentices are expected to pay a commitment fee to show their readiness to be trained.

4.5 Payment for apprenticeship training

The amount charged as fees for apprenticeship training was investigated with the assumption that higher fees would deter the youth from enrolling into apprenticeship training.

Table 4. Fees Paid for Apprenticeship Training and Mode of Payment

Fees paid (GHS)	No.	%
100-200	3	11.1
201-400	16	59.3
Above 400	3	11.1
No idea	5	18.5
Total		100

Source: Field work, 2019

The cost of training had been an essential aspect of the apprenticeship training formalities. The result as presented in Table 4. shows that 59.3% indicated the apprentices were charged between GHS 201-400, while 18.5% had no idea about the payment since the payments were done by their parents or sponsors, and 11.1% indicated they were charged between GHS 100-200. Only 11.1% indicated they paid more than GHS 400 for the

whole period of 3 years. This shows that 22 of them paid fees while five (5) indicated that, the amounts were not known to them.

Peil (1970) and McLaughlin (1979) hold the opinion that the amount an apprentice paid for training depended upon the complexity of the trade, the social status of the trainer and the value of the apprentice's labour to the trainer. Thus, Peil argued that the smallness of apprentice fees was intended to compensate for the long period the Master benefited from the apprentice's labour. International Labour Organization (1988) report indicates that some apprentices pay for their training while others work for their trainers without wages to offset any training fees. The report also indicated that some apprentices have access to boarding and lodging facilities and equipment in exchange for their services to their trainers.

Boehm (1995) posit that a few understudies pay for their preparation while others prepare to let go of their wages for the work, they do in lieu of installment for training. Different understudies who are blessed get free boarding and cabin or some pocket cash or incidental rewards. These could explain the reasons of the 18.5% apprentices who said they had no idea about any fee payment. According to Sharpe and Gibson (2005), many students see beginning an apprenticeship as genuine money related hazard. The expenses of training incorporate educational cost, instrument costs, bring down beginning wages than in different vocations, and the loss of wages amid piece discharge periods. Despite the fact that gifts are accessible in a few wards, it is regular for apprentices to spend so much in the initial enrollment into the apprenticeships training programme. Resultantly, understudies may come to see the expenses of apprenticeship as exceeding the advantages of getting the training. These expenses could deter the youth from enrolling onto dressmaking/tailoring apprenticeship programme.

Regarding the mode of payment by those who paid fees, 70.4% indicated they paid in monthly installment for the period of one year while the remaining 29.6% indicated they made full payment at the beginning of the training. This is an indication that the majority of trainers of the apprentices collected fees by monthly installment payments for the training. Again, the duration of the training was largely between 2-3 years. Approximately 52% of the respondents indicated that the duration of their training was within a period of 2-3 years while 48.1% indicated that their duration was precisely 3 years.

In a related study of informal training sectors in Africa in 1985, the I.L.O. concluded that apprenticeships lasted between three to seven years depending upon the complexity of the trade. Tailoring apprenticeship according to International Labour Organization (1985) took two to three years. Thus, the findings of this study fall in line with ILO (1985) duration of apprenticeship training in garment making. Frazer (2006) stated that the length of apprenticeship training programmes in Ghana is around three years by and large amid which an apprentice takes in an exchange, for example, dressmaking/fitting, metal-working or carpentry from an ace of that exchange.

Calaway (1968) stated that the duration of apprenticeship had a significant effect on the performance of the apprentice and the services rendered to the trainer. When training is prolonged, the apprentice learns more skills and gains more experience to render good services to the trainer. Similarly, Calaway and Adewale (1979) observed in different studies that most of the Master craftsmen delayed the apprentices beyond the time originally agreed upon in order to continue to take advantage of their free services. Three of the apprentices (11.1%) revealed that their trainers deliberately hid techniques from them so as to extend their apprenticeship unnecessarily and take advantage of their service.

Abban and Quarshie (1993) observed that apprenticeship training is in stages. As indicated by the researchers, the procedure starts with a stage where the learner is trained on the most proficient method to perform modest jobs. For example, cleaning the workshop or running errands for the ace and seniors. The following stage comprises becoming more acquainted with all devices, hardware, and materials required for the training. These include realizing what constitutes suitable devices for each activity, the materials, the fixings and the extra parts for the activity. The idea of the preparation is area particular and frequently item particular. Apprentices may figure out how to make or repair just a single thing at any given moment (Frazer, 2006). They additionally learn exchange related aptitudes, for example, how to deal with devices and repair machines and additionally broad business administration aptitudes like sourcing, estimating, and contracting. Aptitudes exchange happens predominantly by watching and impersonating (Johanson & Adams, 2004). In this way, abilities, learning, and dispositions are transmitted through perception, impersonation and at work understanding. In respect of formal professional training, apprenticeships are substantially more adaptable. Trainees, likewise have more applicable aptitudes since they do hands-on fill in rather than classroom training, an element that separates the casual apprenticeship framework from the formal apprenticeship or professional training.

5. Conclusions

The study concluded that trainees have the expectation of job security in future. That is trainees will be able to setup their own businesses or become entrepreneurs. Creating businesses will bring more youth into the garment industry which can help to reduce high unemployment rate in Ghana.

Another conclusion is that payment of money and items such as drinks, tools and equipment has been a challenge for parents to send their wards for apprenticeship training. This indicate that only those who can afford to pay can be enroll on the dressmaking / tailoring apprenticeship and this has affected enrollment into the apprenticeship training.

One other conclusion is that there is no structured form of advertising the dressmaking/tailoring apprenticeship training. Advertisement is done through churches, graduation ceremonies, media and trainers themselves for enrollment. The National Youth Employment Agency should have a regular seminar on the need for apprenticeship training in dressmaking/tailoring.

Finally, it can be concluded that, enrollment of the youth into dressmaking/tailoring apprenticeship training is a key to preparing the youth to work in the garment industry as artisans to sustain the industry and increase revenue on garment export and also reduce the large population of unemployed youth in Ghana. Enrolment into apprenticeship training has over the years reduced. The informal apprenticeship training is not properly structured and characterized by several challenges resulting in the low attractiveness of the industry to the youth. Dressmaking and Tailoring have spanned the contributions of the informal economy to national development, opportunities for job creations, a potential for revenue mobilization.

References

- Abban, C., & Quarshie, J. (1993). Integrated skills upgrading for self-employment (NACVET). The case of Ghana. *ILO Expert consultation on training for selfemployment through VTIs, Turin, ILO*.
- Adewale, A. J. (1979). Safety Evaluation of Mechanical Equipment In Construction Industries. *Villanova Journal of Science, Technology and Management, 1*(1).
- African Union. Commission. (2006). *African common position on the review of the Millennium Declaration and the Millennium Development goals*. African Union.
- African Union (2007). Strategy to revitalize technical and vocational education and training (TVET) in Africa. In *Meeting of the Bureau of the Conference of Ministers of Education of the African Union (COMEDAF II+)* (pp. 29-31).
- Akpalu, W. (2011). Fisher skills and compliance with effort-limiting fishing regulations in a developing country: The case of Ghana. *International Journal of Social Economics, 38*(8), 666-675.
- Allen, M. (2015). Apprenticeships in England: impoverished but laddered. *ICERES: Institute for Construction Economic Research, 1*-38.
- Anamuah-Mensah, J. (2014). Information communication technology-driven education for sustainable human development: Challenges and prospects. In *Keynote Address at the 65th Annual New Year School and Conference*.
- Arnold, D., & Bongiovi, J. R. (2010). Precarious, informalizing, and flexible work: Transforming concepts and understandings. *American Behavioral Scientist, 57*(3), 289-308.
- Berik, G., & Gaddis, E. (2011). The Utah Genuine Progress Indicator (GPI), 1990 to 2007: A Report to the People of Utah. *Utah Population and Environment Coalition*.
- Biney-Aidoo, V., Anyiaye, E., & Oppong, J. A. (2006). An assessment of the Apprenticeship System as a means of acquiring Sewing skills in Ghana. *Developing countries studies, 3*(11),2224-2230.
- Boehm, U. (1995). Human Resource Development in Africa Small-and Micro-Enterprises: the role of Apprenticeship. *African Development Perspectives yearbook,5*.
- Calaway, W. T. (1968). The metazoa of waste treatment processes-rotifers. *Journal (Water Pollution Control Federation), R412-R422*.
- CAF (2011). Global Economic Governance and the Development Practices: <https://books.google.com.gh/books>.
- Fox, L., & Gaal, M. (2008). Working out of Poverty: Job Creation and the Quality of Growth in Africa (Washington, DC: World Bank).
- Frazer, G. (2006). Learning the master's trade: apprenticeship and human capital in Ghana. *Journal of Development Economics, 81*(2), 259-298.

- International Labour Organization. (1985). *ILO Declaration on Fundamental Principles and Rights at Work and Its Follow-Up: Adopted by the International Labour Conference at Its 86th Session, Geneva, 18 June 1998*. International Labour Organization
- International Labour Organization. (2007). *ILO Declaration on Fundamental Principles and Rights at Work and Its Follow-Up: Adopted by the International Labour Conference at Its 86th Session, Geneva, 18 June 1998*. International Labour Organization.
- International Labour Organization. (2012). *ILO Declaration on Fundamental Principles and Rights at Work and Its Follow-Up: Adopted by the International Labour Conference at Its 86th Session, Geneva, 18 June 1998*. International Labour Organization.
- International labour organization (1988). Workman's Compensation (Calculation of Compensation). Instrument (No. 137 of 1988). Ghana
- Johnson, T. J., Brown, R. L., Adams, D. E., & Schiefer, M. (2004). Distributed structural health monitoring with a smart sensor array. *Mechanical Systems and Signal Processing*, 18(3), 555-572
- Krystyna S. (2012). Traditional Apprenticeship in Ghana and Senegal: Skills Development for Youth for the Informal Sector. *Journal of International Cooperation in Education*, 15(2), 93 -105.
- Mclaughlin, S. D. (1979). "S. D. "The Wayside Mechanic. An Analysis of Skill Acquisition in Ghana" Centre for International Education, University of Massachusetts, USA.
- Peril, M. (1970). The apprenticeship system in Accra. *Africa*, 40(2), 137-150.
- Sharp, O., & Gibson, V. (2005). Contemporary A pprenticeship: International Perspective on an Apprenticeship. [hhps://books.google.com.gh/books](https://books.google.com.gh/books)
- Steedman, H., Gospel, H., & Ryan, P. (1998). Apprenticeship: A Strategy for Growth.
- Steedman, M., & Baldridge, J. (2011). Combinatory categorial grammar. *Non-Transformational Syntax: Formal and explicit models of grammar*, 181-224.
- Uwarneiye, R., & Lyamu, O. S. (2010). "Training methodology used by the Nigerian indigenous apprenticeship system". http://www.iiz-dvv.de/index.php?article_id=402&clang=1
- Velde, C., Cooper, T. J., Hsrrington, S., & Maller, E. (1999). "Vocational Educator's Perspectives of Workplace Learning", A case study on Senior Education. *Journal of Vocational Education and Training* 51(1), 39-60

