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# Adapt and Adopt: Developing Hausa Apprenticeship Framework

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## Abstract

It has been a strategic policy worldwide of bridging the gap between the proportion of youth seeking employment and the limited opportunities available. Youth are usually stuck in this recurring cycle of economic and social hardship that put constraints on their overall future potentials. The issue of youth unemployment is even more alarming in Kano state as it is battling with serious social vices in youth; from thuggery 'yan daba', phone snatchers, and drug addicts. Despite polices and agencies created by the government to promote economic prosperity among youth, most of the solutions have suffered from poor implementation and management. Notwithstanding, several researches have indicated that Igbo apprenticeship model has served as a panacea since despite the region's socio-economic and political constraints. Hence, this research is aimed at developing a proposed framework to help develop a Modern Hausa Apprenticeship that could boost the effectiveness of entrepreneurship development in Kano and help in curbing youth unemployment and social vices. Eventually, the proposed apprenticeship framework could provide a holistic approach in harnessing the synergy between key stakeholders in the society; government, community, and industry (businesses) in tackling the issues of youth restiveness and could equally serve as an effective business development tool as well as avenue for apprenticeship program for youth in Kano.

**Key words**: Entrepreneurship, Apprenticeship, Youth Unemployment, Kano

## 1. Introduction

All nations, particularly those with developing or less-developed economies, share the universal challenge of striving for economic growth and advancement for its people. Though, real national progress is fundamentally contingent upon the collective economic wellbeing of the individual citizens within that society which depends on indices such as unemployment and the proportion

of the population living below the poverty threshold (Agama & Ohajionu, 2021). Equally, it has been a strategic policy worldwide of bridging the gap between the proportion of youth seeking employment and the limited opportunities. Disadvantaged group are usually stuck in this recurring cycle of economic and social hardship that put constraints on their overall future potentials. This case sounds more worrisome particularly in fragile, conflict-affected, and violent contexts which can drive the youth towards crime, violence, and radicalization (Ogbujah, 2022).

Thus, this forms the reason governments around the world have strategically approached the issue of youth unemployment by deploying mechanisms such as apprenticeship. From European nations such as Germany, Switzerland, and even to the United States, the apprenticeship system has been increasingly gaining recognition as a feasible substitute to conventional higher education. Through this, governments aim to champion these models to cultivate talent and resolve skill gaps in vital economic areas. Even in the sub-Saharan African context, apprenticeship as an informal process deeply woven into the social and cultural fabric of communities proves to be essential drivers for developing expertise, fostering employment, and mitigating poverty (Akpan, 2025). Ogbujah (2022) further stated that the contrasting economic progress of Southeast Asia and sub-Saharan Africa's developmental failure cannot be explained fully on pure economic ground. Rather, an additional line of inquiry that merits serious attention is the relationship between cultural values and economic development.

Meanwhile, the repercussion of this youth unemployment is even more pronounced in conflict prone zones places of Northern Nigeria that is battling with socials vices; from thuggery 'yan daba', phone snatchers, drug addicts, banditry etc. especially in Kano, the commercial hub of Northern Nigeria. Thus, Olawale and Usman, (2023) lamented that high rate of unemployment among youth contributes immensely to socially undesirable behaviours such as crime and drug abuse in Kano. In the same vein, researches have reinforced that among vital elements significantly contributing to unemployment of youth in Nigeria are skills mismatch, and limited investment capital (NBS, 2022); which Yakasai (2025) confirmed that key predictors to youth unemployment in Kano, include limited vocational skills, skills mismatch, limited government policy, lack of access to capital.

More so, Ukwueze (2021) pointed out specifically that among the studied factors noted for business success in businesses is the model of apprenticeship training most especially among Igbos. Ekekwe, (2021) also asserted that apprenticeship serves as a foundational pillar of Nigeria's social and economic structure, particularly within the Igbo, Yoruba, and Hausa ethnic groups. But, it is acclaimed no tribe in Nigeria does it better in apprenticeship than the Igbos. Particularly, Ogbujah (2022) claimed that the remarkable Igbo apprenticeship model has been a panacea since despite the region's socio-economic and political constraints, Igbo people continue to demonstrate resilience and success across multiple development indicators. This statement was corroborated by Olabisi and Adesola (2025) on their applause of Indigenous Apprenticeship Systems (IAS) which has continually proves to be a major driver for skills acquisitions, promoting entrepreneurship development, and opened up avenues to source of livelihoods for youth.

Notwithstanding, scholars such as Sabiu, Sarwar, Manzoor, and Bashir (2024) have stressed on the socio-economic development of Hausa people in Northern Nigeria who remain an integral part of the Nigerian nation, and are the largest ethnicity of the country in order to achieve optimal economic development of the nation. Yet, there has been laxity on the part of successive governments in Kano in taking a constructive approach in tackling the issues of youth unemployment through the mechanism of boosting apprenticeship program as well boosting entrepreneurial development of Hausas in Kano.

Therefore, this paper looks at how the Hausa people grappling with the menaces of insecurity, joblessness of teeming youth and their social vices could adopt the apprenticeship model in order to tackle the issue in Kano.

## 2. Statement of Problem

Nigeria's population is growing at 2.6% annually, positioning it to be the world's third largest country by 2050. However, this growth is strained by severe youth unemployment and poverty, which are directly linked to the country's high rates of crime, including robbery and insurgency. Hence, scholars have urged that in order to address these crises, Nigeria must urgently reform and enhance its entrepreneurship development programs through alternative, more effective methods (Agama & Ohajionu, 2021). Particularly, this plays a very significant role in poverty ridden and conflicts stricken places as in the case of northern Nigeria (Hausa land). Despite polices and

agencies created by the federal government to promote economic prosperity among youth such as the Youth Enterprise with Innovation in Nigeria (YouWin); National Directorate of Employment (NDE); Open Apprenticeship Programme (OAP); political instability and security threats in the country had further weakened most of the solutions proposed. Equally, the policies have also suffered from poor implementation and management (Onu, 2021). Similarly, Yakasai, (2025) affirms that youth unemployment in Kano has been deeply rooted due to regular ineffective and inefficient government policies designed

Equally, evidences abound on serious governments around the globe that had shown solid concerns to salvage the menace of youth restlessness through entrepreneurial developmental programs like apprenticeship (Crawford et al. 2021; Ogbujah, 2022). However, the government of Kano state has only shown laxity in availing such initiatives in tackling the issues. Though, initiatives such as Kano State Youth Policy (2023-2027) that is programmed to boost youth skills acquisition and engagement in sustainable development have been formed. Yet, such initiatives were seen not to have addressed much in the society as its effectiveness were questioned (Abdullahi et al, 2024). Equally, Garba et al, (2023) highlighted a gap of mismatch between training scheme and market required skills that have crippled the intended benefit of the programs.

Furthermore, previous studies have demonstrated that traditional entrepreneurship training approaches, particularly those grounded in apprenticeship systems, achieve considerably higher success rates (Obunike, 2016; Onu, 2021). Scholars such as Ekekwe, (2021) had asserted that apprenticeship serves as a foundational pillar of Nigeria's social and economic structure, particularly within the Igbo, Yoruba, and Hausa ethnic groups. But, it is acclaimed no tribe in Nigeria does it better in apprenticeship than the Igbos. Particularly, Ogbujah (2022) claimed that the remarkable Igbo apprenticeship model has been a panacea since despite the region's socio-economic and political constraints. Olabisi and Adesola (2025) equally applauded the Indigenous Apprenticeship Systems (IAS) which has continually proven to be a major driver for skills acquisitions, promoting entrepreneurship development, and opened up avenues to source of livelihoods for youth.

However, there is dearth of effective policy created to have incorporated apprenticeship in the development of Hausa economic development despite calls by researchers. Crawford et al. (2021)'s Mafita apprenticeship program in Kano had already recommended that institutional initiatives should incorporate models that have excelled or have higher tendency in achieving effectiveness and delivering positive impacts. Similarly, Ukwueze, (2021) clamoured for a well organised program that centers around propagating apprenticeship as the mechanism towards boosting youth employability with key stakeholders involvement in the society, agencies and governments in order to institutionalise apprenticeship in both formal and informal sector in Nigeria. Eventually, Yakasai, (2025) had suggested that multi-pronged strategies that focused on skills development, access to capital, institutional revamp, and policy reinforcement are needed in addressing youth unemployment in Kano. Yet, there were no serious efforts seen from the government in integrating this initiative as per suggested by scholars.

Hence, this research seeks to bridge a practical evidence gap in youth entrepreneurship development in Kano state by adapting and integrating the rudiments of Igbo Apprenticeship System (IAS) to develop a Modern Hausa Apprenticeship Framework suitable for entrepreneurship development of Hausas in Kano.

## 3. Aims and objectives of the study

The overall objective of this paper is to provide a proposed framework to help develop a Modern Hausa Apprenticeship model that could boost the effectiveness of entrepreneurship development in Kano.

## 1. Literature review

### Indigenous Apprenticeship Systems (IAS)

Indigenous Apprenticeship Systems (IAS) are traditionally designed business incubation training through which young individuals learn vocational skills, business practices, and cultural values under the guidance of experienced artisans, traders, or craft specialists. Unlike formal Technical and Vocational Education and Training (TVET) programs, IAS operates through informal social structures, family networks, and community norms rather than government-regulated certification processes (ILO, 2025; Olabis & Adesola, 2025). In Nigeria, the Igbo '*Igba bo'* apprenticeship model is the most extensively studied example of this system. However, similar apprenticeship

traditions are also well established among the Yoruba through the '*ọmọ-ọ̀nà'* system and among the Hausa through the '*yaron shago'* system (Eze, 2024; Olabis & Adesola, 2025).

The Apprenticeship System represents a deeply rooted cultural framework in which an established entrepreneur mentors a young trainee, guided by traditional social norms of trust and mutual obligation (Eze, 2024). The Igbo Apprenticeship System (IAS) is a localized business incubation framework established and utilized by the Igbo people of Nigeria. It serves as a traditional, community-based model designed specifically for the generation of employment and the accumulation of wealth. In essence, The IAS functions essentially as a business incubation framework where an apprentice receives long-term mentorship from a successful entrepreneur. Upon the conclusion of this period, the master is socially and morally bound to facilitate the apprentice graduate's entry into the industry by providing necessary startup resources (Kanu, 2019).

Practically, in the Igbo apprenticeship model, apprentices leave their parents / family to live under the care and supervision of the master. The apprentice is often closely related to the master (Ukwueze, 2021). This informal arrangement typically lasts between four and seven years and is governed by a verbal agreement between the *Oga* (master), the *Nwaboyi* (apprentice), and the apprentice's family (Akpan, 2025) or 2-3 years on the average (Ukwueze, 2021) or typically spanning five to eight years (Kanu, 2019). The system concludes with a "settlement," where the *Oga* provides startup capital, covers shop rent for up to three years, or supplies initial inventory (Onu, Anoruoh, Ukonu, & Agu, 2023; Akpan, 2025; Olabisi & Adesola, 2025).

At the end of the apprenticeship they are compensated with a take-off fund which they use for shop rent, goods, equipment (if needed) and in some cases, accommodation for a given period of time. This does not in any way present collaboration with the master despite being a competitor (Ukwueze, 2021). Beyond this, the graduate often receives credit lines for goods, a practice that has been instrumental in the proliferation of small and medium-scale enterprises (SMEs) and the distribution of wealth across Nigeria (Akpan, 2025). Similarly, the Hausa traders' apprenticeship model often emphasizes family and communal ties, which may restrict participation by non-Hausa individuals and pose integration challenges in ethnically diverse settings (Aliyu, 2018).

This training occurs within active commercial hubs, such as workshops and markets, enabling learners to master technical crafts alongside nuanced trade secrets, networking, and client management. At the conclusion of their tenure, graduates typically receive "settlement" capital to launch their own firms, thereby sustaining a continuous loop of economic mobility and entrepreneurial growth (Onu et al., 2023; Olabisi & Adesola, 2025). These apprentices are often young men from the master's own community who receive a practical, hands-on business education. For decades, this model has served as a successful vehicle for entrepreneurial development and economic empowerment within the Igbo community (Agama & Ohajionu, 2021). The overall objective is for the trainee to acquire and perfect the expertise necessary to launch their own independent commercial venture (Ogbujah, 2022).

Hence, Ekekwe, (2021) posited that the Igbo Apprenticeship is widely recognized as the most extensive business incubation model globally (Ekekwe, 2021) as it is also regarded by scholars as the ideal mechanism for driving enterprise and business development (Onu, 2021). Though, adapting the system among other non-Igbo tribes (like Hausa) raises concerns about cultural embedment, degree of mentorship, and access to resources (Eze, 2020). However, the Hausa apprenticeship if any was faulted at several angles for its weakness. Akpan (2025) submitted that unlike the Igbo apprenticeship which stresses more entrepreneurial proficiency coupled with settlement at the end of the program, the Hausa system often commit the apprentices into the enterprise as recruits for long-term engagement on salaries rather than business capital settlement (Abba & Ushie, 2020). This equally collides with Olabisi and Adesola's (2025) assessments of apprenticeship practices among traders in Nigeria which lamented on key issues bordering on exploitative practices, and system void of certification which could undermine the long-term effectiveness of the program.

**Modus Operandi of the Apprenticeship Model**

The IAS model (Figure 1) operates in a sequential processes which follow these three broad phases as outlined: adoption phase, incubation phase, and lastly, settlement phase (Agama & Ohajionu, 2021). When these sequential processes are properly followed, the apprentice will have an established business (See figure 2).

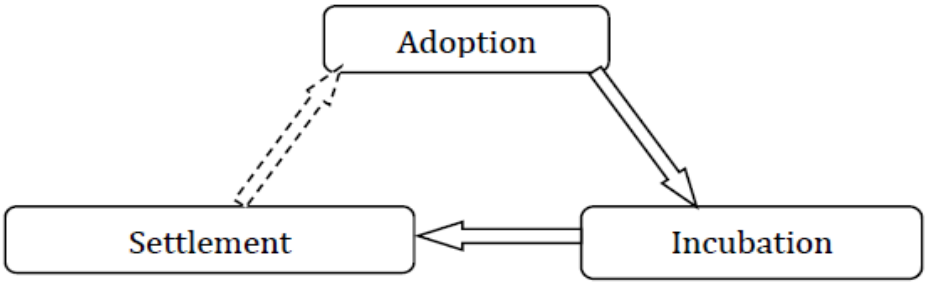



*Figure 1 Sequential Processes in IAS Model (Agama & Ohajionu, 2021).*

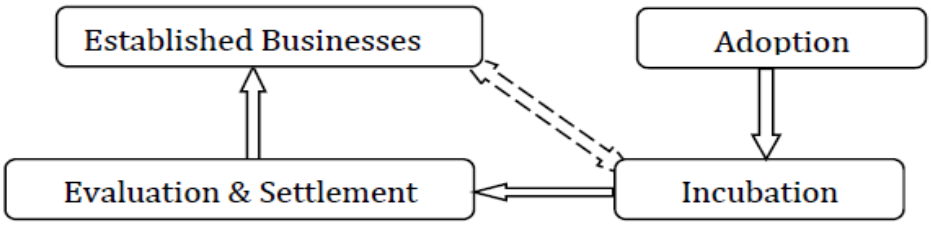



*Figure 2 Generic ISA Model*

**First Phase: Adoption**

The initial phase of the apprenticeship involves the selection of the trainee and their formal introduction to the mentor's commercial operations. Typically, an established entrepreneur returns to his ancestral community to identify a young male relative to mentor in his business. This process begins with a formal request to the child's parents, who must grant their consent. The resulting agreement is established in principle, specifying the duration of the service without the use of written contracts or legal documentation. Once recruited, the apprentice relocates to the master's home, where his basic needs for food and housing are met, and he begins his practical orientation regarding his daily responsibilities within the business (Agama & Ohajionu, 2021).

**Second Phase: Incubation**

In this phase, the master delivers practical business training and mentorship through direct involvement in daily operations. Training typically starts with simple responsibilities, and as the apprentice demonstrates competence, complex tasks are assigned. The entire process is largely grounded in experiential learning, with knowledge and skills acquired through continuous practice and observation. Through this approach, apprentices are gradually exposed to the realities of entrepreneurship and prepared for the challenges of the competitive business environment (Agama & Ohajionu, 2021).

In some instances, a master may establish a new branch and entrust its management to the apprentice. While this expansion benefits the master by increasing business growth and profitability, it also provides the apprentice with valuable opportunities to opt for self-independence, strengthen entrepreneurial self-efficacy with mindset, and develop essential managerial and leadership skills necessary for future success. The training period generally lasts between five and eight years, depending on the type of business and the apprentice's capacity to learn and adapt (Agama & Ohajionu, 2021).

**Third Phase: Settlement**

At the end of the apprenticeship period, the master is expected to "settle" the apprentice. In this context, settlement refers to the provision of start-up capital and other forms of assistance necessary for the apprentice to establish an independent business. Although there is usually no predetermined amount agreed upon, the master is generally expected to provide sufficient financial support to enable the apprentice to begin operating successfully within the same line of trade. Beyond financial assistance, the master may also offer additional support, such as transferring part of his customer base or market share, covering accommodation expenses for a period of up to two years, and granting access to established business networks and contacts. These forms of support are intended to reduce the difficulties associated with starting a new venture and to improve the apprentice's chances of long-term survival and success (Agama & Ohajionu, 2021).

The settlement process is often marked by a ceremonial event that signifies the successful completion of the apprenticeship and the apprentice's transition into an independent entrepreneur. Once the newly settled apprentice has become established in business, he is expected to return to his community and take on an apprentice of his own, thereby perpetuating the cycle of the

apprenticeship system. At the same time, as one apprentice approaches graduation, the master typically recruits another apprentice to begin learning the trade and eventually fill the role vacated by the departing apprentice (Agama & Ohajionu, 2021).

Even though the Igbo Apprenticeship System (IAS) appears highly effective, it is not immune to the vulnerabilities inherent in informal human arrangements. Due to its unstructured nature and the lack of legally binding contracts, some individuals have exploited the system for personal gain. Ogbujah (2022) notes that certain "Ogas" (masters) may level false accusations against apprentices shortly before their graduation to avoid fulfilling their financial "settlement" obligations. Conversely, there have been instances where trainees have defrauded their mentors, occasionally leading to the ruin of established enterprises. If refined and strengthened, the IAS could serve as a powerful catalyst for broader economic growth (Ogbujah, 2022). Hence, to intercept that issue, a moderator phase is added in the case of Hausa entrepreneurship model (figure 3), another phase is proposed which is called 'Institutional Support'.

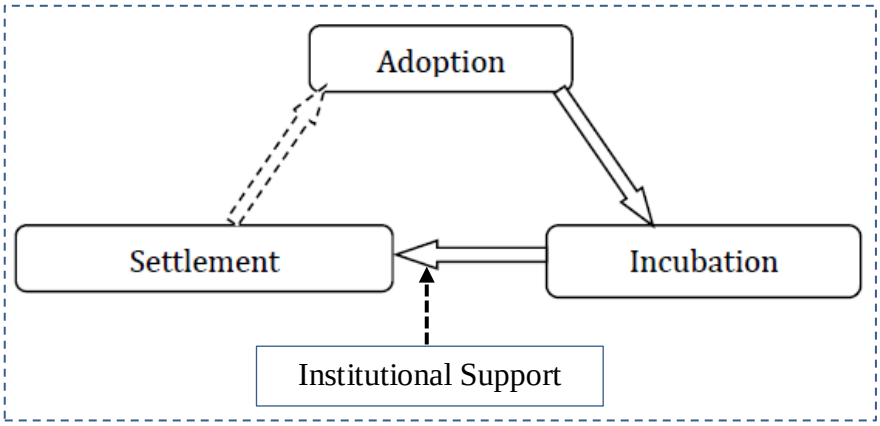



*Figure 3 Moderator Phase: Institutional Support*

## Review of Empirical Literature

Cho et al. (2013) study examined youth apprenticeship initiative in Malawi and found that while the program enhanced the subjective well-being of the male participants, it failed to produce measurable improvements in employment or income for either gender four months post-completion. Though, the researchers pointed out that the program's lack of economic success was likely linked to high abscondment rates, which were worsened by a significant administrative error during the initial enrollment phase. Similarly, Hardy et al. (2019) investigated the outcomes of a

state-funded apprenticeship initiative aimed at curbing youth unemployment in Ghana. The research found that the quality of the trainer is a decisive factor; apprentices paired with the most experienced or commercially successful providers achieved significantly higher earnings.

In Nigerian context, using focus group discussions and case studies, Adegbite (2012) conducted a qualitative analysis of Hausa traders and their apprentices in Kano. The research revealed that the trading community is overwhelmingly male with an average age of 40 and generally low formal education. Meanwhile, Ekesiobi and Dimnwobi (2020) conducted an empirical assessment of the Igbo Entrepreneurship Model (IEM) to measure its effect on business performance. Their findings revealed that those trained within the IEM framework achieved significantly higher rates of business growth and survival, alongside improved access to informal and trade credit. Furthermore, utilizing a qualitative case study approach, Onu (2021) investigated how integrating cognitive and experiential learning frameworks could contribute to long-term business viability. The research concludes that a strong positive correlation exists between effective indigenous entrepreneurship practices and the overall sustainability of MSMEs.

Equally, Akpan (2025) conducted an evaluation of apprenticeship frameworks among Igbo, Hausa, and Yoruba traders in Uyo through purposive and snowball sampling. The study revealed distinct ethnic approaches to compensation: while 84.2% of Igbo mentors provided a terminal "settlement" instead of regular pay, 91.7% of Yoruba mentors paid monthly stipends, and Hausa practitioners utilized a hybrid of both. The study concludes that although the system is vital for youth empowerment, its long-term viability requires formalization, standardized certification, and initiatives to improve gender inclusivity and mentor training. However, Olabisi and Adesola (2025) investigated the impact of Indigenous Apprenticeship System (IAS) on graduates' livelihood in Lagos using a mixed-methods approach. The study concludes that business success in these systems is directly linked to higher standards of living, positioning IAS as an essential, empirically validated alternative to formal technical education that warrants greater policy support.

From the review of literature, it was found there is an existing gap of an entrepreneurship apprenticeship model specifically designed to cater for Hausa entrepreneurs and equally, previous literature has highlighted the significant role of moderating effect of institutional support in boosting youth entrepreneurial success and development.

Among the gaps identified may include these weaknesses as regard to apprenticeship system of the Hausas as highlighted by scholars. For instance, Olabisi and Adesola, (2025) had mentioned that at the conclusion of the apprenticeship tenure, graduates typically receive "settlement" capital to launch their own firms, thereby sustaining a continuous loop of economic mobility and entrepreneurial growth. Equally, as Ukwueze, (2021) posited that the apprentices are compensated with a take-off fund which they use for shop rent, goods, equipment (if needed) and in some cases, accommodation for a given period of time and are usually presented with a certificate. This shows that the Igbo program is tending to be a more formal process since certificate is even issued, unlike in the case of Hausa apprenticeship, just as Onu (2021) posited that apprenticeship contracts are not formalised and called for existing models of apprenticeship to be formalised formalised in order to draw up regulatory framework guiding the programme. Similarly, Akpan (2025) noted another weakness that the Hausa traders' apprenticeship often emphasizes family and communal ties, which may restrict participation by non-Hausa individuals and pose integration challenges in ethnically diverse settings. Hence, this may also limit opportunities for expansion of the program to the teeming outside's one's immediate family or community links. Therefore, this necessitates the inevitable role of institutions support in form of incorporating government agencies, community leaders and market associations in the state so as to bolster up the development of an effective modern Hausa apprenticeship framework.

**Theoretical Framework**

The theoretical foundation of this research is anchored on three key theories: the Experiential Learning Theory (ELT) proposed by David Kolb, (1984); Human Capital Theory, developed by Becker (1964) and Social Learning Theory (SLT) proposed by Bandura, (1977).

The Experiential Learning Theory (ELT) proposed by David Kolb (1984) offers a useful framework for understanding the effectiveness of apprenticeship as a mechanism for entrepreneurial development. Kolb (1984) emphasizes that experience is central to the learning process, arguing that knowledge is created through the transformation of experience. From this perspective, learning is viewed not as a static outcome but as a continuous process through which individuals convert experiences into meaningful knowledge and skills (Corbett, 2005). Further, ELT maintains that ideas are continuously shaped, modified, and refined through lived experiences (Kolb, 1984).

The Kolb's model consists of four interrelated stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. According to the theory, effective learning occurs when individuals engage in all stages of the cycle, although entry into the cycle may occur at any point. The relevance of this framework to the present study lies in its recognition of apprenticeship as a practical and experience-based learning process through which entrepreneurial knowledge and competencies are acquired and continuously refined (Onu, 2021). Though apprenticeship aligns most closely with the Active Experimentation (AE) model. Active experimentation emphasizes learning through action and direct engagement with the subject matter, which mirrors the core approach of apprenticeship. By encouraging learners to actively participate and test ideas in real-world contexts, apprenticeship promotes a hands-on, practical learning process focused on understanding what works in practice (Agama & Ohajionu, 2021).

In addition, the research draws on Human Capital Theory (Becker, 1964), which explains how investments in education, training, and skill acquisition enhance individuals' productivity and earning capacity. The theory conceptualizes knowledge, skills, and competencies as forms of capital that generate long-term economic returns, similar to physical and financial assets. From this viewpoint, apprenticeship serves as a valuable investment in human capital by equipping individuals with practical skills and business knowledge that contribute to improved economic outcomes (Omede, 2023).

Similarly, the research is also informed by Social Learning Theory (Bandura, 1977), which posits that people acquire new knowledge, skills, and behaviours through observation, imitation, and interaction with others. Rather than relying solely on direct reinforcement, the theory highlights the significance of social environments and role models in the learning process. Learning occurs through four primary mechanisms: attention to observed behaviour, retention of the information, reproduction of the behaviour, and motivation to continue practicing it. Within apprenticeship settings, masters serve as role models whose actions and business practices are observed and replicated by apprentices (Eze, 2024).

## 5. Methodology

5.1 Research Design: In this study, the authors adopted a qualitative conceptual research design through a framework development approach to propose a Modern Hausa Apprenticeship Framework (MHAF). The principles of Design Science Research (DSR), which centres on developing practical artefacts capable of addressing recognised organizational or societal problems through systematic knowledge synthesis, guided the study. Contextually, the proposed framework in this study constitutes the research artefact intended to improve entrepreneurship development through a structured apprenticeship model suitable for the Hausa socio-cultural context.

5.2 Data Collection: In terms of data collection method, the study relied solely on secondary data obtained from peer-reviewed journal articles, books, reports of international organisation, policy documents, and empirical studies on indigenous apprenticeship systems, business incubation entrepreneurship development, institutional support mechanisms, and youth employment. The authors choose literature specifically according to its relevance to the study's objectives, with specific emphasis on previous studies that examine the operational mechanisms of the Igbo Apprenticeship System (IAS), Hausa apprenticeship practices, and successful apprenticeship models in both developed and developing economies.

5.3 Data Analysis: For the purpose of data analysis, the study uses thematic content analysis where relevant literature was systematically reviewed to identify recurring themes and critical success factors (CSFs) behind successful apprenticeship systems. As a result, the analysis produced six major design dimensions: institutional support, recruitment procedures, apprenticeship tenure, remuneration structure, monitoring and evaluation, and post-training settlement mechanisms. These dimensions became the analytical variables for the comparison of the Igbo Apprenticeship System with the traditional Hausa apprenticeship model.

Following the thematic analysis, a comparative gap analysis was conducted which helps discover the most salient structural deficiencies within the traditional Hausa apprenticeship system. These deficiencies include the absence of formal institutional coordination, inadequate monitoring mechanisms, lack of standardized certification, and weak post-apprenticeship business settlement arrangements. The identified gaps furnish the basis for adapting relevant components of the Igbo Apprenticeship System while considering the socio-cultural and institutional realities of Hausa communities in Kano State.

Moreover, the study's framework development followed an adopt-and-adapt procedure. For this purpose, successful practices identified in the Igbo Apprenticeship System were assessed against the contextual requirements of the Hausa entrepreneurial environment and later reformed to warrant cultural compatibility, institutional feasibility, and operational sustainability. Instead of directly reproducing the Igbo model, the study's proposed framework integrates indigenous Hausa apprenticeship traditions with institutional governance mechanisms and internationally recognised apprenticeship practices to produce a context-specific entrepreneurial development framework.

5.4 Framework's Validation: As well, the conceptual validity of the proposed framework was reinforced via methodological triangulation encompassing empirical evidence from extant literature and theoretical integration. Particularly, Experiential Learning Theory (Kolb, 1984), Human Capital Theory (Becker, 1964), and Social Learning Theory (Bandura, 1977) collectively informed the framework's design logic by explaining experiential skill acquisition, investment in entrepreneurial competencies, and observational learning within apprenticeship relationships. Finally, the integration of extant empirical literature and theoretical background affords a coherent justification for the proposed Modern Hausa Apprenticeship Framework as a management intervention for entrepreneurship development, youth employment, and sustainable economic empowerment in Northern Nigeria.

## 6. Results

Consequently, the developed Hausa apprenticeship framework is structured into these processes outlined below:

### The Structure of the Modern Hausa Apprenticeship Framework

*Institutional Support Phase*

At the initiative stage, in order to tackle the issue of youth restiveness and ameliorate unemployment level of youth in communities, the program will propose a collaborative synergy between community heads, government agencies and market associations. The mechanism works in these sequences. Firstly, community heads in each ward in Kano state will compile a list of

unemployed youth or most vulnerable youth based on priority based analysis of those families from the bottom rung poverty line in their wards and environs. Forms are filled up by these applicants from each ward which is to be collated from the six local governments in Kano city metropolis. Subsequently, the government agency; Kano State Chamber of Commerce (KACCIMA) steps in to collate the list from the local governments through its agents in the local government, scrutinises the list and follows a criteria based assessment to obtain the eligibility of candidates and their skills of interest. Eventually, the agency in collaboration with market associations in the Kano city metroplolis will find a vacant suitable apprenticeship opportunity based on agreed formalised procedure to be guided by KACCIMA. The whole program will consist of these activities.

*Recruitment Process into the Apprenticeship*

To address the issue as raised by Aliyu, (2018) that the Hausa traders' apprenticeship model often emphasizes family and communal ties, which may restrict participation from diverse settings. Hence, the recruitment procedure is done based on formalized process in a structured approach from the community through the government agency and then to the industry; each stage validating the eligibility of the candidate and matching the skills interest of the candidate. Therefore, it is not based on family relations or kinsmen but rather need assessment based of youth vulnerable in the community. Equally, the youth will be placed in businesses closer to their area of residences so as to ease cost of transportation except the skill of interest of the applicant is not obtained in his/her area, then he/her could be placed in a place most suitable for him/her.

*Tenure Agreement in the Apprenticeship*

Scholars have differed on the length of the period taken for Igbo apprenticeship, as Akpan, (2025) posited that the arrangement lasts between 4 and 7 years; Ukwueze, (2021) claimed that the period is 2-3 years on the average; while, Kanu, (2019) mentioned that the period spans around 5 to 8 years. Therefore, for the modern Hausa apprentice ship model, the tenure agreement will take the average of 5 years within which the candidate will be placed under a business as an apprenticeship. This is considered as an ample time for an apprentice to acquire enough skills in business management and its dynamics.

*Stipend/Salary Structure in Apprenticeship*

The model will adopt a hybrid form of salaried apprenticeship structure in the form of monthly stipends given that is common in a formal job training models. This could be corroborated by the findings of Akpan, (2025) where majority of the traders from Yoruba lineage adopt this method of apprenticeship. Hence, the apprentices will be placed on a monthly salary/stipend basically enough to help sustain their lives for the given period so as to enhance their standard of living and gives them the motivation to endure through the process. This is because studies e.g Sabiu, Sarwar, Manzoor, and Bashir, (2024) have shown the short term gain attitude of the Hausas. So in order to avoid drop-out rates, unlike in the Igbo apprenticeship, here stipends need to be given in order to help retain the apprentices in the system.

*Evaluation and Monitoring of Apprentices*

An appraisal scheme will be in place yearly to be assessed by the master of the apprentice on the behavioral conduct, and general business performance of the candidate. This is necessary as Nwachukwu and Egbuta, (2020) confirmed majority of Hausa entrepreneurs usually observe strict control on the conduct of the apprentices, as well as the Igbos who believe that strict control helps in shaping the apprentice's behaviour and inculcating job ethics-values characterized by the apprenticeship.

*Settlement after Apprenticeship*

The most significant phase of the apprenticeship program lies in the fact that apprentices would be settled in cash, assets, rent for shop and other items required for them to set up their own enterprise at the successful completion of the agreed period under the apprenticeship with their masters. This is the part that is mostly eulogized about the Igbo apprenticeship for recreating the economic cycle in generating wealth creation and business prosperity in the country as highlighted by scholars such as Eze and Ogbu (2020). This is equally the weak point of other apprentice programs in Nigeria like the Hausas as settlements are not guaranteed after the training period or are often left for individual negotiation or family support. Therefore, the settlement part forms a strong selling point for this proposed modern Hausa apprenticeship framework.

## 7. Conclusion

In conclusion, the research will proffer possible recommendations that are ideal for the successful operation of the proposed modern Hausa apprenticeship framework.

First, Kano state government through its agency KACCIMA should enact and promote policies that would make apprenticeship more formal system which requires formal procedures e.g registration, certification, as well as provision of minimum working standards. Secondly, to encourage businesses to willingly absorb apprentice candidates through the program, the government can offer incentives with partnering business establishments through initiatives like subsidies, tax holidays or government grants which could even offer a double effect as it would serve as an effective business development tool as well as avenue for apprenticeship program. Third, workshops and capacity-building trainings can be conducted periodically to the apprentices for teaching them in different areas of business operations such accounting/book keeping techniques, financial management, leadership skills, customer service etc. Finally, community-based monitoring and dispute-resolution mechanisms should be developed to address conflicts, prevent exploitation, and safeguard the rights and interests of both mentors and apprentices within the informal sector.

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