MAKERERE  UNIVERSITY

KNOWLEDGE TRANSFER IN INFORMAL APPRENTICESHIP SYSTEMS AMONG MOTOR VEHICLE MECHANICS: A CASE OF KISEKKA MARKET GARAGES, KAMPALA

BY:

HOPE KATUSHABE (BACE) (Mak)

A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN

PARTIAL FULFILLMENT OF THE AWARD OF MASTER OF

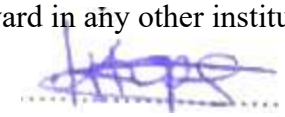
ADULT AND COMMUNITY EDUCATION DEGREE OF

MAKERERE UNIVERSITY

DECEMBER 2025

Declaration

I, **Hope Katushabe**, declare that this dissertation is my original work and has not been submitted for any academic award in any other institution.



Signature: ..... *Date:* **15.12.2025**

Approval

This dissertation titled “Knowledge Transfer in Informal Apprenticeship Systems among Motor Vehicle Mechanics: A Case of Kisekka Market Garages, Kampala” has been carried out under our supervision and is now submitted for examination with our approval.

Supervisor 1: Dr. Rose Atugonza Ssajjabi

Signature:  *Date:* December 16, 2025

Supervisor 2: Dr. Rahman Sanya

Signature:  *Date:* 16,12. 2025

Digitisation and Self-Archiving Consent Agreement: Theses

Agreement between Makerere University & Students (Authors of Theses / Dissertations / Reports)

1. The author is a student of Makerere University and author of the thesis / dissertation entitled:

KNOWLEDGE TRANSFER IN INFORMAL APPRENTICESHIP SYSTEMS AMONG VEHICLE MECHANICS - A CASE OF KUKEKA MARKET GARAGES KAMPALA.

2. The author grants to the University:
   a. The right to deposit the electronic version of the Thesis / Dissertation into Makerere University Institutional Repositories (Mak IR) or (Mak UD); and
   b. The right to store the thesis / dissertation in Mak IR / Mak UD and make it permanently available to the general public via the Internet at no cost to the general public after a grace period (if any is specified).
   Choose one of the two options below:
   c. The Author may opt for immediate open access to the public ✓
   d. Or Restrict access indefinitely .....
   e. Or Restrict for the specified number of years: .....

3. The author warrants that to the best of the authors knowledge and belief:
   a. The thesis / dissertation is an original work;
   b. The author is the owner of all the intellectual property in the thesis / dissertation;
   or
   c. The Author is entitled to deal with the intellectual property in the thesis / dissertation by publishing it on the Internet
   d. The Author has the right, power and authority to enter into this Agreement and to grant the University the rights contained in this Agreement; and
   e. The University's use of the thesis / dissertation pursuant to this Agreement will not infringe the intellectual property rights of any third party.

4. The Author acknowledges and agrees that the University is not responsible or liable for any breach of the intellectual property rights in the thesis / dissertation, in particular any breach of copyright, as a result of the use of the thesis / dissertation pursuant to this Agreement.

5. The University acknowledges that the rights granted by the Creator in clause 2 of this Agreement, do not cause any transfer or assignment of any proprietary rights in the intellectual property in the article to the University.

Signed by the Author as confirmation that the Author has read and accepted the terms of this Agreement:

Name: HOPE KATUSHABE

College/School: SCHOOL OF DISTANCE AND LIFE LONG LEARNING Department: ADULT AND COMMUNITY EDUCATION

(Tick) Type of Degree: (Undergraduate / PGD / Masters / PhD), Reg. No.: 2022/HD04/16350U

Tel No.: 0706302984 E-Mail: hopekatushabeyg@gmail.com

Signature: HKB Date: 23/12/2025

Supervisor's endorsement: _____

MakIRs Policy

Dedication

This work is dedicated to my parents, Mr. and Mrs. Kalakure for their unwavering support and encouragement throughout my academic journey.

Acknowledgements

I would like to express my sincere gratitude to all those who have supported me in the completion of this dissertation. Special thanks go to my supervisors, Dr. Rose Atugonza Ssajjabi and Dr. Rahman Sanya, for their patient guidance, insightful feedback, and steadfast encouragement at every stage of the research. I am also grateful to the academic staff of the Department of Adult and Community Education at Makerere University (Mak) and the University of Agder (UiA) for their valuable advice and instruction during my study.

My appreciation extends to the master mechanics, apprentices, and graduates at Kisekka Market who participated in this study. Their openness and willingness to share their experiences made this research possible. I thank them for the rich insights into the informal apprenticeship system that they provided.

I am indebted to my family and friends for their moral and financial support. Their confidence in me and constant encouragement have been a source of strength. Finally, I thank my colleagues and peers for the stimulating discussions and camaraderie, and above all, I thank God for granting me the health, resilience, and determination to see this work through to completion.

Table of Contents

Declaration i

Approval ii

Dedication iii

Acknowledgements iv

List of tables ix

List of Acronyms x

Abstract xi

Chapter One: Introduction 12

1.1 Introduction 12

1.2 Background 12

1.3 Statement of the Problem 20

1.4 Objectives of the Study 21

1.5 Research Questions 22

1.6 Scope of the Study 23

1.6.1 Geographical Scope 23

1.6.2 Content Scope 23

1.6.3 Time Scope 23

1.7 Significance of the Study 24

1.8 Justification of the Study 26

Chapter Two: Literature Review 28
2.1 Introduction 28
2.2 Theoretical Review 28
2.3 Conceptual Framework 33
2.4 Related literature 35
2.4.1 Knowledge Transfer Mechanisms in Informal Apprenticeships 35
2.4.2 Analysis of the Working Environment 40
2.4.3 Informal Apprenticeships and Skills Acquisition 44
2.4.4 Summary of gaps in the literature 49
Chapter Three: Research Methodology 51
3.1 Introduction 51
3.2 Research Paradigm 51
3.3 Research Design 52
3.4 Study Population 54
3.5 Sampling Techniques and Procedures 56
3.6 Sample size 57
3.7 Data Collection 57
3.7.1 Methods 57
3.7.2 Data Collection Tools 59
3.7.3 Data Collection Procedure 60

3.8 Data Analysis 61

3.8.1 Data Analysis Procedure 61

3.8.2 Thematic Analysis Process 61

3.9 Credibility, Transferability, Dependability, and Confirmability 63

3.10 Ethical Considerations 64

Chapter Four: Presentation of Findings 67

4.1 Introduction 67

4.2 Demographic Characteristics of Respondents 67

4.3 Findings for Objective One: Exploring the Current Knowledge Transmission Mechanisms Used in the Informal Motor Vehicle Mechanic Garages at Kisekka Market 69

4.3.1 Overview of Teaching Methods 69

4.3.2 The Apprentice Journey: Entry, Routines and Duration 72

4.3.3 Peer Learning and Community of Practice 74

4.3.4 Skill Acquisition and Learning Methods 75

4.3.5 Challenges in Knowledge Transfer 76

4.4 Findings for Objective Two: Analyzing How the Working Environment of Kisekka Market Influences Learning and Skills Development 77

4.5 Findings for Objective Three: Examining How the Informal Apprenticeship System Contributes to or Enhances Skills Acquisition and Development of the Apprentices 80

Contribution of the Informal Apprenticeship System to Skills Development 81

4.6 Summary of Presentation of Findings 83

Chapter Five: Discussion of Findings 84

5.1 Introduction 84

5.2 Discussion of Objective One: Mechanisms of Knowledge Transfer 84

5.3 Discussion of Objective Two: Influence of the Working Environment 85

5.4 Discussion of Objective Three: Contribution to Skills and Employability 86

5.5 Conclusion 88

Chapter Six: Summary, Conclusions and Recommendations 89

6.1 Introduction 89

6.2 Summary 89

6.3 Conclusions 90

6.4 Recommendations 92

6.5 Contribution of the study to Adult and Community Education 93

6.6 Chapter Summary 94

References 95

Appendices 104

List of tables

Table 4.1: Demographic Characteristics of Respondents..... 68

Table 4.2: Knowledge Transmission Mechanisms..... 70

Table 4.3: Influence of the Work Environment on Learning 78

Table 4.4: Contribution of the Informal Apprenticeship System to Skills Development 81

List of Acronyms

CoP: Communities of Practice

ELT: Experiential Learning Theory

MCPs: Master Crafts Persons

TVET: Technical and Vocational Education and Training

RPL: Recognition of Prior Learning

UNESCO-UNEVOC: International Centre for Technical and Vocational Education and Training of the United Nations Educational, Scientific and Cultural Organization

Abstract

This study examined how knowledge and skills are transferred in informal motor vehicle mechanic apprenticeships at Kisekka Market, Kampala. Based on Experiential Learning Theory and Communities of Practice, and supported by Human Capital Theory, the research explored how apprentices gain technical skills through hands-on practice, observation, mentorship, and social participation in real-world work environments. A qualitative approach was used, involving 40 purposively and snowball-sampled participants: 15 master mechanics, 15 apprentices, and 10 graduates. Data collection included semi-structured interviews, non-participant observation, focus group discussions, and document review. Thematic analysis showed that learning is mostly experiential and socially driven, happening through direct task involvement, feedback, peer learning, and gradual participation. The garage environment encourages adaptability and practical expertise, but faces challenges like inconsistent training, limited resources, gender exclusion, and lack of formal recognition. Document reviews revealed broader systemic issues, such as limited policy integration and inconsistent skills documentation. The study concludes that informal apprenticeships are vital for youth skill development and employment but need targeted support to improve quality and inclusion. Recommendations include strengthening mentorship, improving workshop infrastructure, recognizing informal skills through certifications, and building connections with formal vocational institutions. Overall, the study contributes to Adult and Community Education by linking informal learning with broader vocational and policy systems.

Chapter One: Introduction

1.1 Introduction

Knowledge is fundamental for value creation and serves as the cornerstone for both innovation and development. The acquisition of knowledge, which is vital for individual skill development, occurs within a social context encompassing community structures and shared practices. In the realm of vocational training, knowledge and skills are interdependent: knowledge provides the information and theories underpinning technical work, while skills are the practical competencies necessary for job performance (Rosen et al., 2018). In the informal economy, particularly in the Global South, informal apprenticeship is a widespread model for imparting such knowledge and skills to youth who seek practical training outside formal education systems. Many young Ugandans aspiring to become motor vehicle mechanics, for example, acquire their trade through informal apprenticeships in local garages.

This chapter introduces the study on knowledge transfer in informal apprenticeship systems among motor vehicle mechanics at Kisekka Market in Kampala. It provides the background to the study, articulates the problem, outlines the objectives and research questions, defines the scope and significance of the research, and presents the conceptual framework guiding the inquiry. The aim is to contextualize the research problem and establish the theoretical and practical basis upon which the study is built.

1.2 Background

The background to the study is presented in four parts: the historical background of apprenticeship, the theoretical background, the conceptual background, and the context of the study in Kisekka Market.

1.2.1 Historical Background: Informal apprenticeship has long served as a critical means of knowledge transfer and skill development, fostering socio-economic empowerment across different societies. The

practice of apprenticeship dates to ancient civilizations such as Mesopotamia and Egypt, where master craftsmen would pass down expertise to novices through hands-on training and mentorship (Kedar, 2009). Throughout Europe's Middle Ages, craft guilds formalized these practices, regulating training duration and quality to ensure the continuity of specialized skills across generations (Lis, et al., 2017). In pre-colonial Africa, apprenticeship was integral to the transmission of indigenous knowledge and artisanal skills; elders and skilled artisans trained youth in various crafts, from blacksmithing to carpentry, as well as farming and hunting techniques (Wedekind, 2018). Different ethnic communities maintained their own apprenticeship traditions to preserve and propagate essential skills (Hodgson, 2001). An estimated 66% of all non-agricultural workers in Sub-Saharan Africa engage in the informal sphere, along with 82% in South Asia, 65% in East and Southeast Asia and 51% in Latin America. Globally, informal apprenticeship continues to play a central role in skills development, particularly in low- and middle-income countries, where work-based learning remains a primary pathway for acquiring technical competencies in trades such as automotive repair, construction, and manufacturing (International Labour Organization [ILO], 2018).

The industrial revolution in the 18th and 19th centuries introduced formal apprenticeships tied to emerging industries and factory production, but informal systems persisted in trades that remained outside mass production (Roy & Mokyr, 2019). In many African contexts during the colonial and post-colonial periods, rapid urbanization and limited access to formal education led to a proliferation of informal apprenticeships in trades such as metalwork and automotive repair. Industrialization brought new opportunities as well as disruptions: formal vocational training institutions were established, yet they often failed to reach all segments of the population, especially those in the informal sector. As a result, informal apprenticeship systems continued to thrive in cities and trading centers. In Uganda, hubs like Kisekka Market became synonymous with informal training for mechanics and technicians. These

hubs provide aspiring youth practical skills and mentorship crucial for economic self-sufficiency. According to the Association for the Development of Education in Africa (ADEA) informal (traditional) apprenticeship is the most popular option for out-of-school youth in many African countries to obtain employable vocational skills, especially in large informal economies like Uganda's. According to UNESCO-UNEVOC (2014), Uganda's informal sector represented 58% of non-agricultural employment in 2011. More recent evidence indicates that Uganda's employment remains highly informal: for example, Koolwal, & Vanek (2025) reports that in urban areas (including Kampala) 90% or more of employment was informal between 2018-2021. However, the formal Technical and Vocational Education and Training (TVET) systems have not sufficiently addressed the training needs of this sector. This historical context highlights the importance of examining how knowledge is transferred in contemporary informal apprenticeships, particularly in the motor vehicle mechanics.

1.2.2 Theoretical Background: This study is guided by adult learning theories, particularly the Communities of Practice (CoP) framework and Experiential Learning Theory (ELT), which together help explain how knowledge is shared and acquired in informal settings. The Community of Practice concept, initially proposed by Jean Lave and Etienne Wenger (1991), centers on the idea that learning is a social process embedded in a community of people who share a common craft or profession. CoP theory identifies three core elements: domain (the shared interest or domain of knowledge), community (the social network of individuals participating in the domain), and practice (the shared repertoire of resources, tools, stories, and techniques that the community develops and uses). In the context of Kisekka Market garages, the *domain* is motor vehicle mechanics, the *community* consists of master mechanics, apprentices, and other garage workers who interact regularly, and the *practice* encompasses the collective mechanical skills, techniques, jargon, and problem-solving strategies that have evolved in that market's garages. Wenger (1998) emphasizes that learning in a CoP occurs through social participation and is

"embedded in the context" of community activities; newcomers learn not only through explicit instruction but by becoming gradually more involved in the community's joint enterprises. Over time, apprentices move from peripheral participation (observing and performing simple tasks) to full participation as experienced members of the community, a process Wenger and Lave term *legitimate peripheral participation*. This perspective aligns closely with the informal, mentorship-driven learning that takes place in Kisekka Market's apprenticeship system.

Experiential Learning Theory (ELT), developed by David Kolb (1984), provides a complementary lens by focusing on the individual learning cycle. ELT posits that effective learning is a cyclic process involving four stages: *concrete experience, reflective observation, abstract conceptualization,* and *active experimentation*. In the apprenticeship context, apprentices first have concrete experiences by engaging in actual mechanical work; they then reflect on these experiences (often through discussions with mentors or peers), derive abstract lessons or principles, and finally test these lessons through further practice (experimentation). While ELT highlights the importance of hands-on experience followed by reflection, it primarily addresses individual cognitive processes. In this study, ELT is recognized as useful for understanding how an apprentice processes experiences, but the CoP framework is more instrumental in capturing the social and collective dimensions of learning inherent in informal apprenticeships. Together, these theories suggest that apprentices in Kisekka Market learn by doing (practice and experience) and by participating in a community of mechanics (social interaction and mentorship).

Additionally, Human Capital Theory (HCT) provides an economic perspective on skills development. Human Capital Theory (Becker, 1964) views education and training as investments that increase an individual's productive capabilities and earnings potential. Human Capital Theory is used here to underscore the economic rationale behind apprenticeships – viewing the skills acquired as investments in the apprentice's future productivity. This perspective supports the ELT and CoP frameworks by

highlighting why both individuals and communities value the learning (it builds human capital), even as the processes of learning are best explained by ELT and CoP. In informal apprenticeships, time spent by apprentices in learning a trade can be seen as an investment in human capital – they are acquiring skills and knowledge that enhance their value in the labor market. Although informal, the apprenticeship system contributes to human capital formation by producing skilled mechanics who can meet market demands. This perspective underscores why both individuals and communities benefit from sustained knowledge transfer: apprentices gain employability and potential income (return on their investment of time/work), and society gains a more skilled workforce (improving economic productivity and innovation). Human Capital Theory thus reinforces the importance of improving informal training systems, as the skills gained have broader socio-economic impacts (Adams et al., 2013).

By integrating these theoretical perspectives, the study establishes a foundation for analyzing knowledge transfer in Kisekka Market's informal apprenticeship system. CoP theory illuminates the social structure and cultural context of learning in the garages, ELT illuminates the learning process of individuals through experience, and HCT highlights the value of skills development for individuals and society. These frameworks collectively inform the research design and interpretation of findings, ensuring a nuanced understanding of how knowledge is shared, learned, and applied in an informal vocational setting.

In summary, Communities of Practice and Experiential Learning Theory are employed as the core analytical frameworks because, together, they capture the social organisation of learning and the experiential processes through which knowledge is transferred in informal motor-vehicle mechanic apprenticeships. Human Capital Theory is included as a supporting perspective to contextualise the importance of skills acquired through informal apprenticeship within broader employability and skills

development discourses, rather than as an analytical lens. The study therefore maintains a clear focus on knowledge transfer processes, while situating their relevance within wider skills development debates.

1.2.3 Conceptual Background: This study involves several key concepts that require clarification: *informal learning, informal apprenticeship systems, knowledge transfer, skill acquisition,* and *socio-economic empowerment*.

Informal learning is broadly defined as the acquisition of knowledge and skills outside formal educational institutions. It typically occurs through practical experience, observation, and social interaction in everyday settings (Hager, 2019). In this study, informal learning refers to the on-the-job learning that apprentices undergo in the garage environment, which is unstructured and mentor-guided rather than classroom-based.

Informal apprenticeship systems are non-formal training arrangements where novices (apprentices) learn a trade or skill by working alongside and under the guidance of experienced practitioners (master crafts persons) in real-world settings (Palmer, 2009; Smith, 2010). Such systems are characterized by learning-through-doing, the absence of a written curriculum, and the integration of training with productive work. The Kisekka Market garages exemplify an informal apprenticeship system: aspiring mechanics acquire skills by actively participating in the repair and maintenance of vehicles under the supervision of master mechanics.

Knowledge transfer in this context refers to the processes through which skills, techniques, information, and professional norms are passed from experienced individuals (masters) to novices (apprentices). Effective knowledge transfer encompasses not only the demonstration of tasks but also the imparting of trade secrets, safety practices, diagnostic reasoning, and other tacit knowledge (Liyanage et al., 2009). It

is a core focus of this study to understand how such transfer happens informally and what factors facilitate or hinder it.

Skill acquisition denotes the gradual development of competence through training and practice. Fitts and Posner's (1967) classic model describes stages of skill acquisition from cognitive (learning the rules), to associative (practicing and refining), to autonomous (performing tasks effortlessly). In an informal apprenticeship, skill acquisition is evidenced by an apprentice's increasing ability to perform mechanical tasks independently, accurately, and efficiently over time.

Socio-economic empowerment refers to the improvement of individuals' economic status and social well-being as a result of gaining skills and employment. For young people involved in informal apprenticeships, mastering a trade can lead to gainful employment or self-employment, thereby providing income and a sense of purpose. It can also elevate their social standing and contribute to community development (Adams, 2013; McGrath, 2012). In Uganda's context, where youth unemployment is high, successful informal apprenticeships can empower youth by making them productive contributors to the economy and reducing their vulnerability.

This conceptual clarification sets the stage for analyzing how these elements interact. The informal apprenticeship at Kisekka Market can be seen as an intersection of informal learning (process), knowledge transfer (mechanism), and skill acquisition (outcome), occurring within a community of practice and contributing to the socio-economic empowerment of participants. Together with the theoretical frameworks, these concepts form a basis for constructing the conceptual framework of the study.

1.2.4 The Study Context: The research was conducted in Kisekka Market, a well-known commercial area in the heart of Kampala, Uganda located in downtown Kampala along Kyaggwe Road near the New

Taxi Park (Bwambale, 2011). It was Established in the early 1990s, the market operates largely within the informal economy and hosts a high concentration of mechanics, apprentices, and traders engaged in vehicle repair and parts trade (Mukisa, 2014a). It attracts many youths who seek to learn mechanics through apprenticeship, as well as vehicle owners in need of affordable repair services. The market's reputation as a center for mechanical work has grown over decades, making it an ideal case for examining knowledge transfer in informal apprenticeship practices. Although various reports suggest that several thousand individuals work within the market, the exact population of mechanics and apprentices cannot be reliably determined due to the absence of systematic registration or official records, a common feature of informal urban markets (KCCA, 2022).

Within these garages at Kisekka Market, informal apprenticeship systems play a pivotal role in training aspiring motor vehicle mechanics by offering practical, hands-on experience in the trade. Despite operating outside formal educational structures and government-regulated curricula, these apprenticeships have a structured social order: master mechanics (often called "Master Crafts persons" or *masta*) take on one or several apprentices (*baana* in local parlance), who assist in the daily work of vehicle repair and gradually learn the trade. The learning environment is a real workshop with real customers and real mechanical problems, which provides authentic exposure but also comes with challenges such as irregular workflow and resource constraints.

Informal apprenticeships in this context are vital for skills development and employment creation among urban youth. They exemplify the community's adaptability in addressing the lack of formal training opportunities (Shereni, 2020; Moses et al., 2023). Many young people, especially those who did not progress far in formal schooling, turn to places like Kisekka Market to acquire marketable skills. The Directorate of Industrial Training (DIT) in Uganda has in recent years begun to acknowledge such informal training by setting up processes for skills assessment and certification of informally trained

artisans (Directorate of Industrial Training, 2021). However, these efforts are still nascent and not all apprentices or masters participate in them.

Understanding how knowledge is transferred within the Kisekka Market informal apprenticeship system is essential for several reasons. First, it provides insights into an education pathway that is serving a large population of youth who might otherwise remain unskilled. Second, it can inform interventions to improve the quality and outcomes of such training, be it through policy support, supplemental programs, or integration with formal vocational qualifications. Third, it contributes to academic knowledge on informal learning systems in an African urban context, which can be compared with similar settings elsewhere.

In summary, Kisekka Market offers a rich context for studying knowledge transfer in informal apprenticeships due to its concentration of mechanical workshops, its established mentor–apprentice relationships, and its significance as a skills training ground for Kampala's youth. The context is characterized by real-world learning opportunities, strong community ties among tradespeople, and challenges typical of informal economies. This study examines the learning processes, knowledge-transfer mechanisms, and outcomes for apprentices within this vibrant yet under-researched context, providing valuable insights for educators, policymakers, and community development practitioners.

1.3 Statement of the Problem

In Uganda, where formal technical education opportunities are limited, many young people learn vocational skills through informal apprenticeships, such as studying motor vehicle mechanics in garage clusters like Kampala's Kisekka Market. These community-based apprenticeships provide on-the-job training and livelihoods and have proven effective at developing practical skills outside formal education. However, the skills gained through these informal routes are mostly uncertified and not recognized by

official qualification systems. This gap persists despite international calls from organizations like the ILO and UNESCO to officially recognize informal learning through Recognition of Prior Learning (RPL) and to include it in national qualifications frameworks (ILO, 2018; UNESCO, 2015).

Uganda's progress in implementing RPL and other skills recognition measures has been slow (ILO, 2019), partly because the learning processes within informal apprenticeships are not well understood. Academic research offers limited context-specific insights into how knowledge transfer occurs in Uganda's informal mechanic workshops. Few studies examine these garages as communities of practice or document the tacit, hands-on knowledge transfer and reflective learning that happen in fast-paced, resource-constrained settings. Furthermore, much of the African literature on informal apprenticeships focuses on West African cases, which limits its relevance to the Ugandan context (Nübler, 2016; Walther, 2017). These knowledge gaps hinder both scholarly understanding and policy efforts to emphasize and validate informal apprenticeship learning. Addressing these gaps is essential for Uganda's development priorities: The National Development Plan IV (2025/26–2029/30) highlights human capital development, youth skills, and job creation for inclusive growth, while strategies like Skilling Uganda and Uganda Vision 2040 identify technical vocational training as key drivers of industrialization and social inclusion. This study, therefore, investigates knowledge transfer processes in informal motor-vehicle mechanic apprenticeships at Kisekka Market, Kampala, aiming to produce empirical evidence that can inform academic discussion and guide skills recognition initiatives

1.4 Objectives of the Study

The main objective of this study was to investigate the knowledge transfer process within the informal apprenticeship system among motor vehicle mechanics at Kisekka Market in Kampala. This broad goal was addressed through three specific objectives:

Specific objectives

1. To explore the current knowledge transmission mechanisms used in the informal motor vehicle mechanic garages at Kisekka Market
2. To analyze how the working environment of Kisekka Market influences learning and skills development for apprentices.
3. To examine how the informal apprenticeship system contributes to or enhances skills acquisition and development of the apprentices.

1.5 Research Questions

Corresponding to the above objectives, the study was guided by the following research questions:

1. What are the primary methods and processes through which knowledge and skills are transmitted from master mechanics to apprentices in the informal motor vehicle mechanic apprenticeship system at Kisekka Market?
2. In what ways does the dynamic, fast-paced working environment of Kisekka Market garages impact apprentices' learning experiences and skill development?
3. How does the informal apprenticeship system at Kisekka Market facilitate skill acquisition and development among apprentices, and what outcomes does it produce?

These questions guided the data collection and analysis, ensuring that the study stayed focused on understanding how learning happens in this informal setting, what influences it, and how effective it is in developing skilled mechanics.

1.6 Scope of the Study

1.6.1 Geographical Scope: The study was carried out in Kisekka Market, located in the heart of Kampala's central business district in Uganda. It specifically focused on a cluster of motor vehicle repair garages within the market. This site is densely packed with automotive workshops, making it a good representative location for observing informal apprenticeships among mechanics. The study included both current trainees (apprentices) and those who had finished training (graduates), along with garage owners and master mechanics. By concentrating on this single market, the research could thoroughly explore local apprenticeship practices and community dynamics, although this might limit how well the findings apply to other areas. Kampala was chosen because Kisekka Market is a well-known training hub for mechanics and represents the typical urban informal sector where these apprenticeships take place.

1.6.2 Content Scope: The scope of the study was limited to issues related to knowledge transfer and skill development within the apprenticeship process. It explored learning and teaching methods in use (such as demonstration, practice, mentoring, peer learning), the influence of the working environment (including exposure to various repair tasks, customer interactions, availability of tools, and work pace), and the results in terms of skills and competencies gained. The study also addressed challenges encountered during learning (like limited hands-on opportunities during busy times, safety concerns, gender dynamics, etc.) and any informal assessments or graduation practices used to determine when an apprentice is prepared to work independently. It did not delve deeply into technical details of automotive repair beyond what was relevant to learning (for example, it is not a technical evaluation of repair techniques), nor did it aim to assess the entire Kisekka Market economy. The focus remained on the educational and training aspects of the informal apprenticeship system in the mechanic trade.

1.6.3 Time Scope: The research was carried out primarily in 2024, capturing the state of the apprenticeship system during that period. Data collection (interviews and observations) took place over

several months, allowing for observation of the garages during different business cycles (e.g., both peak and off-peak periods) to understand how learning might vary with workload. The time frame also included retrospective accounts from graduates about their apprenticeship experiences in recent years (approximately 2020–2023) to ensure the findings reflected consistent patterns rather than one-off events. The study timeline encompassed the proposal approval in late 2023, fieldwork in 2024, and completion of the dissertation in 2025. This period was also one in which some new efforts by authorities to interface with informal training (like DIT assessments) were beginning, but those were still limited in Kisekka Market; thus the study largely reflects the traditional mode of operation of these apprenticeships up to the point of research.

1.7 Significance of the Study

This study contributes empirical insights into the role and functioning of informal apprenticeship systems in vocational skills development, using the case of motor vehicle mechanics in Kisekka Market. The significance of the study can be viewed from several angles:

Academic Contribution: It adds to the body of knowledge on informal learning and adult education by documenting how knowledge transfer happens outside formal classrooms. By mapping out the learning methods and conceptual underpinnings of the Kisekka apprenticeship system, the research helps bridge the gap between theory (Communities of Practice, experiential learning, etc.) and real-world practice in the informal sector. This is valuable for scholars in vocational education, anthropology of work, and development studies interested in skill formation processes.

Policy and Practice: The findings of this study are anticipated to inform policymakers, education planners, and non-governmental organizations about the importance of recognizing, supporting, and potentially integrating informal apprenticeship training into broader workforce development strategies.

For instance, understanding the effective aspects of the Kisekka model, such as its strong mentorship or extensive hands-on practice, can guide interventions to strengthen these, while identifying shortcomings, like inconsistent training quality or lack of theoretical knowledge, can guide where to introduce improvements. Government bodies like the Ministry of Education and Sports, and the DIT, could use the insights to design policies that formalize certification of skills obtained informally, ensure safety and quality standards, and provide resources or toolkits to master trainers.

Community and Economic Development: On a grassroots level, the study underscores the vital role that master mechanics and garage businesses play in youth skill development and employment. By shedding light on their contributions and challenges, the research can encourage community leaders and business associations to support these informal training practices. Improvements based on the study's recommendations, such as structured mentorship guidelines or peer learning groups, could enhance the productivity of apprentices, leading to better services for customers and higher incomes for the mechanics, thus benefiting the local economy of Kisekka Market and beyond. Moreover, recognizing informal apprenticeships as legitimate learning pathways can reduce the stigma sometimes associated with them and attract more young people to trades where there is demand for skilled workers.

Social Significance: The study also has a social dimension in addressing issues of youth empowerment and inclusion. By focusing on informal apprenticeships, which are accessible to youth who may have dropped out of school or cannot afford formal vocational training, the research highlights a pathway for socially and economically marginalized groups to gain livelihoods. The study's discussion of challenges, for example, gender disparities where female apprentices face biases, brings attention to areas where social change is needed. The recommendations include measures like creating more inclusive learning spaces for women in trades, which could have far-reaching effects on gender equality in the vocational sector.

In summary, this research is significant because it validates and analyzes an under-appreciated educational system (informal apprenticeships) that is transforming the lives of many Ugandan youths. By providing a detailed examination of how the system works and how it might work better, the study serves as a resource for academic inquiry, a guide for policy formulation, and a catalyst for improving informal skills training practices. Ultimately, strengthening informal apprenticeship systems, as suggested by this study, can lead to a more skilled workforce, reduced unemployment, and socio-economic elevation for the individuals and communities involved.

1.8 Justification of the Study

Uganda's labor market continues to grapple with high youth unemployment and underemployment despite the expansion of formal Technical and Vocational Education and Training (TVET) institutions. Many young people, especially those with limited formal education, rely on informal apprenticeship systems as the most accessible way to gain employable skills. However, although these systems train most artisans and technicians in trades like motor vehicle mechanics, their processes, teaching methods, and contribution to national development remain poorly documented.

This study is justified by the need to generate evidence that bridges this knowledge gap. Existing research in Uganda and sub-Saharan Africa has largely focused on the economic outcomes of informal apprenticeships, with little attention to how knowledge is actually transferred, the conditions under which effective learning occurs, and the challenges that constrain skill acquisition. Understanding these dimensions is critical if informal apprenticeship is to be systematically strengthened and aligned with national development frameworks such as Uganda Vision 2040, the Third National Development Plan (NDP III, 2020/21–2024/25), and the Skilling Uganda Strategic Plan (2012–2022), all of which emphasize human capital development and employable skills for industrialization.

Kisekka Market provides a particularly relevant case for this investigation because it represents one of Uganda's largest and most dynamic hubs of informal mechanical training. Its dense concentration of master mechanics, apprentices, and garage networks creates a rich environment for studying how learning takes place through observation, mentorship, and peer collaboration in a real-world setting. The findings from this context can therefore generate lessons applicable to similar informal training clusters across the country. In addition, the study is timely given ongoing policy efforts by the Directorate of Industrial Training (DIT) to recognize and certify informally acquired skills.

By documenting the internal logic and teaching practices of informal apprenticeship systems, the research can provide the evidence needed to inform these recognition frameworks, enhance quality assurance, and develop targeted interventions for informal sector growth. Ultimately, the study is justified by its potential to promote a more inclusive and evidence-based approach to vocational education, one that values and strengthens the informal apprenticeship systems that continue to equip thousands of Ugandan youths with essential technical and entrepreneurial skills for sustainable livelihoods.

Chapter Two: Literature Review

2.1 Introduction

This chapter reviews the scholarly literature on knowledge transfer in informal apprenticeship systems, with a focus on motor vehicle mechanics and related trades. The review is organized in line with the study's objectives and key themes identified: it begins with an examination of the theoretical frameworks underpinning the study, and then discusses literature on the specific areas of interest, namely, the mechanisms of knowledge transfer in vocational apprenticeships, the influence of working environments on learning, and the outcomes of informal apprenticeship training in terms of skills acquisition. The goal is to situate the research within existing knowledge, identify gaps that this study will address, and gather insights from other contexts that may shed light on the findings from Kisekka Market.

2.2 Theoretical Review

Theoretical frameworks offer a structured perspective for understanding, explaining, and predicting phenomena in a study. In examining informal apprenticeship and knowledge transfer, several key theories are relevant: Communities of Practice (CoP), Situated Learning Theory, Kolb's Experiential Learning Theory (ELT), and Human Capital Theory. These frameworks help clarify the dynamics of learning within a community setting, the process of learning through experience, and the broader implications of skill development.

Communities of Practice (CoP): As discussed in Chapter One, CoP theory sees learning as a social and participatory process. Lave and Wenger's (1991) influential work explains how newcomers join a community and learn from experienced members through legitimate peripheral participation, gradually taking on more complex tasks as their skills develop. Wenger (1998) later expanded this idea, defining

CoPs by the three elements of domain, community, and practice. In a CoP like a garage workshop, novices learn not just through formal instruction but by engaging with the community's daily activities, listening to stories of past repairs, watching problem-solving discussions, and mimicking the work habits of their seniors. The knowledge shared in a CoP is often tacit and rooted in context; Brown and Duguid (1991) noted that much of what is learned in workplace settings is embedded in practice and social interaction, not in manuals or textbooks. They argued that innovation and effective problem-solving often come from communities of practitioners sharing and refining practices together, rather than from formal rule. This view strongly aligns with how mechanic groups troubleshoot problems collectively in informal settings. Eraut (2004) further distinguished informal learning in CoPs, pointing out that in workplaces, much learning is "implicit, unintended, opportunistic and unstructured" (p. 250), occurring naturally as a by-product of participation rather than through explicit training programs. This highlights the importance of studying environments like Kisekka Market, where learning is woven into the everyday work experience.

CoP membership also influences professional identity. Wenger (1998) noted that belonging to a community of practice affects how we see ourselves in that professional setting. For apprentices, becoming a mechanic is not only about mastering technical skills but also about adopting the behaviors, language, and attitudes of that community. The feeling of belonging and recognition they receive as they advance can strengthen their dedication to the trade. This idea has been shown in other apprenticeship settings: for example, in traditional crafts or performing arts, novices often seek acceptance into the community of respected practitioners, which encourages their learning (Gherardi et al., 1998).

In today's world, CoP theory has also been applied to understand learning in distributed or virtual communities, where practitioners connect via online forums or social media to share knowledge (Wenger, White, & Smith, 2009). While the current study focuses on a physical, co-located community,

it's notable that even informal trades like auto repair now sometimes engage with broader networks (e.g., mechanics watching YouTube tutorials or participating in WhatsApp groups). This suggests that Kisekka Market's CoP, while local and face-to-face, might not be entirely isolated from global flows of knowledge; for example, an apprentice may learn a new technique from an online video and introduce it to the garage. Recognizing this does not diminish the relevance of the CoP framework; rather, it shows its adaptability, as communities evolve with technology.

Situated Learning Theory: Closely related to CoP, Situated Learning (Lave & Wenger, 1991) suggests that learning is deeply connected to the situation in which it happens. Knowledge is "situated" because it is inseparable from the context, activity, and culture where it is applied. In simpler terms, people tend to learn better when engaged in real-world tasks rather than in abstract settings. This theory applies directly to informal apprenticeships: apprentices learn mechanical repair by working on actual vehicles in a real garage, not just by studying generic examples in a classroom. The realness of the tasks offers strong motivation and makes the learning relevant. Situated learning also highlights that cognitive growth cannot be separated from the social environment; what an apprentice learns is shaped by social interactions with the master, peers, and even customers.

Research in vocational training consistently emphasizes the importance of context. For example, Guile and Young (1998) argued that to improve apprenticeship pedagogy, one must recognize the context-dependent nature of much workplace knowledge and find ways to help learners abstract and transfer it. This can be a challenge in informal apprenticeships: apprentices become very attuned to their specific environment, such as how things are done in their particular garage, with certain tools available and common vehicle types in the area. If they move to a different setting, they might initially struggle to transfer their skills. However, being exposed to a variety of situational challenges at Kisekka could also make them quite adaptable problem-solvers.

Experiential Learning Theory (ELT): David Kolb's ELT (1984) offers a model for how individuals process experiences to gain knowledge. In an apprenticeship setting, an apprentice mechanic goes through cycles of concrete experience (e.g., disassembling an engine), reflective observation (noting what went wrong or right after a task, perhaps discussing with the master why a certain technique is used), abstract conceptualization (understanding the general principles, like how an engine timing system works), and active experimentation (trying out a repair technique on another engine or under slightly different conditions). Boud et al., (1993) highlight the important role of reflection in learning from experience; they suggest that a learner must actively think about and interpret their experiences to gain meaningful learning, rather than just repeating a task. In informal apprenticeships, opportunities for reflection might happen in various ways: sometimes the master asks the apprentice after a job, "What did you learn from this?" or if a mistake was made, "How will you do it next time?"; peers might share stories. Since there are no written tests or formal theory classes, reflection often serves as the main way for apprentices to strengthen their learning and avoid making the same errors again. One weakness in some informal settings is that if the pace of work is so fast that neither the master nor the apprentice takes time to reflect, then learning might stay at a trial-and-error stage without understanding the underlying principles. The research on workplace learning suggests that experienced mentors play an essential role in helping apprentices articulate and think through their experiences (Jamil, 2015). Therefore, the level of reflection in apprenticeship learning largely depends on the master's approach.

One cannot mention experiential learning without noting Dewey's (1938) influence; he argued that all genuine education comes about through experience, but not all experiences are equally educative. Some can be mis-educative if they are not guided or reflected upon properly. In garages, if an apprentice experiences only repetitive menial tasks (like only cleaning tools) without progression, that experience has limited educational value beyond discipline and familiarity with tools. A rich experiential learning

would involve increasingly complex tasks and conscious processing of those experiences. This points to the value of structured yet flexible progression in apprenticeships, something Lave & Wenger observed often happens informally.

Human Capital Theory (HCT): Although mainly an economic rather than a learning theory, HCT (Becker, 1964) provides a key explanation for why apprenticeship systems exist and why people participate in them. It considers education and training as investments that yield returns in productivity and earnings. In the informal sector, various studies highlight how apprenticeship training functions as a de facto technical college for many youths. A study by Adams et al. (2013) on skills development in Sub-Saharan Africa points out that informal apprenticeships are a cost-effective way for young people to gain skills valuable in the labor market, effectively building their human capital when formal TVET systems are limited. The return on investment can be substantial if the apprentice, after spending several years with little or no wages during training, becomes a fully productive mechanic capable of earning a decent income, possibly starting their own garage, or finding employment. HCT also explains decision-making: a young person might choose an unpaid apprenticeship over immediate unskilled work because they (implicitly) weigh that the long-term benefits of gaining skills surpass the short-term sacrifices. For masters, taking on apprentices can also be viewed through an HCT lens; apprentices provide labor and eventually become skilled workers who may join the business or enhance its capacity, although masters also need to dedicate time to training them.

However, some literature critiques or expands on HCT by incorporating social and institutional factors. McGrath (2012) argues that while human capital is important, the development of skills must also consider concepts of human development and capability, not just economic returns. Alla-Mensah and McGrath (2023), using a capability approach, discuss how informal apprenticeships contribute to human development beyond income by expanding the freedoms and choices of youth. This broadens the

significance of informal learning: it's not just about getting a job but about personal empowerment and social inclusion. The literature thus provides a nuanced view that will inform this study's discussion on the value of informal apprenticeships.

In summary, the theoretical literature describes informal apprenticeship learning as socially connected, experiential, and economically important. Learning occurs within communities through participation and is greatly influenced by context and interactions (CoP, situated learning); it requires active involvement and reflection on experiences (experiential learning); and it leads to the development of human capital. This complex theoretical foundation highlights the difficulty of knowledge transfer in informal apprenticeships and emphasizes the need for empirical research, like this study, to observe and analyze these dynamics in a real-world setting.

2.3 Conceptual Framework

Building upon the theoretical perspectives discussed above, particularly the principles of situated learning and communities of practice, the present study adopts a conceptual framework that translates these theories into the context of informal apprenticeship training among motor vehicle mechanics at Kisekka Market. The framework illustrates how learning and knowledge transfer occur through social interaction, mentorship, and experiential engagement within a dynamic work environment. It further outlines the relationships among key actors, processes, and outcomes that shape apprentices' progression toward competence and mastery.

The conceptual framework guiding this study is anchored in the understanding that learning within informal apprenticeship systems is a social and experiential process occurring through participation in a community of practice. In the case of Kisekka Market garages, the transfer of knowledge between master mechanics and apprentices is mediated by interaction, observation, practice, and feedback within a

dynamic work environment. At the core of the framework lies the knowledge-transfer process between master mechanics (mentors) and apprentices (learners). Masters employ varied instructional strategies such as demonstration, verbal explanation, and corrective feedback, while apprentices learn mainly through hands-on engagement, observation, and repetition. This exchange facilitates both the acquisition of explicit technical knowledge and the internalisation of tacit skills essential for independent performance.

The process is reinforced by peer learning and collaboration among apprentices. Working side-by-side allows them to share techniques, solve problems collectively, and provide mutual support, thereby extending learning beyond the master–apprentice dyad. Peer interaction nurtures solidarity and creates informal feedback loops where more experienced apprentices guide newcomers, promoting continuity of knowledge within the group. All these learning interactions occur within a community of practice, the broader network of mechanics and apprentices in Kisekka Market. The community shapes norms, language, and professional identity: respect for masters' authority, a shared jargon for vehicle parts and repairs, and a culture of "learning by doing." Participation in this community motivates apprentices to progress toward mastery and integrates them socially and professionally into the trade.

The dynamic working environment of the garages acts as both a facilitator and a moderator of learning. The diversity of vehicle problems, the variability of customer demands, and the constraints of limited tools or space expose apprentices to authentic challenges that stimulate problem-solving, improvisation, and time management. Conversely, the hectic pace may sometimes limit detailed instruction, compelling learners to rely on observation and self-initiative. Through sustained participation in these activities, apprentices achieve skills acquisition and competence development, encompassing both technical (e.g., engine repair, diagnostics) and soft skills (e.g., communication, teamwork, responsibility). As competence grows, apprentices gradually assume greater responsibility and may begin instructing others,

thereby completing a feedback loop that sustains the cycle of knowledge transfer. The framework also recognises external influences, such as interventions by NGOs, government initiatives, or personal background factors, that can enhance or constrain the knowledge-transfer process. Although these are not the central focus of this study, they provide context for interpreting variations in learning experiences.

In summary, this conceptual framework integrates the theoretical foundations of situated learning and communities-of-practice theory with the lived realities of informal apprenticeship in Kisekka Market. It depicts learning as an interactive and iterative process shaped by mentorship, peer collaboration, and environmental conditions, leading ultimately to the development of skilled, employable mechanics who can sustain the knowledge cycle across generations.

2.4 Related literature

2.4.1 Knowledge Transfer Mechanisms in Informal Apprenticeships

Understanding how knowledge is transferred is crucial when studying informal apprenticeship systems for motor vehicle mechanics, as these processes influence how well skills are learned and remembered. Knowledge transfer in this context refers to the ways in which information, techniques, and skills are shared from experienced individuals (master mechanics) to learners (apprentices). Past research and documentation across different trades and settings have identified several common methods through which knowledge is passed in apprenticeship programs.

Demonstration: A key method in trades is learning by watching the master perform a task. The master typically shows how to carry out a specific repair or use a particular tool, while the apprentice observes closely. This method offers a visual and practical example of how work should be done. According to Nokes (2009), observational learning (a form of analogical transfer) allows apprentices to form mental

models of tasks by seeing them executed correctly. In many African informal apprenticeships, demonstration is often combined with explanation in the local language to ensure understanding (Ahadzie, 2009).

Hands-on Practice (Learning by Doing): After observing, apprentices are often given the opportunity to perform the task themselves, either immediately or at a later time. This hands-on practice is essential for skill mastery, as skills in mechanical work are mostly procedural and can only be learned through repetition. Studies like Argote and Ingram (2000) on knowledge transfer highlight that learning-by-doing reinforces knowledge through experience and helps adapt general techniques to specific situations. In informal settings, an apprentice might start with simple tasks, such as loosening bolts or changing oil, and gradually take on more complex parts of a job, like assembling engine components, as confidence and skills grow.

Guided Participation: Unlike formal training, in informal apprenticeships teaching is not delivered through lectures but via on-the-job guidance. Masters often give verbal instructions or tips while the apprentice is working, for example: “turn that bolt clockwise, not too hard,” “listen to the engine sound, it tells you something.” This real-time guidance aligns with Vygotsky’s concept of the Zone of Proximal Development, where a learner can accomplish more with guidance than alone. The master acts as a guide within the apprentice’s zone, helping them complete tasks they couldn’t do on their own. Rogoff et al. (2003) describe this as “cognitive apprenticeship,” where experts scaffold learners in authentic tasks.

Mentoring and Coaching: The personal mentor-mentee relationship is a key part of apprenticeship. Besides technical training, masters teach work ethics, problem-solving skills, and professional values. Coaching may involve the master asking the apprentice questions to encourage thinking, for example, “What do you think is causing this noise?” rather than simply providing answers. This approach is noted

in the literature as building not just know-how but also know-why, which involves understanding why specific procedures are important (Frese et al., 2003). The mentor also offers encouragement and motivation, which are crucial in a challenging learning environment.

Peer Learning: While the master is the primary teacher, apprentices often learn a lot from each other. In environments where multiple apprentices work together (like Kisekka Market garages), those with more experience may teach newer ones, or they may share experiences of mistakes and solutions among themselves. Bandura's social learning theory supports that individuals learn from models around them; for apprentices, peers who have recently learned a task may model it in a relatable way Hammersley, (2006). ethnography of UK garages found that apprentices sometimes felt more comfortable asking "stupid questions" to fellow apprentices than to the master, indicating the importance of peer support.

Storytelling and Oral Tradition: In trades, a lot of knowledge, especially tacit knowledge, is passed down through storytelling. Masters might recount past tricky cases, for example, "I once saw an engine that ... and here's how we figured it out", and these stories carry lessons or cautions. This informal oral tradition has been noted as a rich source of context-specific knowledge in craft apprenticeships (Osei-Boateng & Ampratwum, 2011). In Uganda, as in many African cultures, oral storytelling is a natural way of transferring wisdom and warnings, which likely extends into workshop banter and teaching moments.

Imitation and Repetition: Apprentices frequently learn by imitation, literally copying the master's actions, which is a time-honored method (as the saying "See one, do one, teach one" implies). Nokes (2009) refers to this as knowledge compilation, where initially declarative knowledge (factual, from explanation) becomes procedural knowledge (knowing how) through repeated execution. An apprentice might at first follow steps exactly as shown (imitative learning) and with repetition, they can perform them more fluidly and eventually adapt them to new problems.

Feedback and Correction: Immediate feedback is a powerful tool in the apprenticeship setting. When an apprentice makes a mistake, the master (or sometimes a peer) will typically point it out and correct it on the spot, explaining what went wrong. This immediate correction prevents the formation of bad habits and helps the apprentice learn the right technique. The literature on learning curves in manufacturing (e.g., Argote, 1999) shows that feedback loops significantly improve performance over time. In informal apprenticeships, feedback is often continuous and verbal ("No, not like that, do it like this."). Sometimes it's also conveyed through non-verbal cues, a disapproving look, or taking over a task to demonstrate the correct way again.

Across various studies and settings, demonstration and hands-on practice are the most common methods for skill transfer in manual trades. This matches the findings from the data analysis in this study, which will be presented in Chapter Four. Table 4.2 in Chapter Four shows some of the main knowledge transfer methods identified in the Kisekka Market context, along with how often participants mentioned them and including illustrative quotes. The literature backs up these findings. For example, Haan (2006), in a study of West African informal apprenticeships, found that master craftsmen rely on demonstrating and coaching, providing formal explanations only when needed. The process is mostly non-verbal and experiential. An interesting point from Haan's research is that some masters intentionally allow minor mistakes as learning opportunities, stepping in before any serious damage occurs. This approach aligns with the idea of "productive failure" in education, where struggling with a problem can produce deeper understanding (Kapur, 2012).

Another noteworthy mechanism from literature is the use of simple task progression: Many informal apprenticeships follow a strategy where apprentices begin with menial tasks (sweeping the workshop, cleaning parts), then move to basic work (holding a flashlight, handing tools, changing tires), and only later proceed to core tasks (engine work, electrical diagnostics). This progression, often implicit, ensures

that apprentices learn discipline, familiarize themselves with tools, and build foundational knowledge (such as part names and tool usage) before tackling critical work

It is also useful to consider what knowledge is being transferred. There's explicit knowledge, such as facts and procedures that can be explained, and tacit knowledge, like skills that are hard to articulate, such as the "feel" of a tuned engine or the intuition that a sound indicates a specific issue. Apprenticeships are especially effective at transferring tacit knowledge through immersive methods, which formal classroom training often struggles to do as a seasoned mechanic might not easily describe in words how they know a car's alternator is failing just by listening, but by working alongside them, an apprentice picks up that sense.

However, the literature also points out challenges in knowledge transfer within informal systems: Masters may have different skill levels or outdated knowledge if technology, they might also lack motivation or time to teach thoroughly if they see apprentices mainly as helpers. Young, (2019). These issues can cause gaps or inconsistencies in what apprentices learn. In some studies, e.g. Nwankwo, & Ogan, (2025). apprentices reported learning mostly by trial and error because the master was too busy to teach, showing that the presence of transfer mechanisms doesn't ensure they are used effectively. This highlights why understanding the specific context (like Kisekka Market's dynamics) is essential, since the success of knowledge transfer can vary widely even when the same methods are apparently in place.

Despite substantial evidence of these mechanisms, existing studies tend to describe what occurs rather than analyze how and why these knowledge-transfer processes succeed or fail in specific cultural and occupational contexts. Much of the available research focuses on West African or Asian informal sectors, leaving limited empirical work on Uganda's automotive trades, where the socio-economic environment and apprenticeship traditions differ markedly. Additionally, few studies explicitly link these practical

mechanisms to adult learning theories such as experiential learning, situated learning, or communities of practice. This gap hampers understanding of the pedagogical logic behind informal knowledge transfer and how it can be enhanced through evidence-based interventions. In conclusion, the literature reinforces that informal apprenticeships utilize a rich mix of experiential, social, and instructional mechanisms to transfer knowledge. These mechanisms align well with fundamental learning principles: active engagement, situated feedback, modeling, and social interaction. The subsequent chapters of this dissertation will show how these mechanisms manifest in the Kisekka Market garages and how apprentices and masters perceive their efficacy.

2.4.2 Analysis of the Working Environment

The dynamic environment of informal apprenticeships, such as those in Kisekka Market's garages, plays a crucial role in shaping what apprentices learn and the kind of knowledge they acquire. The setting where learning takes place is not just a neutral backdrop; rather, it actively influences what and how apprentices learn (Eraut, 2004). In motor vehicle mechanic training, the garage environment is typically busy, with unpredictable workflow and a variety of tasks, which can both enhance and complicate learning.

Eraut (2004), examining workplace learning, highlighted that factors like task complexity, time pressure, and the availability of support significantly influence learning outcomes. In an informal garage setting: Apprentices are regularly exposed to real-world problems, such as a car with a mysterious engine knock or an electrical fault that is difficult to diagnose. This exposure to practical challenges compels apprentices to engage in problem-solving and critical thinking much more than they would in a controlled learning environment. They learn to troubleshoot and think quickly because the situation demands it. Billett, (2001). emphasizes the concept of situated learning here: the knowledge apprentices acquire is

directly linked to these specific situations and is often highly contextual (e.g., knowing that Toyota engines commonly have issue X, while Nissans frequently face problem Y). This fosters a form of contextualized expertise.

The pace of work at Kisekka Market is another critical factor, as it can be intense. Customers often want their vehicles repaired quickly, and multiple jobs may run simultaneously. Apprentices must learn to multitask and prioritize under their masters' guidance. As graduates in this study mentioned, the fast-paced environment pushed them to learn quickly or "fall behind." Such an environment can simulate the pressures of real employment, making the transition to the workforce smoother. Many apprentices stated that after training under Kisekka's conditions, working in a less hectic garage or starting their own business felt more manageable. However, on the flip side, pressure can also overwhelm some learners. If an apprentice is always rushing, they might not fully understand what they're doing or could develop stress. The literature (e.g., (Rowe et al., 2017)) on apprenticeships warns that excessive work pressure without enough mentoring can lead to incomplete learning, where the apprentice picks up speed at the expense of understanding.

Resource constraints are another aspect of the environment. Informal garages may lack advanced diagnostic equipment or specialized tools. As a result, apprentices learn to be resourceful and creative, often using makeshift methods to diagnose issues or adapting tools for multiple purposes. A study by Ahadzie, (2009). on African artisans found that apprentices become skilled at improvisation, a talent highly valued in settings where ideal resources are scarce. For example, one apprentice might learn how to rig a simple test lamp to diagnose electrical problems because there's no factory-made diagnostic tool. Such ingenuity is often seen as a strength of informal sector training. However, the downside is they may not be familiar with modern tools and equipment when those become available, which could limit their competitiveness if the market shifts toward more technologically advanced repairs.

The working environment also includes social dynamics and culture. Kisekka Market has its own micro-culture, possibly a hierarchy of master mechanics, a reputation system, or an ethic like "get the job done quickly to satisfy the customer." Apprentices absorb these values. If the culture is supportive (masters willing to teach, peers collaborating), learning thrives. If the culture is harsh (masters berating apprentices, competition preventing knowledge sharing), learning can suffer. Wenger (1998) noted that a community's culture (the "community" element of CoP) influences how openly knowledge is shared and how newcomers are treated. Some informal workshops have a tradition of older apprentices mentoring newer ones (even unofficially), creating a layered learning support, while others might pit apprentices against each other to compete for the master's favor, which could hinder peer learning.

Wenger's concept of legitimate peripheral participation is also relevant here: apprentices often start at the edges of actual work, like sweeping or fetching tools, then gradually take on core tasks. The dynamic environment offers a range of participation opportunities. On a busy day, an apprentice might only do peripheral tasks because the stakes are high; on a slower day, the master might allow them to try something more complex since there is time to correct mistakes. This ebb and flow means apprentices sometimes learn in bursts, with a slow week allowing for deep learning and practice, while a hectic week might limit them to helper roles. Over months, however, they gain experience from both situations.

Fuller and Unwin's (2004) concept of "expansive–restrictive" learning environments can help explain differences in informal apprenticeships. An expansive environment exposes apprentices to a wide variety of work, encourages understanding of the broader business, and supports their development (for example, allowing them to interact with customers to learn communication skills or sending them to buy parts to learn sourcing). A restrictive environment might only assign apprentices' menial tasks and exclude them from the larger aspects of the trade. The literature indicates that more expansive environments produce better-skilled, more adaptable craftsmen. As will be seen in the findings, this study's context tends to be

expansive for many apprentices: they reported involvement in various jobs and learning beyond just technical skills, such as teamwork and dealing with clients. This is likely because Kisekka Market garages, being small businesses, naturally immerse apprentices in all daily operations.

Palmer, (2021) highlights a key challenge: without formal oversight, the quality of training in informal, dynamic settings can vary significantly. Some masters may focus solely on getting work done, using apprentices as inexpensive labor, which provides extensive practice but possibly little deliberate instruction; others might genuinely care about teaching. This variation demonstrates that "the environment" isn't the same everywhere each garage could serve as its own micro-environment. Policy efforts on informal apprenticeship (e.g., by the Grimshaw, 2020) often focus on how to maintain the benefits of real-world training while mitigating issues such as exploitation or inconsistent quality. One proposed solution is incorporating certain formal elements, such as standardized modules or assessments, into the informal system (Walter, 2021).).

Gender dynamics in the environment are also important. A male-dominated setting can be intimidating for female apprentices. If the common attitude is that women are less skilled mechanics (a bias some respondents said they face), it makes the environment tougher for a female apprentice, who might be overlooked or have to prove herself more. Conversely, if the mentors promote equal treatment and support female apprentices, the environment becomes more welcoming. This highlights the role of the mentor not just as an instructor but as someone who shapes the learning atmosphere.

While literature highlights the importance of context in workplace learning, there is limited empirical analysis of how environmental factors, such as workflow intensity, customer interactions, or peer hierarchies, mediate the learning process within informal apprenticeships. Many studies examine environmental influences conceptually but do not systematically link them to specific learning outcomes

like skill mastery, confidence, or employability. Similarly, gender and inclusion issues are often mentioned but rarely analyzed in depth, leaving a gap in understanding how female apprentices navigate male-dominated trades like vehicle mechanics. This study addresses these gaps by providing context-rich qualitative evidence from Uganda's Kisekka Market, where environmental dynamics and social relations are especially pronounced.

In conclusion, the changing work environment of Kisekka Market's informal apprenticeships acts as a double-edged sword for learning. It offers rich, varied experiences that can greatly improve practical skills, develop soft skills like adaptability, and help apprentices become work-ready, having trained under what are essentially "real industry conditions." As the findings show, many apprentices felt the environment made them more competent and confident. However, this same dynamic nature can pose challenges: irregular learning opportunities, risk of high stress and fatigue, inconsistent training quality, and issues related to fairness or safety. The literature and the study's findings agree that maximizing learning in such settings requires deliberate efforts, such as masters purposefully rotating apprentices through different tasks, pacing their learning, and providing support under pressure. Chapter Five will further examine how the environmental factors observed in Kisekka Market compare with these literature insights and what that means for improving informal training systems.

2.4.3 Informal Apprenticeships and Skills Acquisition

Informal apprenticeship systems are vital for skills development and workforce growth, especially in many developing countries where formal vocational training options are limited. This part of the literature review explores how informal apprenticeships support skills development, including technical skills, soft skills, and broader socio-economic benefits. It also discusses the limitations of informal systems and the ongoing debate on how to improve them.

Globally, the informal sector is recognized as a key source of employment and training. The International Labour Organization Charmes, 2012). estimated that informal employment accounts for up to 80-90% of jobs in some developing countries, with many workers acquiring their skills informally through on-the-job learning. Uganda, in particular, has a very large informal economy. Informal apprenticeships in trades such as automotive repair, metal fabrication, tailoring, carpentry, and others, therefore, function as an informal national training system. McGrath, et al., (2018) argue that reaching Sustainable Development Goals (like decent work and economic growth) will require harnessing such informal training pathways.

Technical Skill Proficiency: Informal apprenticeships can produce highly skilled tradespeople. The learning is hands-on, long-term, and often covers a wide range of tasks. In Nigeria's automotive informal sector, studies have shown that many master mechanics are incredibly talented, capable of overhauling engines with limited tools and fabricating parts as needed (Olaitan, 2024).). Apprentices who train under them often become equally skilled, partly because the apprenticeships are usually long (several years), allowing skills to become deeply ingrained Vosko, 2002) notes that African informal apprenticeships typically last 2-4 years, enough time to achieve mastery through practice. In contrast, formal vocational courses might only last 6 months to 1 year, which is sometimes considered too short for complex trades, making the informal approach advantageous.

Soft Skills and Work Habits: Beyond technical knowledge, informal apprenticeships teach workplace manners, communication, and business skills. As seen in Kisekka Market, apprentices not only learn to fix cars but also learn how to interact with customers (e.g., explaining issues, negotiating prices), how to source spare parts, and how to manage a small business. These skills, sometimes called transversal skills, are essential for their future success, especially if they want to start their own garage. A UNESCO-UNEVOC (2018) report found that informal apprentices often develop entrepreneurship skills naturally

since many end up self-employed; they learn by observing how their masters run the garage. In a more structured approach, programs in Ghana and Cameroon have tested adding entrepreneurship training to informal apprenticeships to improve this. For example, apprentices learn bookkeeping and customer service formally alongside their workshop training. Even without formal programs, the environment encourages a certain level of business understanding.

Economic Empowerment: Several studies have documented the positive results for youths who complete informal apprenticeships. For example, in Ghana, Palmer, 2021) found that informal apprenticeships in the automotive and metalwork trades provided livelihoods for many urban youths who would otherwise be unemployed. Many graduates of these apprenticeships were either working in workshops or had started their own small businesses, thereby contributing to the local economy. Similarly, a tracer study in Tanzania (Hlophe, 2020).) showed that youths who underwent informal apprenticeship training had higher rates of employment and self-employment after a few years compared to those who did not receive any training. These outcomes support the idea of informal apprenticeship as a "self-help" skills system that communities use to address unemployment and poverty (Machingo, 2018). However, the literature also points out that the efficacy of skill acquisition in informal systems can be uneven. Some critical issues include:

Quality Variation: There is no standardized curriculum. Therefore, what one apprentice learns can differ from another, even within the same trade. Much depends on the master's skill and willingness to teach. An apprentice might become very specialized in what their master excels at but could miss other aspects of the trade. For example, a master who focuses on engines might not teach much about auto-electrical systems, leaving a gap in the apprentice's skill set unless they seek it elsewhere. This concern is raised by Adams, & Adams, (2008) who advocated for modular training materials that masters can use to cover all key areas.

Technological Change: Informal apprenticeships are sometimes slow to adopt new technologies or techniques because they depend on masters whose own training might have been years earlier. As vehicles become more computerized, a risk is that informally trained mechanics may not gain the skills needed to handle diagnostics or electronic components, which could reduce the relevance of their training. However, some research shows adaptation: mechanics learn new skills informally through peer networks or short courses. In Kenya, for example, some informal garages have associations that organize occasional training when new tech (like electronic fuel injection) becomes common.

Recognition of Skills: Traditionally, a common problem has been that skills acquired informally are not officially certified, which can limit workers' mobility. If someone is trained informally and wants to apply for a job in a formal company or abroad, they lack a diploma to show. This has led to initiatives for Recognition of Prior Learning (RPL) or trade testing. In Uganda, the DIT's Worker's PAS (practical assessment) is one such program designed to evaluate and certify skills gained informally (Directorate of Industrial Training, 2021). Research indicates that when apprentices receive some form of certification, their income can rise (Adams et al., 2013) because it signals their skill level to a wider market.

Gender and Social Inclusion: While informal apprenticeships are accessible to the poor (since many require just a small fee or even just loyalty to the master), some groups are underrepresented. Young women, as mentioned earlier, face barriers in trades like mechanics due to cultural norms. Additionally, some very poor youth might not afford even the token payments or might be deterred by low wages if they have immediate family obligations. Programs like those run by NGOs often aim to sponsor disadvantaged youth into apprenticeships and provide them with toolkits (such as Plan International's projects in West Africa). These efforts have demonstrated that with a bit of support, marginalized youth

(including young women or those from very poor families) can succeed within the same informal training systems.

Despite these challenges, the literature agrees that informal apprenticeships are highly effective at passing on practical skills that are directly relevant to local labor markets. They are demand-driven (masters teach what is needed in their daily work), flexible (they can change the training content as needed), and self-sustaining (they don't depend heavily on government funding). Skills gained are often immediately useful; many apprentices work effectively while learning, so by the time they "graduate," they have already been doing the job for some time, which narrows the gap between training and productivity.

The study by Adeyemo, (2009). in Nigeria and Walther (2012) in various African countries both emphasize that informal apprenticeships also lead to intangible benefits like increased confidence and a sense of agency among youth. Learning a trade and being part of a work community provide youth with a sense of identity and purpose. This is reflected in the findings of the current study, where graduates showed high confidence in their abilities and often pursued independent ventures.

Finally, the literature is rich with suggestions for hybrid models that combine the strengths of informal apprenticeships with formal training structures. These include adding supplementary evening classes for apprentices (to teach relevant theory or literacy/numeracy), providing master craftsmen with pedagogy training to enhance their teaching skills (making them more effective trainers), and establishing certification pathways as noted. Some countries (e.g., Kenya, Ghana) are at various stages of implementing these approaches. Success has been mixed, partly because informal systems are so deeply embedded in tradition that formal interventions need to be sensitive and collaborative to gain acceptance.

However, the literature shows several important shortcomings. First, there is limited research on how specific training interactions lead to tangible skill outcomes, especially in East African settings. Much of the evidence remains anecdotal or descriptive and lacks clear analytical frameworks that connect learning processes to measurable skill development. Second, technological advances in the automotive sector are surpassing most informal training systems, yet few studies explain how informal mechanics adapt to digital and computerized technologies or what informal coping strategies they use. Third, while policy research has acknowledged the significance of recognition of prior learning (RPL), there is still little empirical evidence on how recognition policies influence actual learning practices in Uganda's garages. Finally, the perspectives of apprentices, their perceptions, motivations, and reflective experiences, are still underrepresented, even though they are the main participants in the learning process.

In summary, informal apprenticeship systems are vital for skills development in places like Uganda. They effectively teach practical, job-ready skills and encourage entrepreneurship, playing a crucial role in creating jobs and economic independence for many youths. Recognizing and enhancing these systems without losing their natural strengths is a common theme in the literature and is directly relevant to understanding this study's findings and developing its recommendations.

2.4.4 Summary of gaps in the literature

Across the reviewed literature, several overarching gaps emerge:

1. *Contextual Gaps:* Most studies on informal apprenticeship and knowledge transfer are concentrated in West Africa (e.g., Ghana, Nigeria, and Benin). There is a lack of in-depth, context-specific studies from Uganda, particularly in the motor vehicle mechanics trade, despite its significance for youth employment.

2. *Process-Oriented Gaps:* Previous studies tend to describe the existence of apprenticeship systems without critically examining how knowledge transfer actually unfolds in everyday practice, the micro-processes of demonstration, feedback, peer learning, and adaptation within real garage environments.
3. *Theoretical Integration Gaps:* While theories such as experiential learning and communities of practice are widely cited; few studies empirically apply these frameworks to analyze informal apprenticeship processes in African settings. This limits understanding of the pedagogical and cognitive dynamics of informal learning.
4. *Environmental and Social Gaps:* There is insufficient examination of the dynamic working environment, including time pressure, customer interaction, peer hierarchies, and gender relations, and how these shape or constrain skill development.
5. *Policy and Practice Gaps:* Limited research links empirical findings from informal apprenticeships to national development frameworks such as Uganda's TVET Policy (2019), NDP III, or DIT's Recognition of Prior Learning (RPL) initiatives. This disconnect hinders evidence-based policymaking.
6. *Apprentice Voice Gap:* Much of the literature privileges the perspective of master trainers or policymakers. The lived experiences, agency, and reflections of apprentices themselves are rarely centered, resulting in an incomplete picture of how learning is experienced from the learner's standpoint.

Given these gaps, the current study on knowledge transfer among motor vehicle mechanics at Kisekka Market, Kampala is justified in providing a grounded, empirical analysis that situates the informal apprenticeship process within Uganda's socio-economic, cultural, and policy context. By focusing on the interplay between masters, apprentices, peer dynamics, and the work environment, the study contributes to filling both theoretical and contextual voids in the literature.

Chapter Three: Research Methodology

3.1 Introduction

This chapter outlines the methodology used to explore the knowledge transfer mechanisms within the informal apprenticeship system among motor vehicle mechanics at Kisekka Market, Kampala. It describes the research paradigm and design, the study population and sampling techniques, the data collection methods and instruments, the data analysis procedures, and the measures taken to ensure the trustworthiness of the study. Ethical considerations observed during the research are also detailed. The chosen methodology was designed to capture the complexities of the apprenticeship process in a naturalistic setting and to provide a rich, credible account of how skills are transmitted in this informal context.

3.2 Research Paradigm

The study was conducted within an interpretivist framework, which is suitable for understanding the subjective meanings, experiences, and social processes involved in informal apprenticeship. Interpretivism suggests that reality is socially constructed and that research should aim to understand phenomena from the viewpoints of the participants involved (Hennink, et al., 2020). This framework aligns with the study's goal to explore how apprentices and master mechanics interpret their roles and experiences in the knowledge transfer process at Kisekka Market. Instead of seeking a single objective truth, the research recognizes multiple realities as experienced by the garage community members.

Adopting an interpretivist stance enabled me to work closely with participants, observing and interpreting the subtleties of mentorship, learning, and skill development in the garages. The belief was that knowledge about the apprenticeship system can only be gained through interaction with those involved

and by understanding their perspectives (Stake, 1995). Because much of what occurs in informal learning is tacit and culturally rooted, the interpretivist approach, employing qualitative methods, is ideal for uncovering these layers of meaning. In practice, this meant I stayed reflexive and aimed to build rapport and trust with participants so they would freely share their stories and insights. The interpretive analysis looked for patterns and themes in the data that represent the participants' perspectives on how knowledge transfer happens, rather than forcing existing categories. The result is a detailed understanding that situates the findings within the social context.

3.3 Research Design

A qualitative research approach was used, employing a case study design centered on the informal apprenticeship system in Kisekka Market. A case study is well-suited for exploring complex, context-specific phenomena in depth (Hollweck, 2015; Robert, 2014). In this instance, the "phenomenon" is the knowledge transfer process in informal mechanic training, and the "case" comprised selected informal motor-vehicle repair garages located within Kisekka Market, Kampala, which served as the broader study context. These garages were treated as bounded learning environments where informal apprenticeship and knowledge transfer occur. Individual master mechanics, apprentice graduates, and current apprentices constituted the units of analysis through which the case was examined. Focusing on this single case allowed the study to collect detailed data and examine various aspects such as participant experiences, interactions, and the social-cultural environment of the garages.

The research design incorporated multiple qualitative data collection methods (described in Section 3.5) to enable triangulation, which involves cross-verifying information from various sources and approaches. This enhances the credibility of the results by making sure they are not just artifacts of a single method. Choosing a qualitative case study also aligns with the interpretivist paradigm; it helped explore the "how"

and “why” questions that are central to the study (e.g., How do mentors teach? Why do apprentices find certain methods effective?).

During the design phase, initial visits were made to Kisekka Market garages to familiarize ourselves with the environment and identify key informants. These scoping visits helped improve the research tools and approach, such as understanding the flow of a typical workday in the market, which guided when to schedule interviews or observations. It also helped build initial rapport with some garage owners and senior mechanics, making entry smoother during actual data collection (Hollweck, 2015; Robert, 2014) The design remained flexible to accommodate the informal setting. Unlike a laboratory or formal institution, the garages did not follow a strict schedule; therefore, I had to adapt to the field, sometimes waiting for the right moment to speak with an apprentice or rescheduling an interview because a big job unexpectedly arrived. This flexibility exemplifies qualitative research and was crucial in this context to minimize disruption to participants’ work while still gathering detailed data.

3.4 Positionality Statement

As the researcher, I approached this study as an outsider to the Kisekka Market community. I had no prior ties to the garages or apprenticeship networks under study. This outsider status influenced both the opportunities and challenges I faced during fieldwork. On one hand, it helped me stay objective and maintain a level of distance, which made critical observation and reflection easier. On the other hand, gaining trust with participants required deliberate efforts to build rapport, show respect, and explain the purpose of the research.

My positionality as a university-based researcher influenced how I was perceived, often as someone with academic authority, which occasionally led to participants tailoring their responses to what they thought I wanted to hear. To mitigate this, I emphasized my role as a learner and listener, encouraged participants

to speak freely, and used multiple forms of triangulation (interviews, observation, document review) to validate findings.

Recognizing my position of privilege, I was attentive to power dynamics during interviews and sought to create an environment in which apprentices and masters felt comfortable sharing their perspectives. Reflexive journaling and debriefing with academic mentors throughout the research process helped me remain aware of my assumptions and biases. Overall, my positionality shaped both access to knowledge and interpretation, and is therefore acknowledged as an integral aspect of the research process.

3.4 Study Population

The study population comprised all individuals actively involved in the informal motor vehicle mechanics apprenticeship system at Kisekka Market, Kampala. Due to the absence of official registration or census data, there is no current official existing records, though media reports estimate that Kisekka Market accommodated approximately 10,000–10,500 traders and workers prior to redevelopment; however, these figures remain indicative and do not disaggregate mechanics from spare-parts traders due to the market's informal nature (Mukisa, 2014b; KCCA, 2019). This total population includes both trainers and trainees operating within the informal automotive sector. The Market operates largely within the informal economy.

This population encompassed three main categories of participants:

Apprentices (Trainees): Young individuals currently undergoing training in garages. For this study, focus was placed on apprentices who had been in training for at least three months. This criterion ensured that

participants had sufficient exposure to the knowledge transfer process and could provide reflective insights. Apprentices formed the primary focus group since they are the recipients of training and their perspectives on what and how they learn are central to understanding knowledge transfer.

Master Mechanics (Trainers/Master Crafts persons): Experienced mechanics who own or manage garages or serve as senior technicians responsible for teaching apprentices. Often referred to as "masters" or "bosses," these individuals act as the main knowledge providers in the apprenticeship system. They were included to share their teaching approaches, motivations, and challenges associated with training apprentices in informal settings. In many cases, these masters also doubled as business owners or supervisors.

Graduates of the Apprenticeship (Former Apprentices): Individuals who had completed their training at Kisekka Market and transitioned into independent practice or employment. Including graduates offered a retrospective view of the apprenticeship experience and outcomes, particularly how the training prepared them for work and business ownership.

By including these three groups, apprentices, master mechanics, and graduates, the study sought to obtain a holistic view of the knowledge transfer process. The triangulation of their perspectives provided a fuller understanding: what masters considered effective teaching methods could be compared with apprentices' accounts of learning and verified against graduates' reflections on the usefulness of those methods in real practice. Although the total population at Kisekka Market numbers in the hundreds, this study targeted a smaller representative subset, as detailed in the sampling section that follows.

3.5 Sampling Techniques and Procedures

The study employed purposive sampling to select participants who were directly involved in and knowledgeable about informal apprenticeship processes at Kisekka Market. Purposive sampling is a non-probability sampling technique in which participants are chosen based on predetermined characteristics that align with the purpose of the study (Patton, 2015). In this research, the inclusion criterion was firsthand experience in the apprenticeship system, either as an apprentice, a master trainer, or a recent graduate of the system.

Within these categories, several considerations guided participant selection. For apprentices, efforts were made to include individuals at different stages of training, some in the early phases, others nearing completion, and to ensure representation from diverse backgrounds, including both male and female participants (though females were fewer). Apprentices at different stages of learning were expected to offer contrasting perspectives: those close to completion could reflect on advanced responsibilities and complex tasks, while newcomers could describe initial learning challenges.

For master mechanics, the sample included both garage owners, who typically train several apprentices, and senior employees responsible for training within larger workshops. Their age and experience levels varied widely: some had decades of experience and had trained numerous apprentices, while others were younger masters training their first or second cohorts. This diversity enriched the data by reflecting a range of mentorship styles and attitudes toward informal training.

For graduates, individuals who had completed their apprenticeships within the last one to three years were selected. This ensured that their memories of the learning experience remained fresh, while also allowing them to comment on the applicability of their acquired skills in post-training employment or

self-employment. Some graduates continued to work in or near Kisekka Market, while others had established small garages elsewhere.

3.6 Sample size

The study involved 40 participants from the informal motor vehicle apprenticeship community at Kisekka Market. This included 15 master mechanics, 15 current apprentices, and 10 graduates of the apprenticeship program. These groups were chosen to gather diverse perspectives across the learning spectrum, from knowledge providers to current learners and those who had finished training.

Statistical formulas did not determine this sample size but were guided by the qualitative principle of data saturation, whereby data collection continued until no new themes or insights emerged (Mason, 2010). The diversity within and across participant categories enhanced the depth and richness of the data, ensuring that the voices reflected a broad spectrum of experiences related to knowledge transmission and skills development in the informal setting.

Each category played a distinct role in clarifying the research questions. Master mechanics offered insights into teaching methods and apprenticeship norms; current apprentices provided real-time accounts of their learning processes and challenges; while graduates reflected on the long-term value and limitations of the training system.

3.7 Data Collection

3.7.1 Methods

This study used a multi-method qualitative approach to explore the complex and largely undocumented processes of knowledge transfer in informal motor-vehicle mechanic apprenticeships at Kisekka Market.

Semi-structured interviews gathered detailed, first-hand stories from apprentices, master mechanics, and graduates about their learning experiences. Non-participant observations enabled the researcher to record real-time work practices, tacit knowledge exchanges, and the dynamics of the apprenticeship environment without disrupting participants' routines. Focus group discussions created a space for collective reflection and uncovered shared meanings and differences in experiences among peers. Because there was no formal training curriculum, a targeted document review analyzed relevant newspaper articles, policy reports, and institutional documents to better understand the learning environment and connect field experiences to broader public discourse and policy frameworks. Using multiple methods improved data triangulation, enriched the analysis, and enhanced the credibility and trustworthiness of the results.

Semi-Structured Interviews: Semi-structured interviews were conducted with individuals from each of the three participant groups: apprentices, master trainers, and graduates. This approach allowed for a detailed exploration of personal experiences, perceptions, and attitudes while remaining flexible to explore emerging issues. Interviews typically lasted between 30 minutes and an hour and were conducted in English or Luganda, based on participant preference. My fluency in Luganda was crucial for building rapport and ensuring accurate interpretation of expressions. All interviews took place during less busy times, often in a quiet corner of the garage or nearby café to reduce interruptions. With consent, all interviews were audio-recorded and complemented with brief field notes to capture non-verbal cues.

Observation: Non-participant observation enabled me to directly witness apprenticeship interactions and learning processes in real time. I observed activities in several garages without taking part in the actual repair work, occasionally asking quiet clarifying questions when needed. Observation sessions lasted about two to three hours and were held at different times of day and on different weekdays to capture variations in workflow and learning dynamics. Detailed field notes were recorded immediately after each

session, documenting events, behaviors, and interactions relevant to knowledge transfer, mentorship, communication patterns, and gender relations. Observation provided context to supplement interview accounts and enabled cross-validation of reported experiences.

Focus Group Discussions (FGDs): To supplement individual interviews, two focus group discussions were held: one with apprentices (five participants) and another with a mixed group of apprentices and graduates (five participants). The FGDs enabled participants to share experiences, discuss different opinions, and gain new insights through peer interaction (Krueger & Casey, 2015). Discussions were moderated in Luganda and took place after working hours in relaxed settings. Topics included learning processes, peer support, challenges faced, and transitions from apprenticeship to self-employment. All sessions were audio-recorded and later transcribed for analysis.

Document and Artefact Review: Although limited by the informal nature of the training environment, I reviewed any available documents or artifacts that could shed light on learning practices. These included mechanics' notebooks, repair manuals, and customized tools used for demonstration. Such artifacts provided evidence of self-initiated learning and creativity in knowledge transfer, thereby enriching contextual understanding.

3.7.2 Data Collection Tools

To operationalize the above methods, specific data collection tools were designed and employed as follows:

Interview Guides (Appendices A–C): Separate guides were created for apprentices, master trainers, and graduates, each with open-ended questions tailored to their specific group. These guides directed the interview flow while providing flexibility to explore emerging themes.

Observation Checklist (Appendix D): The checklist was used to document key indicators during observation sessions, such as teaching moments, task allocation, communication styles, use of tools, safety practices, and gender participation.

Focus Group Discussion Guide (Appendix E): This tool provided thematic prompts for group discussions, helping participants explore shared experiences related to learning processes, peer interactions, and perceived training gaps.

Document and Artefact Review Guide: A short checklist helped me to document and categorize relevant materials like newspapers, manuals, notebooks, and improvised teaching tools. Digital tools also supported data management: audio recordings were transcribed into Word documents, field notes were typed for reference, and data were organized for manual thematic analysis (as described in Section 3.8).

3.7.3 Data Collection Procedure

Data collection was conducted over an eight-week period between, June and August 2024 at Kisekka Market, Kampala. Following approval from relevant authorities and consent from participants, I made regular visits to selected garages to build rapport and observe daily work routines. The process began with semi-structured interviews, followed by participant observations and focus group discussions, allowing triangulation of perspectives. Each interview lasted between 30–60 minutes and was audio-recorded with permission. Observation sessions lasted approximately two to three hours at different times of the day to capture variations in activity. Field notes were maintained after each visit to record emerging insights and contextual factors. Focus group discussions were held after most individual interviews to validate key themes and stimulate shared reflection. Data collection concluded once information saturation was reached, that is, when no new themes were emerging from additional interactions.

3.8 Data Analysis

3.8.1 Data Analysis Procedure

Data were captured using the KoboCollect tool, which facilitated systematic organization and secure storage of interview and focus group data during fieldwork. The Kobo forms included both closed and open-ended sections that mirrored the interview and observation guides. Responses were exported to Excel for preliminary organization, cleaning, and sorting according to participant categories (apprentices, masters, and graduates).

Following data cleaning, qualitative responses were analyzed manually using the thematic analysis approach outlined by Braun and Clarke (2006). The process involved reading through the exported transcripts and observation notes multiple times to identify initial codes, which were then grouped into broader themes. The combination of KoboCollect for data capture and manual thematic analysis ensured both consistency in data management and depth in interpretive analysis. The use of KoboCollect was particularly advantageous in this study because it enabled efficient field data management within a busy market environment, where paper-based recording could easily be disrupted by noise, space limitations, or mobility needs.

3.8.2 Thematic Analysis Process

Data analysis was performed using a thematic analysis approach (Braun & Clarke, 2006) to systematically identify, code, and examine patterns within the qualitative data. Thematic analysis was ideal for handling the rich narrative data from interviews, observations, and focus group discussions, allowing the extraction of key themes related to knowledge transfer processes, environmental influences, and skills development outcomes.

The analysis followed six main stages:

1. *Data Familiarization:* I immersed myself in the data by repeatedly listening to interview recordings and reading transcripts and field notes. Early impressions were noted, and frequent words such as *watch*, *try*, *mistake*, *together*, and *confident* began to signal emerging patterns.
2. *Generating Initial Codes:* Using both manual coding and NVivo, data segments were labeled according to meaningful units aligned with research questions and the conceptual framework. Examples of codes included *demonstration*, *learning by doing*, *peer teaching*, *feedback-correction*, *fear of mistakes*, *master's attitude*, and *gender bias*.
3. *Searching for Themes:* Related codes were grouped to form broader themes. For instance, demonstration, observation, and imitation merged under Learning through Observation and Imitation; feedback-correction and repetition formed Learning through Practice and Feedback; and busy times, peer support, and variety of tasks contributed to Work Environment as a Learning Driver.
4. *Reviewing Themes:* Each theme was checked for coherence and representativeness, merging or splitting as needed. For example, *demonstration* and *observation* were combined due to frequent co-occurrence, while Challenges in Learning was divided into Structural and Social/Personal challenges.
5. *Defining and Naming Themes:* Each theme was clearly defined with a focus on uniqueness and connection to research questions. For instance, Hands-on Experiential Learning captured trial-and-error skill acquisition; Mentorship and Coaching described instructional guidance; Peer Support and Community Learning represented collective learning; and Learning Environment: Opportunities and Constraints described the role of workplace dynamics.
6. *Interpretation and Synthesis:* Themes were interpreted in light of the research objectives and theoretical perspectives. Hands-on Experiential Learning was connected to experiential learning

theory; Peer Support was linked to Communities of Practice; and Learning Environment reflected situated learning principles. Observation data and FGD insights were used to triangulate interview findings and strengthen thematic validity.

To aid comparison, an Excel matrix cross-tabulated participants by characteristics such as training stage, gender, and years of experience, ensuring diversity within emerging patterns. The process was iterative and reflexive, with analytic memos capturing insights and interpretive decisions that later shaped the discussion and conclusions.

3.9 Credibility, Transferability, Dependability, and Confirmability

To ensure trustworthiness, the study applied Guba & Lincoln (1994)'s criteria of credibility, transferability, dependability, and confirmability.

Credibility: Credibility refers to confidence in the truth of findings. It was enhanced through prolonged engagement (over two months of regular visits) and persistent observation of apprenticeship routines to capture consistent patterns. Triangulation of interviews, observations, and focus group discussions allowed cross-verification of emerging themes. Member checking was conducted with selected masters and apprentices to validate interpretations, and peer debriefing with supervisors helped guard against bias. These strategies ensured the findings reflected participants' realities.

Transferability: While not claiming statistical generalizability, the study supports transferability through "thick description" of the research context, participants, and processes. Detailed accounts of the Kisekka Market garages, socio-economic setting, and daily training practices allow readers to assess applicability to other informal apprenticeship systems. By linking insights to theoretical frameworks such as Communities of Practice and experiential learning, the findings gain relevance beyond this single case.

Dependability: Dependability, or consistency of the research process, was addressed through a documented audit trail that captured the design, data collection, and analysis decisions. Raw data, coding files, and analytic memos were preserved. A reflexive journal recorded methodological adjustments and my reflections as the researcher, demonstrating awareness of how context shaped the process. Clear documentation of procedures makes the study replicable in logic, if not in exact outcomes.

Confirmability: Confirmability was achieved by grounding findings in data, illustrated with participant quotes and observed events. Triangulation reduced reliance on single sources, while reflexive journaling acknowledged potential biases. Supervisors critically reviewed interim reports, serving as external checks to ensure conclusions were data-driven rather than researcher-imposed.

Together, these measures strengthened the trustworthiness of the study, ensuring that its findings are credible, contextually transferable, systematically derived, and firmly grounded in participants' experiences.

3.10 Ethical Considerations

Ethical considerations were central to this study since it involved human participants and observations in real work settings. The research was conducted in line with established guidelines for research with human subjects (Creswell, 2014) and adhered to the ethical review standards of Makerere University. Several measures were taken to ensure that participants' rights, dignity, and safety were protected throughout the research process.

Informed Consent*:* Participants were briefed in Luganda or simple English about the purpose of the study, the nature of their involvement, and how findings would be used. Participation was voluntary,

with the option to withdraw at any stage without consequences. Written or oral consent was obtained depending on literacy and preference.

Privacy, Confidentiality, and Anonymity: Interviews were conducted in private or semi-private settings to safeguard privacy. Pseudonyms or numeric codes replaced real names, and all audio recordings and transcripts were stored securely. Although complete anonymity was not possible in public garage settings, confidentiality was maintained by reporting roles and activities rather than individual or garage identities.

Avoidance of Harm: The study applied the principle of non-maleficence by minimizing potential psychological, social, or physical risks. Apprentices and masters were interviewed separately to avoid power-related discomfort. Sensitive issues, such as gender experiences or business practices, were handled with caution. I adopted a neutral, non-judgmental stance and avoided interfering in mechanical tasks to prevent accidents.

Permissions and Reciprocity: Ethical approval was obtained from Makerere University, particularly from the Dean of the School of Distance and Lifelong Learning. Similarly, informal gatekeepers at Kisekka Market were consulted to ensure community acceptance. While no financial compensation was provided, refreshments, transportation refunds, or small tokens of appreciation were offered in accordance with ethical practice. As part of reciprocity, participants were informed that the findings would be shared with the garage community in accessible language.

Managing Power Dynamics: Potential imbalances were addressed by clarifying the my student role and assuring participants that there were no “right” or “wrong” answers. Rapport was built through informal interactions, and focus group discussions were conducted in a participatory manner to give participants ownership of the process.

Right to Withdraw: Participants' right to withdraw was emphasized, and one apprentice's decision to discontinue was respected without using partial data.

Outcome: No adverse incidents occurred. Participants expressed appreciation for the study, with some masters hoping the findings would strengthen future training. Ethical rigor not only protected participants but also enhanced the quality of data by fostering openness and honesty.

Chapter Four: Presentation of Findings

4.1 Introduction

This chapter presents and analyzes the findings of the study on Knowledge Transfer in Informal Apprenticeship Systems among Motor Vehicle Mechanics at Kisekka Market, Kampala. The results are organized according to the three specific objectives of the study: 1). To explore the current knowledge transmission mechanisms used in informal motor vehicle mechanic garages at Kisekka Market; 2). To analyze how the working environment of Kisekka Market influences learning and skills development among apprentices; and 3). To examine how the informal apprenticeship system contributes to or enhances skills acquisition and development of the apprentices. Data were obtained through interviews, observations, and focus group discussions with apprentices, master mechanics, and graduates. The presentation begins with demographic characteristics of the participants, followed by findings corresponding to each of the three objectives.

4.2 Demographic Characteristics of Respondents

Forty individuals participated in the study: 15 current apprentices, 10 graduates and 15 master mechanics. Table 1 summarizes their demographic profiles. The garages are male-dominated, but not exclusively so; six of the apprentices and three graduates were female, signaling that women are gradually entering a traditionally masculine trade. Most participants had completed lower secondary school (O-level), though a few had only primary education. The apprentices were between 18 and 28 years old and represented varying stages of training. Graduates were slightly older, between 22 and 32 years. Masters were 30–60 years old and had between five and thirty years of experience, reflecting deep institutional memory.

Table 4.1

Demographic Characteristics of Respondents

Respondent category	Number (n)	Gender (M/F)	Age range (years)	Typical education level	Current status
Apprentices	15	9 M/6 F	18 - 28	Some secondary (O-level)	In training (1-4 years)
Graduates	10	7 M/3 F	22 - 32	Secondary (many O-level, few A-level)	Completed apprenticeship; working (employed or self-employed)
Master trainers	15	15 M/0 F	30 - 60	Majority informal-trained (some vocational certificates)	Senior mechanics with 5-30+ years' experience

The interview data suggest that entrants were motivated by curiosity, family influence, or limited formal options. One apprentice recalled that his fascination began early: "*Ever since I was young, I've loved cars; I used to take apart toy cars to see how they worked*" (A3). Others described practical necessities: "*I didn't finish school, but I didn't want to just sit at home, so I joined the garage*" (A5). I noted how these motives intersected with structural factors such as unemployment and limited access to vocational training. The mixed gender and age distribution also hints at different life trajectories leading to apprenticeship, which will reappear when discussing learning mechanisms and challenges.

4.3 Findings for Objective One: Exploring the Current Knowledge Transmission Mechanisms Used in the Informal Motor Vehicle Mechanic Garages at Kisekka Market

This section presents findings addressing the first objective of the study, which was *to explore the current knowledge transmission mechanisms used in the informal motor vehicle mechanic garages at Kisekka Market*. Data from apprentices, masters, and graduates revealed various methods through which technical knowledge and skills are shared and acquired. The findings are organized around key patterns of learning and interaction, including demonstration, observation, hands-on practice, mentorship, peer learning, and feedback.

4.3.1 Overview of Teaching Methods

Apprentices acquire skills through a mixture of techniques. Six main methods through which master mechanics teach apprentices emerged from the analysis. Table 2 lists these techniques by how often they are used. Demonstration and hands-on practice made up the majority of the apprenticeship experience. Apprentices usually started by watching their mentors perform tasks *("They first watch me, then they try it themselves"* – M1) before being allowed to try small tasks under supervision. Verbal instruction and continuous feedback and correction accompanied these hands-on activities. Less frequently but still important were deliberate imitation, copying the master's movements, and structured conversations where the master explained troubleshooting strategies.

Table 4.2

Knowledge Transmission Mechanisms

Knowledge-transfer method	Description	Number of participants citing the method	Illustrative quote
Demonstration	Masters physically show how to perform a task; apprentices observe	12	"*We show them how to fix an engine before letting them try.*" - Master M2
Hands-on practice	Apprentices perform tasks themselves under guidance	11	"*I let them work on small parts first, then bigger tasks*." - Master M5
Observation	Learning by watching experienced mechanics	11	"*They first watch me, then they try it themselves*." - Master M1
Verbal instruction	Masters explain procedures, troubleshooting techniques, and safety practices	8	"*I tell them step by step what to do and what to avoid*." - Master M3

Knowledge-transfer method	Description	Number of participants citing the method	Illustrative quote
Imitation	Apprentices replicate the mentor's actions precisely	6	"*I do it first, then they copy exactly what I do*." - Master M4
Feedback and correction	Masters provide immediate feedback and correct mistakes	5	"*If they make a mistake, I correct them immediately*." - Master M6

***Note**:* Field data (interviews with 15 apprentices, 10 graduates, 15 master trainers).

As shown in Table 4.1, demonstration and hands-on learning (learning by doing) were the most commonly cited techniques for knowledge transfer, emphasizing the practical approach to learning at Kisekka Market's garages. Both apprentices and graduates highlighted that actually performing repairs (after observing them) was the most effective way to learn and remember procedures. Observation was also very common, indicating that apprentices spend a lot of time watching and absorbing techniques, especially early in their training. Verbal instructions supplement these visual methods, helping apprentices understand the reasons behind actions or learn tips that might not be obvious from observation alone. Imitation and feedback loops, though less frequent, are still important. Imitation typically occurs along with demonstration, where an apprentice tries to mimic the master's example, while feedback helps them adjust and improve their technique.

Observation and verbal instruction provide scaffolding, while imitation and feedback help fine-tune motor skills. It was observed that demonstration was rarely a one-off; it often evolved into joint work, where the master and apprentice worked side by side. This created opportunities for apprentices to ask questions and for masters to point out subtle techniques. As one apprentice explained, "*Watching is good, but doing is better. When I get to open the engine myself, I remember more*" (A8). This hands-on approach aligns with Kolb's experiential learning cycle (concrete experience → reflective observation → abstract conceptualisation → active experimentation), highlighting the cyclical interplay between observation, practice and reflection.

4.3.2 The Apprentice Journey: Entry, Routines and Duration

Informal apprenticeships at Kisekka Market begin long before a wrench is turned. Young men and women are drawn into the trade by curiosity, exposure to mechanical work and family influence, but their paths diverge once inside the garage. This section traces their journey from initial entry through their daily routines to the varying durations of their training. It also highlights how motivations, such as passion for cars, the desire for practical skills or limited formal education, intersect with the realities of the workplace to shape their learning experiences.

Entry into apprenticeship. Apprentices typically enter the trade through informal networks. Relatives or friends working at the market serve as gatekeepers; others simply walk up to a master mechanic to ask for an opportunity. Most recruits start with menial tasks and observation, a phase one participant described as "*just hanging around*." As A2 recounted, "*When I first came, I mostly just watched. The boss had me sweeping the floor and handing tools.*" This stage of "legitimate peripheral participation" allows novices to prove their commitment while gradually absorbing the rhythm of the garage. The findings confirm that passion for cars, practical skill acquisition and early exposure to mechanical work

were common entry motives. One apprentice explained, "*I first came here just to hang around, helping with errands. But after a while, I started paying attention and realized I could actually learn this trade*" (A10). Others cited family influence and lack of educational alternatives: "*I didn't finish school, but I didn't want to just sit at home. My uncle works in a garage, so he encouraged me to start learning here*" (A7).

Daily routine and learning environment. Once accepted, apprentices blend menial chores with increasing mechanical responsibility. Most begin their day by cleaning and organizing tools. This apparently mundane task serves as a learning strategy; as A1 explained, "*That's how I began learning the names of tools and what they do."* After the shop opens, apprentices assist with basic tasks, oil changes, tire replacements and battery checks, while closely observing their mentors. A9 captured the pace: "*It's very busy here, and you must be alert. Even when no one is teaching you directly, you learn just by being around the action.*" As confidence grows, apprentices are given more advanced repairs, such as engine diagnostics or electrical troubleshooting, often under time pressure from waiting customers. Mentors continue to provide demonstrations, hands-on instruction and verbal explanations . Apprentices in the draft consistently emphasised the value of doing: "*Watching is good, but doing is better. When I get to open the engine myself, I remember more*" (A8). Real-time feedback is integral to the process; another noted, "*Our trainer usually shows us once, then lets us try it. If we mess up, he corrects us. That's how we learn*" (A13). Taken together, these observations illustrate a dynamic, "learning-by-doing" environment where theory emerges from practice rather than preceding it.

Duration of apprenticeship. The time apprentices spend at Kisekka Market varies widely, from a few months to over four years. The majority of participants reported being in training for one year, while others ranged from six months to four years. This flexibility reflects the informal structure of the system: there is no fixed curriculum or exam, so progression depends on both competence and personal

circumstances. Some leave after mastering basic repairs, while others remain to acquire specialised knowledge or save capital to start their own garage. A6 echoed this sentiment: "*I've been here about one year. I feel like I've learned a lot, but I still need more time to master complex things*." Another apprentice explained his choice to extend his tenure: "*Some guys come for just a few months and move on, but I want to stay longer to really understand the whole system*" (A2). Masters sometimes mark the transition to independence by gifting a tool or by advising the apprentice to seek work elsewhere, but apprentices ultimately decide when they are ready to leave. This open-ended timeline fosters resilience and self-assessment, yet the lack of benchmarks can leave some feeling underprepared for specialised tasks.

4.3.3 Peer Learning and Community of Practice

Although master–apprentice relationships provide structure, much learning occurs through interactions with peers. Apprentices constantly share tips, troubleshoot together and fill in gaps when mentors are absent. One described how the garage becomes a collective classroom: "*We learn from each other when handling complex repairs*" (A11). Graduates vividly remembered how supportive peers helped them overcome initial intimidation: "*If you are stuck, your fellow apprentice will come and show you something the master might not be around to explain*" (G4). Similarly, A11 noted, "*We often solve problems as a team. If one of us doesn't know how to do something, someone else steps in to help*." These collaborations extend to everyday problem-solving, figuring out how to remove a stubborn bolt, pooling money to buy a missing tool or collectively diagnosing an unfamiliar fault. Peer learning thus functions as an informal safety net and accelerates skill acquisition by enabling novices to practise together without the fear of being judged by a senior master.

From my perspective, these peer interactions illustrate the garage's character as a community of practice. Members share a repertoire of stories, jokes and problem-solving strategies; they learn by "thinking

together" rather than in isolation. The community nurtures identity formation, as apprentices begin to see themselves not merely as helpers but as mechanics. Yet peer dynamics also mirror broader social hierarchies: senior apprentices sometimes assert authority, while female apprentices may find it harder to be accepted as equals. Overall, peer learning complements formal mentorship by reinforcing technical knowledge and building confidence, underscoring that knowledge transfer in Kisekka Market is both communal and experiential.

4.3.4 Skill Acquisition and Learning Methods

Skill development at Kisekka Market is deeply rooted in practice and observation. The most frequently reported strategies were hands-on practice and observation, meaning apprentices learned best by actively performing repairs while also watching experienced mechanics work. Verbal instruction and imitation provided complementary support, as mentors explained procedures and apprentices copied their movements. Some participants also highlighted real-time diagnostics and troubleshooting tasks as formative learning experiences, especially when mentors were present to guide them through complex faults.

Mentors played a pivotal role in structuring this learning. They relied on demonstration and hands-on instruction to model proper techniques, followed by clear verbal explanations of why specific steps were necessary. Feedback was integral: many apprentices received corrections daily or after each task. Most feedback came in the form of spoken guidance or live demonstration, ensuring that learners could immediately connect mistakes with the correct technique. As one apprentice put it, "*Watching is good, but doing is better. When I get to open the engine myself, I remember more*" (A 8). Another explained the rhythm of instruction and correction: "*Our trainer usually shows us once, then lets us try it. If we mess up, he corrects us. That's how we learn*" (A 13).

Document review of available materials, such as apprentices' notebooks and a few outdated automotive manuals found in the garages, revealed that apprentices sometimes take personal notes during their training. One apprentice's grease-stained notebook showed step-by-step sketches of a braking system assembly, indicating an attempt to capture tacit knowledge in written form. Such artefacts, though not systematic, demonstrate individual efforts to record and reference knowledge gained on the job.

Overall, these findings underscore that skill acquisition in the informal apprenticeship system is experiential, iterative and socially supported. It blends observation with action and relies on mentors' timely feedback to transform practice into proficiency.

4.3.5 Challenges in Knowledge Transfer

Participants identified several barriers to effective learning in the garages. Limited tools and outdated equipment often force apprentices to improvise or wait their turn. One apprentice remarked, "*Sometimes we don't have the right tools, so we have to be creative*" (A7). I observed instances where two apprentices shared a single voltmeter, leading them to troubleshoot by guesswork. Time pressure from customers compounds this issue, as masters are often unable to give detailed explanations; another participant noted that "*You have to learn quickly because customers need their cars fixed immediately*" (A4). As a result, learning often happened in snippets, with apprentices picking up procedures piecemeal and sometimes missing steps.

Gender bias also surfaced as another barrier: Female apprentices spoke of scepticism from customers and peers and felt they had to prove themselves more. *"As a female apprentice, I must work harder to be taken seriously in the garage. Most of the learning happens through observation and practice, but acceptance by male colleagues also affects how much guidance you receive." (Female apprentice, Kisekka Market)*, though some masters praised women's attention to detail. I noted

that gender dynamics influenced task allocation, women were sometimes steered towards "cleaner" jobs, limiting exposure to heavy repairs. Inconsistent teaching also posed problems. Each master had a personal style, and there was no standard curriculum, so training quality varied. Some graduates felt unprepared for specialised tasks like electronics when they began independent work. These challenges underscore the need for targeted interventions, such as modern equipment, gender-sensitive practices and basic pedagogical training for masters.

Summary of Findings under Objective One

The findings indicate that knowledge transfer in Kisekka Market garages is primarily experiential and participatory. Apprentices learn through observation, imitation, and guided practice under the close supervision of master mechanics. Verbal instruction, peer support, and feedback are integral to the process. Despite the strengths of these informal methods, inconsistencies in teaching, limited access to modern tools, and time constraints were reported as key challenges affecting the depth and quality of learning.

4.4 Findings for Objective Two: Analyzing How the Working Environment of Kisekka Market Influences Learning and Skills Development

This section presents findings addressing the second objective of the study, which sought *to analyze how the dynamic working environment of Kisekka Market influences learning and skills development among apprentices*. The section highlights how workplace factors such as workflow intensity, exposure to diverse mechanical problems, availability of tools and equipment, and social interactions shape the learning experiences of apprentices.

Kisekka Market's working environment is dynamic and chaotic. Five themes illustrate how this environment shapes learning (Table 3). Exposure to real-world problems and the urgency of customer

service accelerate skill acquisition. Apprentices repeatedly highlighted that the variety of vehicles and issues fosters adaptability: "*Every day we deal with different car issues, which helps me learn faster*" (A9). The constant stream of customers also forces them to be efficient and creative under pressure.

Table 4.3

Influence of the Work Environment on Learning

Environmental factor	**Description**	**Frequency (participants)**	**Illustrative quote**
Real-world challenges	Apprentices learn by confronting diverse, practical problems in real time	10	"*Every day, we deal with different car issues, which helps me learn faster.*" - Apprentice A9
Fast-paced learning	High customer demand requires quick turnaround, accelerating the pace of learning	9	"*You have to learn quickly because customers need their cars fixed immediately.*" - Apprentice A4
Problem-solving skills	Frequent troubleshooting develops critical thinking and innovation	8	"*Sometimes we don't have the right tools, so we have to be creative.*" -Apprentice A7

Environmental factor	Description	Frequency (participants)	Illustrative quote
Collaboration and peer learning	Working with different people fosters teamwork and shared knowledge	7	"*We learn from each other when handling complex repairs.*" - Apprentice A11
Adaptability and innovation	New vehicle models and changing technology require learning new skills	6	"*When new car models come in, we must figure out how to fix them without formal training.*" - Master M2

The dynamic environment accelerates skill acquisition by exposing apprentices to varied challenges and requiring quick decision-making. The constant stream of vehicles fosters adaptability; novices learn to improvise when parts are unavailable or when novel models arrive. At the same time, I observed that the pressure to deliver can limit reflection. Masters sometimes prioritised speed over thorough explanation, which could perpetuate errors. Nevertheless, the environment simulates real-world conditions better than a classroom, enabling apprentices to develop resilience and confidence.

These findings indicate that the chaotic yet resourceful environment of Kisekka Market plays a vital role in the learning process. The constant flow of work reflects a realistic production setting and helps apprentices develop problem-solving, teamwork, and adaptability, skills that are harder to teach in traditional classrooms. However, the same environment can hinder learning when time pressure outweighs reflection or when the need to serve customers quickly encourages taking shortcuts.

Summary of Findings under Objective Two

The findings show that the working environment in Kisekka Market significantly shapes learning outcomes. The fast-paced and highly interactive nature of the garages enhances apprentices' exposure, problem-solving skills, and adaptability. However, it also poses challenges including high pressure, limited mentoring time, and resource shortages. The social culture of the garages, marked by collaboration, competition, and informal hierarchies, further influences learning dynamics and apprentices' confidence levels.

4.5 Findings for Objective Three: Examining How the Informal Apprenticeship System Contributes to or Enhances Skills Acquisition and Development of the Apprentices

This section presents findings related to the third objective, which was *to examine how the informal apprenticeship system contributes to or enhances skills acquisition and development of the apprentices*. The findings highlight the types of skills developed through the apprenticeship system, both technical and soft, and examine how these translate into employment, independence, and professional growth.

Participants widely regarded the informal apprenticeship system as an effective means of acquiring employable skills. Table 4 summarizes five mechanisms through which skills development occurs. *Learning by doing* was cited most frequently: "*I learn more by doing than by just watching or listening*" (A8). Mentorship and coaching from masters provide apprentices with feedback, moral support and tacit knowledge about customer management and business ethics. Apprentices described being allowed to attempt tasks, make mistakes and then correct them under supervision: "*We try fixing things ourselves first, then the senior mechanic helps if we fail*" (A6).

Table 4.4

Contribution of the Informal Apprenticeship System to Skills Development

Skills-development mechanism	Description	Frequency (participants)	Illustrative quote
Learning by doing	Apprentices acquire skills through hands-on experience rather than theory	12	"*I learn more by doing than by just watching or listening.*" – Apprentice A8
Mentorship and coaching	Skilled workers provide guidance, feedback and moral support	10	"*My boss corrects me whenever I make a mistake and shows me how to do it right.*" – Apprentice A5
Trial-and-error	Making mistakes is accepted as part of learning, fostering resilience	9	"*We try fixing things ourselves first, then the senior mechanic helps if we fail.*" – Apprentice A6
Observation and imitation	Apprentices watch expert techniques and then replicate them	8	"*I first observe how my trainer does it, then I try on my own.*" – Apprentice A11

Skills-development mechanism	Description	Frequency (participants)	Illustrative quote
Incremental skill mastery	Tasks progress from simple to complex as competence grows	7	"*I started with basic tasks like changing oil before moving to complex repairs.*" – Graduate G3

The findings show that informal apprenticeship develops skills through gradual participation. Apprentices start with simple tasks like cleaning and basic repairs, then move on to more complex diagnostic work. Mentors provide support by offering corrections and moral encouragement. The trial-and-error method, although sometimes time-consuming and costly, teaches resilience; apprentices learn to manage frustration and keep trying until they solve problems. Observation and imitation help internalize tacit knowledge, such as feeling when a bolt is tightened correctly. Graduates highlighted that they leave with not only technical skills but also soft skills like patience, customer communication, and teamwork. However, some noted gaps: certain mentors limited apprentices to routine tasks, which restricted exposure to electronics or modern diagnostics. Others pointed out the lack of formal certification, which can affect job mobility: "*I can fix cars, but I don't have any papers to show when applying for a job*" (G1). These insights suggest that while the system produces skilled practitioners, it could improve through more exposure to modern technologies and recognition of competence.

Summary of Findings under Objective Three

The results indicate that the informal apprenticeship system at Kisekka Market contributes significantly to youth empowerment through skills acquisition. Apprentices gain a wide range of technical skills in vehicle maintenance and repair as well as transferable skills such as communication, teamwork, time

management, and customer relations. Many graduates reported using these skills to establish their own garages or secure employment. Nonetheless, challenges such as lack of certification and limited exposure to emerging automotive technologies constrain the system's full potential for workforce development.

4.6 Summary of Presentation of Findings

This section summarizes the major findings of the study across the three objectives. The study revealed that learning in informal apprenticeships at Kisekka Market is largely experiential, embedded in practice, and socially mediated through mentorship and peer interaction. The dynamic working environment both facilitates and constrains learning by exposing apprentices to real work conditions while limiting structured instruction. Finally, the apprenticeship system plays a crucial role in equipping youth with employable skills, though its effectiveness could be enhanced through greater standardization, certification, and access to modern technologies.

Chapter Five: Discussion of Findings

5.1 Introduction

This chapter offers a critical interpretation and synthesis of the findings presented in Chapter Four, guided by the study's three objectives, relevant theoretical frameworks, and existing literature reviewed in Chapter Two. The discussion engages Kolb's Experiential Learning Theory (1984), Lave and Wenger's (1991) Communities of Practice, Bandura's Social Learning Theory (1977), and broader empirical and conceptual literature on informal vocational education and youth employment. The goal is to contextualize the empirical insights from Kisekka Market within wider academic and policy debates on knowledge transfer, workplace learning, and skills development in the informal sector in Uganda.

5.2 Discussion of Objective One: Mechanisms of Knowledge Transfer

The mechanisms of knowledge transfer identified at Kisekka Market, including demonstration, observation, hands-on practice, storytelling, feedback, and peer learning, reflect a deeply experiential and participatory model of learning. These findings are consistent with Kolb's (1984) assertion that knowledge is created through the transformation of experience. Apprentices repeatedly emphasized that meaningful learning occurred through doing, rather than passive observation or instruction, which aligns with Argote and Ingram's (2000) proposition that practical engagement embeds procedural knowledge more effectively than theoretical instruction.

The learning process was also embedded within a social structure, best understood through the lens of the Community of Practice framework. As Lave and Wenger (1991) describe, newcomers begin with low-risk peripheral tasks and gradually move toward full participation. At Kisekka, this progression is evident in how apprentices transition from tool-fetching and cleaning roles to performing diagnostic and

repair tasks under supervision. Identity formation as a "Kisekka mechanic" reinforced this trajectory, echoing Wenger's (1998) view that learning is not just about acquiring knowledge but becoming a certain kind of person within a practice.

Peer learning emerged as a critical, though often under-recognized, avenue for skill development. Through observation of peers, shared problem-solving, and informal storytelling, apprentices co-constructed understanding, a process well captured by Pyrko et al.'s (2017) concept of "thinking together." Bandura's (1977) social learning theory also provides a useful lens here: the behavior, skills, and attitudes of more experienced peers served as powerful models for newcomers. These insights align with studies on collaborative and peer-based learning in informal settings.

While the system fosters practical competency, its heavy reliance on tacit knowledge and verbal transmission presents challenges for consistency and scalability. Without standardized curricula or reflective pedagogical strategies, learning outcomes depend on individual masters' teaching styles. Enhancing mentorship capacity through targeted training and incorporating post-task reflection could help systematize and enrich the learning experience.

5.3 Discussion of Objective Two: Influence of the Working Environment

The working environment at Kisekka Market emerged as both a fertile ground for learning and a source of pedagogical constraints. The garages function as authentic worksites where apprentices engage with real clients, diverse vehicle problems, and pressing deadlines. This mirrors the principles of situated learning (Lave & Wenger, 1991) and Eraut's (2004) understanding of workplace learning as opportunistic, context-driven, and experiential. Exposure to actual repair challenges fostered apprentices' adaptability, critical thinking, and customer management skills, competencies rarely cultivated in formal classroom settings.

However, the same environment also imposes limitations. The economic imperative to meet customer expectations often leads masters to prioritize speed and output over instruction and feedback. This tendency validates Dewey's (1938) caution that unstructured experience, without opportunities for reflection, can become mis-educative. Instances where apprentices were instructed to complete tasks without understanding the underlying principles reflect this risk.

Structural issues further shape the learning experience. Many garages lacked basic safety equipment, diagnostic tools, and standardized repair procedures, leading to inconsistencies in exposure and skill acquisition. In this regard, the quality of learning is directly linked to the physical and organizational conditions of the workplace. Moreover, hierarchical dynamics within garages sometimes limited apprentices' agency and discouraged questioning. While respect for authority is a cultural norm, its unchecked reinforcement may inhibit critical dialogue necessary for deep learning.

Gender dynamics added another layer of complexity. Female apprentices reported challenges ranging from subtle exclusion to outright skepticism about their competence. Such experiences reflect broader patterns of occupational segregation in technical trades and underscore the need for gender-sensitive reforms in vocational training environments. The findings align with global and regional studies that highlight the need to mainstream gender equity in technical and vocational education and training (TVET) systems.

5.4 Discussion of Objective Three: Contribution to Skills and Employability

The informal apprenticeship system at Kisekka contributes significantly to the development of both technical and non-technical competencies. Apprentices gain mechanical expertise, entrepreneurial skills, and a sense of professional identity. Graduates frequently cited the apprenticeship as a springboard to self-employment or wage-based work, highlighting its role in fostering economic independence. These

outcomes align with the capability approach (Alla-Mensah & McGrath, 2023), which emphasizes the importance of building not just technical proficiency but the broader freedoms and opportunities that enable individuals to lead meaningful lives.

The system's informality, however, limits its transformative potential. The absence of standardized assessment or certification means that graduates often struggle to prove their competencies in formal labor markets or international contexts. Adams et al. (2013) have pointed out that lack of skill recognition is a persistent challenge in informal training systems. Kisekka's experience confirms this: apprentices may become highly competent mechanics but remain excluded from formal employment due to documentation gaps.

Additionally, while apprenticeships foster strong work habits and social networks, exposure to modern automotive technologies, such as computerized diagnostics, is limited. This gap threatens the relevance of the training in an industry increasingly shaped by technological change. To address this, partnerships with formal TVET institutions or NGOs could introduce modular training upgrades and digital literacy components. The findings echo concerns in the literature on the future of work and the need to future-proof vocational systems in Africa.

Kisekka's model clearly plays a vital role in Uganda's vocational ecosystem. Yet its continued relevance depends on strategic interventions, such as Recognition of Prior Learning (RPL), mentorship enhancement, and gender equity initiatives, that can bridge the informal-formal divide and future-proof its graduates against emerging labor market demands.

5.5 Conclusion

The discussion presented in this chapter affirms that Kisekka Market's informal apprenticeship system embodies experiential, situated, and socially mediated learning processes. These processes effectively equip young people with technical skills, work ethic, and entrepreneurial orientation. However, systemic challenges, such as lack of pedagogical structure, limited technological exposure, and inequitable access, undermine the system's full potential. Addressing these challenges through targeted policy support and institutional partnerships could transform informal apprenticeship into a credible, inclusive, and scalable model for skills development in Uganda.

The next chapter summarizes key findings, draws overarching conclusions, and presents practical recommendations for policy, practice, and further research aimed at strengthening informal apprenticeship systems.

Chapter Six: Summary, Conclusions and Recommendations

6.1 Introduction

This chapter provides an integrative synthesis of the study. It begins with a summary of the entire research process, from the purpose and design to the key findings, followed by conclusions drawn in line with each research objective. It then presents practical and policy recommendations arising from the conclusions, alongside suggestions for future research. By drawing together insights from apprentices, master mechanics, and graduates within the framework of *Experiential Learning* and *Communities of Practice* theories, the chapter highlights how the study advances understanding of informal apprenticeship systems and their contribution to skills development in Uganda.

6.2 Summary

This study set out to examine how knowledge and skills are transferred within informal motor-vehicle apprenticeship systems, using Kisekka Market in Kampala as a case study. The research was guided by three specific objectives: to examine the mechanisms of knowledge transfer among motor-vehicle mechanics, to analyze how the working environment influences learning and knowledge transfer, and to assess the contribution of informal apprenticeship to skills acquisition and employability. The study was anchored in Experiential Learning Theory (Kolb, 1984) and the Communities of Practice framework (Lave & Wenger, 1991), which together emphasize that learning is a social and practical process that occurs through participation in real-life contexts.

A qualitative research design was adopted, employing semi-structured interviews, non-participant observation, focus-group discussions, and review of relevant artefacts. Forty participants, comprising apprentices, master mechanics, and graduates, were purposively selected from various garages in

Kisekka Market. Data were collected using KoboCollect and analyzed thematically to identify patterns related to knowledge transfer processes, environmental influences, and skill-development outcomes.

The study revealed that informal apprenticeship learning at Kisekka Market is deeply experiential, social, and contextual. Apprentices learn primarily through demonstration, observation, imitation, and hands-on practice, supported by feedback and peer collaboration. The garage environment serves as both a classroom and a challenge, providing authentic learning opportunities while limiting structured reflection due to time and resource constraints. Despite its informality, the apprenticeship system significantly contributes to youth employability, self-reliance, and socio-economic mobility, though gaps remain in technology exposure, standardization, and gender inclusivity.

Overall, the study provides empirical evidence that informal apprenticeships represent a vital, adaptive, and community-based learning model for skills development in Uganda. Strengthening such systems through mentorship support, resource upgrading, certification mechanisms, and inclusive policies can enhance their contribution to national human-capital development and align them with Uganda's National Development Plan III and TVET Policy (2019) goals for sustainable employment creation.

6.3 Conclusions

The conclusions are presented in line with the three specific research objectives.

Objective One: To Examine the Mechanisms of Knowledge Transfer among Motor Vehicle Mechanics at Kisekka Market

The study finds that knowledge transfer within Kisekka's informal apprenticeship system is highly experiential and socially driven. Apprentices gain skills through active participation, imitation, feedback, and gradually taking on responsibilities. Learning happens within a community of practice where

masters, peers, and even customers serve as instructors. This shows that informal apprenticeship is not just technical training but a social learning process. However, the reliance on tacit knowledge and lack of structured reflection limit deeper understanding. Therefore, the quality of learning largely depends on the master's willingness and ability to teach.

Objective Two: To Analyze How the Working Environment Influences Learning and Knowledge Transfer

The study concludes that the garage environment at Kisekka Market functions as a living classroom that offers genuine, situated learning experiences. The variety of repair tasks, customer interactions, and peer collaboration promotes problem-solving, innovation, and adaptability. However, the same environment can also hinder learning when time constraints, insufficient tools, or unsafe conditions disrupt instruction. Gender dynamics within the workspace further influence access to learning opportunities, with female apprentices encountering additional obstacles. These findings confirm that while the environment encourages experiential growth, its unregulated nature also creates disparities in learning outcomes.

Objective Three: To Assess the Contribution of Informal Apprenticeship to Skills Acquisition and Employability

Informal apprenticeships at Kisekka play a crucial socio-economic role by equipping youth with marketable skills, encouraging self-reliance, and supporting entrepreneurship. Graduates become skilled mechanics capable of working independently, and many go on to start their own businesses. However, limited access to certification and exposure to modern technologies restricts their full integration into the formal economy. Therefore, while informal apprenticeship remains a key part of Uganda's youth employment landscape, aligning it with national skills development frameworks is vital to improve its credibility and sustainability.

6.4 Recommendations

To enhance the effectiveness, inclusivity, and sustainability of informal apprenticeship systems like those at Kisekka Market, the following targeted recommendations are proposed:

1. The Ministry of Education and Sports (MoES), in collaboration with the Directorate of Industrial Training (DIT) and vocational institutes, should introduce short, practical mentorship and pedagogy training for master mechanics to improve the quality of knowledge transfer and support learning that goes beyond imitation and trial-and-error.
2. Garage associations should be supported by MoES and local NGOs to promote structured peer mentoring and reflective learning practices within garages, including brief debriefs after complex tasks and the designation of senior apprentices as informal learning facilitators.
3. Kampala Capital City Authority (KCCA) and the Ministry of Gender, Labour and Social Development (MGLSD) should work with NGOs and private sector partners to upgrade garage infrastructure with basic safety gear, diagnostic tools, and standardized workspaces that promote occupational safety.
4. To address gender disparities, MGLSD should implement gender-inclusive policies by supporting safe working conditions, mentorship by experienced female mechanics, and campaigns to challenge social stereotypes around women in technical trades.
5. The Directorate of Industrial Training (DIT) should expand Recognition of Prior Learning (RPL) and trade testing programs to certify skills acquired informally, enhancing graduates' employability both locally and abroad.
6. Vocational training institutions and the Skilling Uganda Secretariat should integrate short entrepreneurship modules into apprenticeship transition programs, equipping graduates with essential business and customer service skills to successfully manage or launch their own garages.

6.5 Contribution of the study to Adult and Community Education

This study makes a significant contribution to the field of Adult and Community Education (ACE) by clarifying how learning unfolds in non-formal and community-based settings, particularly within Uganda's informal motor vehicle apprenticeship system. It expands the scope of ACE by foregrounding informal vocational learning as a legitimate and impactful site of adult education, shaped by lived experience, community interaction, and local practice rather than formal curricula.

Theoretically, the study advances ACE discourse by applying and extending Experiential Learning Theory (Kolb, 1984), Communities of Practice (Lave & Wenger, 1991), and Workplace Learning models to an African urban informal-economy context. It demonstrates how adult learners (apprentices) develop skills through hands-on engagement, peer collaboration, and mentorship in dynamic, resource-constrained environments.

Empirically, it provides context-specific insights into how knowledge is transferred, how work environments influence adult learning, and how socio-cultural factors, such as gender and hierarchy, affect participation. These findings deepen understanding of how adult learning happens beyond classrooms and in community-rooted practices.

In practice, the study offers concrete strategies to improve adult learning in informal trades, such as enhancing mentorship capacity, fostering reflective learning, and recognizing peer-learning structures, which are directly applicable to ACE practitioners and program designers.

At a policy level, the research informs national and regional debates on how informal apprenticeship systems can be integrated into Uganda's broader TVET and lifelong learning strategies. It reinforces the

importance of Recognition of Prior Learning (RPL), inclusive learning environments, and community partnerships as core concerns of ACE in Africa's informal sector.

By bringing visibility, credibility, and actionable insights to a major yet under-recognized domain of adult learning, this study enriches ACE with both grounded evidence and pathways for strengthening non-formal vocational education systems.

6.6 Chapter Summary

This chapter has summarized the key findings, presented conclusions drawn from each of the study's objectives, and provided practical and policy-oriented recommendations. The evidence demonstrates that informal apprenticeship at Kisekka Market remains a vital yet under-supported mechanism for youth skills development. Its strength lies in its community-based, experiential nature; its weaknesses stem from resource constraints, gender inequity, and lack of recognition. Implementing the proposed recommendations, strengthening mentorship, improving learning conditions, promoting inclusion, and establishing certification, will help transform informal apprenticeships from survival-oriented training systems into credible pathways for professional growth and socio-economic transformation in Uganda.

References

Adams, A. V., & Adams, A. V. (2008). *Skills development in the informal sector of sub-Saharan Africa*. Washington, DC: World Bank. https://documents1.worldbank.org/curated/en/206591468008460175/pdf/678570WP00PUBL0SkillsfortheInformal.pdf

Adeyemo, S. A. (2009). Understanding and acquisition of entrepreneurial skills: A pedagogical re-orientation for classroom teacher in science education. *Journal of Turkish science education*, *6*(3), 57-65. https://www.tused.org/index.php/tused/article/view/125

Ahadzie, D. K., Proverbs, D. G., Olomolaiye, P. O., & Ankrah, N. A. (2009). Competencies required by project managers for housing construction in Ghana: Implications for CPD agenda. *Engineering, Construction and Architectural Management*, *16*(4), 353-375. https://doi.org/10.1108/09699980910970842

Ahadzie, W. (2009). The traditional informal apprenticeship system of West Africa as preparation for work. In *International handbook of education for the changing world of work: Bridging academic and vocational learning* (pp. 261-275). Dordrecht: Springer Netherlands. https://doi.org/10.1007/978-1-4020-5281-1_17

Ansong, A., Ennin, E. E., & Yeboah, M. A. (2023). Relational leadership and employee creativity: the role of knowledge-sharing behaviour and leader–follower dyadic tenure. *Journal of Hospitality and Tourism Insights*, *6*(5), 1890-1908. https://doi.org/10.1108/JHTI-06-2022-0218

Argote, L., & Ingram, P. (2000). Knowledge transfer: A basis for competitive advantage in firms. *Organizational behavior and human decision processes*, *82*(1), 150-169. https://doi.org/10.1006/obhd.2000.2893

Ayentimi, D. T., Burgess, J., & Dayaram, K. (2018). Skilled labour shortage: a qualitative study of Ghana's training and apprenticeship system. *Human Resource Development International*, *21*(5), 406-424. https://doi.org/10.1080/13678868.2018.1447881

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, *84*(2), 191. https://psycnet.apa.org/doi/10.1037/0033-295X.84.2.191

Becker, G. S. (1964). Human capita. *New York: National Bureau of Economic Research*. http://digamo.free.fr/becker1993.pdf

Billett, S. (2001). Learning through work: workplace affordances and individual engagement. *Journal of workplace learning*, *13*(5), 209-214. https://doi.org/10.1108/EUM0000000005548

Boud, D. (1993). Experience as the base for learning. *Higher education research and development*, *12*(1), 33-44. https://doi.org/10.1080/0729436930120104

Boud, D., & Walker, D. (1993). Barriers to reflection on experience. *Using experience for learning*, 73-86.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, *3*(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Brewer, L. (2011). *Enhancing youth employability: What? Why? and How? Guide to core work skills*. International Labour Organization.

Brockmann, M. (2010). Identity and apprenticeship: The case of English motor vehicle maintenance apprentices. *Journal of Vocational Education & Training*, *62*(1), 63-73. https://doi.org/10.1080/13636820903461354

Brown, J. S., & Duguid, P. (1993). Stolen knowledge. *Educational technology*, *33*(3), 10-15. https://www.jstor.org/stable/44427984

Bwambale, T. (2011, September 7). *Kisekka traders demand land title from KCCA.* New Vision (Uganda). Retrieved from allAfrica: allafrica.com

Cantor, J. A. (1988). *Experiential learning in higher education: Linking classroom and community*. ASHE-ERIC Higher Education Report No. 7. https://eric.ed.gov/?id=ED404949

Charmes, J. (2012). The informal economy worldwide: Trends and characteristics. *Margin: the journal of applied economic research*, *6*(2), 103-132. https://doi.org/10.1177/097380101200600202

Citaristi, I. (2022). International Labour Organization—ILO. In *The Europa directory of international organizations 2022* (pp. 343-349). Routledge.

Dewey, J. (1938). Experience and. *Education*, *6*.

Directorate of Industrial Training (DIT). (2021). *Workers' Practically Acquired Skills (PAS) Assessment and Certification Guidelines*. Kampala: Ministry of Education and Sports.

Duguid, P. (2012). 'The Art of Knowing' Social and Tacit Dimensions of Knowledge and the Limits of the Community of Practice. In *The knowledge economy and lifelong learning: a critical reader* (pp. 147-162). Rotterdam: SensePublishers.

Eraut*, M. (2004). Informal learning in the workplace. *Studies in continuing education*, *26*(2), 247-273. https://doi.org/10.1080/158037042000225245

Fuller, A., & Unwin, L. (2004). Expansive learning environments: Integrating organizational and personal development. *International Journal of Training and Development*, 8(1), 3–18.

Gherardi, S., Nicolini, D., & Odella, F. (1998). Toward a social understanding of how people learn in organizations: The notion of situated curriculum. *Management learning*, *29*(3), 273-297. https://doi.org/10.1177/1350507698293002

Grimshaw, D. (2020). International organisations and the future of work: How new technologies and inequality shaped the narratives in 2019. *Journal of Industrial Relations*, *62*(3), 477-507. https://doi.org/10.1177/0022185620913129

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, *2*(163-194), 105.

Guile, D., & Young, M. (1998). Apprenticeship as a conceptual basis for a social theory of learning. *Journal of Vocational Education & Training*, *50*(2), 173-193. https://doi.org/10.1080/13636829800200044

Haan, H. C. (2006). *Training for work in the informal micro-enterprise sector: Fresh evidence from sub-Sahara Africa.* Springer

Hagger, P., & Beckett, D. (2019). The Emergence of Complexity. *Perspectives on Rethinking and Reforming Education*. https://doi.org/10.1007/978-3-030-31839-0

Hammersley, M. (2006). Ethnography: problems and prospects. *Ethnography and education*, *1*(1), 3-14. https://doi.org/10.1080/17457820500512697

Hennink, M., Bailey, A., & Hutter, I. (2020). *Qualitative research methods*. SAGE Publications

Hlophe, D. (2020). *Tracer study of the placement of boilermaker graduates in the labour market* (Master's thesis, University of the Witwatersrand, Johannesburg (South Africa).

Hopkins, N. (2013). The Apprenticeship Tradition in Further Education. In *Citizenship and Democracy in Further and Adult Education* (pp. 49-72). Dordrecht: Springer Netherlands. https://doi.org/10.1007/978-94-007-7229-8_4

Houston, M. B., Bettencourt, L. A., & Wenger, S. (1998). The relationship between waiting in a service queue and evaluations of service quality: A field theory perspective. *Psychology & Marketing*, *15*(8), 735-753. https://doi.org/10.1002/(SICI)1520-6793(199812)15:8%3C735::AID-MAR2%3E3.0.CO;2-9

International Labour Organization (ILO). (2012). *Statistical update on employment in the informal economy*. ILO Department of Statistics.

Ishtiaq, M. (2019). Book Review Creswell, JW (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches . Thousand Oaks, CA: Sage. *English Language Teaching*, *12*(5), 40.

Jamil, F. M., Sabol, T. J., Hamre, B. K., & Pianta, R. C. (2015). Assessing teachers' skills in detecting and identifying effective interactions in the classroom: Theory and measurement. *The elementary school journal*, *115*(3), 407-432. https://doi.org/10.1086/680353

Kampala Capital City Authority (KCCA). (2022, November 15). *KCCA takes over Kiseka Market.* KCCA **News/Press Release.** kcca.go.ug

Kampala Capital City Authority. (2019). *Statistical Abstract for Kampala City 2019*. Kampala Capital City Authority. https://www.kcca.go.ug/media/docs/Statistical-Abstract-2019.pdf

Kapur, M. (2012). Productive failure in learning the concept of variance. *Instructional Science*, *40*(4), 651-672. https://doi.org/10.1007/s11251-012-9209-6

Kedar, S. S., Saksena, K., Khajanchee, D. K., Gupta, B. L., Pradhan, S. K., Tegar, J. P., ... & Kapoor, R. K. Instructional planning and delivery. *Handbook on technical teacher training modules*, 17.

Kolb, A. Y. (2021). The Kolb Experiential Learning Profile. *Home Retrieved*, 1-154. https://learningfromexperience.com/downloads/research-library/kelp-2021-technical-specifications.pdf

Kolb, D. A. (2013). The process of experiential learning. In *Culture and processes of adult learning* (pp. 138-156). Routledge.

Koolwal, G., & Vanek, J. (2025, March 30). *Workers in Informal Employment in Uganda: A Statistical Profile, 2018–2021* (WIEGO Statistical Brief No. 41). Women in Informal Employment: Globalizing and Organizing. Retrieved from https://www.wiego.org/research-library-publications/workers-informal-employment-uganda-statistical-profile-2018-2021/

Krueger, R. A., & Casey, M. A. (2015). Focus group interviewing. *Handbook of practical program evaluation*, 506-534. https://doi.org/10.1002/9781119171386.ch20

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press.

Ludington-Hoe, S. M., Cranston Anderson, G., Simpson, S., Hollingsead, A., Argote, L. A., & Rey, H. (1999). Birth-related fatigue in 34–36-week preterm neonates: Rapid recovery with very early kangaroo (skin-to-skin) care. *Journal of Obstetric, Gynecologic, & Neonatal Nursing*, *28*(1), 94-103. https://doi.org/10.1111/j.1552-6909.1999.tb01970.x

Machingo, H. P. (2018). Youth Socio-economic Empowerment through Policy Implementation in Rural Zimbabwe: A Case Study of Youth in Self-help Projects in Mwenezi District (Masvingo Province). *Unpublished doctoral dissertation]. University of Kwazulu-Natal*.

Mason, M. (2010, August). Sample size and saturation in PhD studies using qualitative interviews. In *Forum qualitative Sozialforschung/Forum: qualitative social research* (Vol. 11, No. 3). https://doi.org/10.17169/fqs-11.3.1428

McGrath, S., Alla-Mensah, J., & Langthaler, M. (2018). Skills for Decent Work, Life, and Sustainable Development. *Vocational Education and the Sustainable Development Goals*. https://www.econstor.eu/handle/10419/182458

Mokyr, J., Prak, M., & Wallis, P. (2019). The economics of apprenticeship. *Apprenticeship in early modern Europe*, 20-43.

Mokyr, J., Sarid, A., & Van der Beek, K. (2019). *The wheels of change: Human capital, millwrights, and industrialization in eighteenth-century England*. London: Centre for Economic Policy Research.

Moonga, A. L. H. (2024). *An exploration of youth involvement in the metal fabrication informal apprenticeship on Katima Mulilo roadside in Garden compound of Lusaka, Zambia* (Doctoral dissertation, The University of Zambia).

Mugabi, R. D., Nakijoba, R., Nakirijja, D. S., & Sengendo, M. (2021). Formal and Non-formal Skills Improvement for the Marginalised Youth in Uganda. *Advanced Journal of Social Science*, *9*(1), 10-26. https://doi.org/10.21467/ajss.9.1.10-26

Mukisa, F. (2014a, May 4). *Kisekka Market: Beyond rioters, seeing innovators.* Daily Monitor (Uganda). monitor.co.ugmonitor.co.ug

Mukisa, F. (2014b, December 24). *Kisekka market demolished*. *Daily Monitor*. https://www.monitor.co.ug/uganda/news/national/kisekka-market-demolished-1595248

Monitor. (n.d.). *Kisekka market: beyond rioters, seeing innovators*. https://www.monitor.co.ug/uganda/lifestyle/reviews-profiles/kisekka-market-beyond-rioters-seeing-innovators-1571504 Monitor

New Vision. (n.d.). *Kisekka: the hub of deals*. https://www.newvision.co.ug/news/1195709/kisekka-hub-deals New Vision

Nokes, T. J. (2009). Mechanisms of knowledge transfer. *Thinking & reasoning*, *15*(1), 1-36. https://doi.org/10.1080/13546780802490186

NÜBLER, I. (2016). New technologies: A jobless future or golden age of job.

Nwankwo, I. G., & Ogan, T. G. (2025). Mechanical Technology Education and Its Influence on Human Capital Growth In Rivers State, Nigeria. *Ayden Energies Journal*, *13*(1), 34-41. https://doi.org/10.5281/zenodo.15389106

Olaitan, O. (2024). Determinants of training needs, life long education and learning among roadside motor vehicle mechanics artisans in the informal sector in the maintenance and repairs of modern motor vehicle for sustainability. *Advances in Social Sciences and Management*, *2*(2), 37-62. https://hspublishing.org/assm/article/view/383

Osei-Boateng, C., & Ampratwum, E. (2011). *The informal sector in Ghana* (pp. 23-35). Accra: Friedrich-Ebert-Stiftung, Ghana Office.

Palmer, A. (2021). *Masters of Arts (Educational Studies)* (Doctoral dissertation, Concordia University Montreal, Quebec, Canada).

Patton, M. Q. 2015. *Qualitative research & evaluation methods: integrating theory and practice*.

Powell, L., & McGrath, S. (2019). *Skills for human development: Transforming vocational education and training*. Routledge.

Prak, M., & Wallis, P. (Eds.). (2020). *Apprenticeship in early modern Europe*. Cambridge University Press.

Pyrko, I., Dörfler, V., & Eden, C. (2017). Thinking together: What makes Communities of Practice work?. *Human relations*, *70*(4), 389-409. https://doi.org/10.1177/0018726716661040

Reimann, P. (2008). Communities of practice. In *Handbook on information technologies for education and training* (pp. 277-293). Berlin, Heidelberg: Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-540-74155-8_15

Robert K. Yin. (2014). Case Study Research Design and Methods. *Canadian Journal of Program Evaluation*, *30*(1), 108-110. https://utppublishing.com/doi/pdf/10.3138/cjpe.30.1.108

Rogoff, B., Paradise, R., Arauz, R. M., Correa-Chávez, M., & Angelillo, C. (2003). Firsthand learning through intent participation. *Annual review of psychology*, *54*(1), 175-203. https://doi.org/10.1146/annurev.psych.54.101601.145118

Rosen, M. A., DiazGranados, D., Dietz, A. S., Benishek, L. E., Thompson, D., Pronovost, P. J., & Weaver, S. J. (2018). Teamwork in healthcare: Key discoveries enabling safer, high-quality care. *American Psychologist*, *73*(4), 433. https://psycnet.apa.org/doi/10.1037/amp0000298

Rowe, L., Moss, D., Moore, N., & Perrin, D. (2017). The challenges of managing degree apprentices in the workplace: a manager's perspective. *Journal of Work-Applied Management*, *9*(2), 185-199. https://doi.org/10.1108/JWAM-07-2017-0021

Sakamoto, A., & Sung, J. (2018). *Skills and the future of work: Strategies for inclusive growth in Asia and the Pacific*. ILO.

Singh, M. (2015). *Global perspectives on recognising non-formal and informal learning: Why recognition matters* (p. 220). Springer Nature.

Stake, R. (1995). Case study research. *Cham: Springer*.

Stuart, E., Samman, E., & Hunt, A. (2018). Informal is the new normal. *Improving the lives of workers at risk of being left behind. London: Overseas Development Institute*.

Tan, E. (2014). Human capital theory: A holistic criticism. *Review of educational research*, *84*(3), 411-445. https://doi.org/10.3102/0034654314532696

Van Noy, M., James, H., & Bedley, C. (2016). Reconceptualizing learning: A review of the literature on informal learning.

Vosko, L. F. (2002). Decent Work' The Shifting Role of the ILO and the Struggle for Global Social Justice. *Global Social Policy*, *2*(1), 19-46 https://doi.org/10.1177/1468018102002001093

Walther, R., & Filipiak, E. (2007). Vocational training in the informal sector. *Notes and Documents AFD*, *33*.

Walter, B. (2021). *Formal knowledge representations for textual automotive system requirements and tests* (Doctoral dissertation, Universität Stuttgart).

Walther, A. (2012). Access, coping and relevance of education in youth transitions: The German transition system between labour society and knowledge society. In *Experience of school transitions: Policies, practice and participants* (pp. 87-106). Dordrecht: Springer Netherlands. https://doi.org/10.1007/978-94-007-4198-0_5

Wenger, E. (1998). Communities of practice: Learning as a social system. *Systems thinker*, *9*(5), 2-3.

Wenger, E., White, N., & Smith, J. (2009). Learning in communities. In *Changing cultures in higher education: Moving ahead to future learning* (pp. 257-283). Berlin, Heidelberg: Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-642-03582-1_20

Young, I. (2019). Apprenticeship: Lessons from the German dual studies model of vocational education and training.Billett, S. (2001). *Learning in the workplace: Strategies for effective practice*. Allen & Unwin. https://summit.sfu.ca/item/19466

Young, G. (2021). *Development, division and discontent in informal markets in Kampala*. University of Glasgow ePrints. Enlighten Publications

Appendices

Appendix A: Interview guide for Apprentices

"Knowledge Transfer in Informal Apprenticeship Systems among Motor Vehicle Mechanics: A Case of Kiseka Market Garages, Kampala".

1. **Name:** ……
2. **Age:** ……**Gender**……
3. **Location of apprentice:** …….

4. Tell me about yourself and how you became an apprentice?
5. How long have you been in this apprenticeship program?
6. What does a typical day look like for you as an apprentice?
7. Explain the tasks or activities do you engage in?

Section A: Analyzing knowledge transmission

8. How do you typically learn new skills or techniques during your apprenticeship?
   a. hands-on
   b. practice/imitation
   c. observation
   d. verbal instructions
9. Describe a specific instance where you learned a complex task from your master trainer?

……

……

10. What methods did your trainer use to teach you the lessons above?

……

……

11. How often do you receive feedback on your performance from your master trainer?

……

……

12. How does your master give you feedback?

……

……

Section B: Analyzing how the working environment within the informal apprenticeship system influences the apprentices' learning experiences and skills acquisition.

13. Can you describe the working environment here and how it impacts your daily learning experiences?

……..

……..

14. How does the dynamic working environment within your apprenticeship system influence the learning experiences and skills acquisition.

……..

……..

15. How do interactions with your;

a. Mentors ……
b. Peers ……

16. Give a case how feedback has impacted your learning.

……

……

17. What challenges do you encounter in this working environment while trying to learn new skills?

……

……

SECTION C: Examining how the informal apprenticeship system in Kiseka Market, work to enhance skills acquisition

18. How does this apprenticeship system enhance your skills acquisition of motor vehicle mechanics?

……

……

19. Describe how you learn new skills.

……

……

20. How do your daily tasks and interactions with peers and mentors contribute to your skills acquisition?

……

……

21. How do you feel about your readiness to transition into full-time employment after completing your apprenticeship?

……

……

Translated Tool in Luganda

Ebibuuzo eri Abatendekebwa

1. Erinnya: .....

2. Emyaka:.....Ekikula ky'omuntu.....

3. Ekifo omuyizi gy'abeeragenda: .....

4. Mbuulira ebikukwatako n'engeri gye wafuuka omuyizi?

5. Omaze bbanga ki mu nteekateeka eno ey'okutendekebwa?

6. Olunaku lwo lufaanana lutya gy'oli ng'omuyizi?

7. Nnyonnyola emirimu gyokola?

Ekitundu A: Okwekenenya okutambuza okumanya

8. Otera kuyiga otya obukugu oba obukodyo obupya mu kiseera ky'okutendekebwa kwo?

a. Kukola namikono-

b. okwegezaamu/okukoppa

c. okwetegereza

d. ebiragiro eby'omu kamwa

9. Nnyonnyola akaseera mwe wayigira omulimu omuzibu okuva eri omutendesi wo?

.....

10. Enkola ki omutendesi wo gye yakozesa okukusomesa emilimu egyo waggulu?

.....

11. Emirundi emeka gy'ofuna ebikuddibwamu ku mutindo gwo okuva eri omutendesi wo omukugu?

.....

12. Mukama wo akuwa atya okuddibwamu?

.....

Ekitundu B : Okwekenenya engeri okusomera webakolera emirimu mu nkola y'okutendekebwa etali ntongole gy'eyamba ku bumanyirivu bw'okuyiga n'okufunibwa kw'obukugu.

13. Osobola okunnyonnyola embeera y'emirimu wano n'engeri gy'ekuyambamu ku by'oyize buli lunaku?

....

14. Embeera y"emirimu ekyukakyuka mu nkola yo ey"okutendekebwa ekwata etya ku bumanyirivu bw"okuyiga n"okufuna obukugu?

.....

15. okolagana otya ne bano wamanga;

a Abasomesa.....

b. Bayizi bano.....

16. Ngeri kki okuddibwamu kwabasomesa gye kuyambyemu okuyiga kwo.

.....

.....

17. Kusoomoozebwa ki kw'osanga mu mbeera eno ey'emirimu ng'ogezaako okuyiga obukugu obupya?

.....

Ekitundu C: Okwekenneenya engeri enkola y'okutendekebwa etali ntongole mu katale ka Kiseka, gyekolamu okutumbula okufuna obukugu

18. Enkola eno ey'okutendekebwa eyongera etya obukugu bwo mu kufuuka makanika w'emmotoka?

.....

19. Nnyonnyola engeri gy'oyigamu obukugu obupya.

.....

20. Emirimu gyo egya buli lunaku n'enkolagana yo ne banno n'abasomesa biyamba bitya mu kufuna obukugu?

.....

21. Owulira otya ku bwetegefu bwo okukyusa okudda mu mirimu egy'ekiseera kyonna ng'omaze okumaliriza okutendekebwa kwo?

....

Appendix B: Interview guide for Master trainers

"Knowledge Transfer in Informal Apprenticeship Systems among Motor Vehicle Mechanics: A Case of Kiseka Market Garages, Kampala".

1. Can you describe the methods you use to teach and transfer knowledge to apprentices in this market?

   ……
   ……
2. How does the working environment here affect the apprentices' learning experiences and skills acquisition?

   ……
   ……
3. How do you ensure that the skills taught are effectively learned and retained by the apprentices?
4. How do you determine when an apprentice has learned all the necessary skills and is ready to be passed out or certified?

……
……

Translated Tools in Luganda

Ebibuuzo eri abatendesi.

1. Osobola okunnyonnyola enkola z'okozesa okusomesa n'okutambuza okumanya eri abayizi abatendekebwa mu katale kano?

.....

2. Embeera y'emirimu wano ekosa etya ku bumanyirivu bw'abayizi abatendekebwa mu kuyiga n'okufuna obukugu?

.....

3. Okakasa otya nti obukugu obusomesebwa buyigibwa bulungi era ne bukuumibwa abatendekebwa?

.....

4. Omanya otya ddi omuyizi lw'aba ayize obukugu bwonna obwetaagisa era nga mwetegefu okuyisibwa oba okukakasibwa?

.....

…….

Appendix C: Interview guide for graduates

"Knowledge Transfer in Informal Apprenticeship Systems among Motor Vehicle Mechanics: A Case of Kiseka Market Garages, Kampala".

1. Describe how you acquired knowledge during your apprenticeship in this market?
   ……
   ……
2. How did the working environment here affect your learning experiences and skills acquisition?
   ……
   ……
3. In what ways did this apprenticeship system help you acquire new skills?

……

……

4. How did your mentors ensure that the skills you learned were effectively retained?

……

……

5. How did you and your mentors determine whether you had learned all the necessary skills and were ready to complete your apprenticeship?

……

……

Translated Tools in Luganda

Ebibuuzo eri abayizi abatikkirwa.

1. Nnyonnyola engeri gye wafunamu okumanya mu kiseera ky'okutendekebwa kwo mu katale kano?

....

2. Embeera y'emirimu wano yakosa etya ku by'oyize n'okufuna obukugu?

....

3. Enkola eno ey'okutendekebwa yakuyambatya okufuna obukugu obupya?

....

4. Abasomesa bo baakakasa batya nti obukugu bwe wayiga bukuumibwa bulungi?

....

5. Ggwe n'abasomesa bo mwazuula mutya oba oyize obukugu bwonna obwetaagisa era nga mwetegefu okumaliriza okutendekebwa kwo?

.....

Appendix D: Observation Checklist

"Knowledge Transfer in Informal Apprenticeship Systems among Motor Vehicle Mechanics: A Case of Kiseka Market Garages, Kampala".

1. Methods used by trainers to teach apprentices
2. Tools and materials provided for learning
3. Interaction between trainers and apprentices
4. Interaction among apprentices
5. Apprentices asking questions and seeking guidance
6. Apprentices working on real tasks or projects
7. The overall atmosphere and organization of the workspace

Translated Tools in Luganda

Olukalala lw'ebyokwetegereza.

1. Enkola ezikozesebwa abatendesi okusomesa abatendekebwa

2. Ebikozesebwa mukuyiga

3. Enkolagana wakati w'abatendesi n'abatendekebwa

4. Enkolagana wakati w'abayizi abatendekebwa

5. Abatendekebwa nga babuuza ebibuuzo n'okunoonya obulagirizi

6. Abatendekebwa nga bakola ku mirimu oba pulojekiti entuufu

7. Embeera okutwalira awamu n'enteekateeka y'ekifo we bakolera

Appendix E: Approval Letter from the Dean, SoDLL

MAKERERE UNIVERSITY

P. O. Box 7062 Kampala
Telephone: +254-414-540009

Email: dean@sodll.mak.ac.ug
Website: https://cees.mak.ac.ug

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

School of Distance & Lifelong Learning

Office of the Dean

September 17, 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: MS. HOPE KATUSHABE -REG. NO. 2022/HD04/1638U

This is to introduce to you the above-named person, who is our master's student of the School of Distance and Lifelong Learning, College of Education and External Studies, Makerere University.

In partial fulfillment of the requirements for the award of the Master of Adult and Community Education from Makerere University, she is carrying out research titled ***"Knowledge Transfer in informal Apprenticeship Systems among Motor Vehicle Mechanics: A Case of Kiseka/Market Garages, Kampala".***

The purpose of this letter is therefore to kindly, request you to allow this student to access information/data from your area. The data collected will be used for Academic purposes only.

We shall appreciate any assistance accorded to her during the course of the fieldwork.

Yours sincerely,

MAK COLLEGE OF EDUCATION & EXTERNAL STUDIES
P.O BOX 7062 KAMPALA UGANDA
17 SEP 2024
DEAN, SCH OF DISTANCE & LIFELONG LEARNING

Harriet Nabushawo Mutambo, Phd
DEAN