Sustaining Social Values Through Apprenticeship and Mentoring Dynamics: A Hidden Curriculum Perspective

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Abstract
Apprenticeship and mentoring have long been recognized as powerful educational strategies for transmitting not just technical skills but also core social values, often operating through a hidden curriculum that subtly shapes attitudes, norms, and ethical perspectives. This paper examines the potential of apprenticeship and mentoring dynamics as critical mechanisms for sustaining social values within contemporary educational and vocational settings. Drawing on the hidden curriculum perspective, it explores how these informal, yet impactful modes of learning contribute to character formation, social responsibility, and community cohesion. The study argues that, beyond structured instruction, the implicit lessons conveyed through role modelling, shared experiences, and interpersonal relationships play a crucial role in reinforcing societal norms and values. This perspective highlights the importance of intentional mentorship programmes that emphasize character development and ethical practice as essential components of holistic education. The paper further discusses the implications for curriculum design, educational leadership, and policy formulation, emphasizing the need for educational institutions to integrate these dynamics to foster socially responsible citizens. The paper, hence, underscores the role of mentors as moral exemplars and the apprenticeship model as a powerful vehicle for social value transmission, offering a roadmap for sustaining cultural heritage and promoting positive social change.
Keywords: Apprenticeship, mentoring dynamics, social values, hidden curriculum, character formation, ethical practice, educational leadership.
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Introduction

The concepts of apprenticeship and mentoring have long been pivotal in educational and vocational contexts, providing pathways not only for skill acquisition but also for the transmission of social values. In recent years, these traditional methods of knowledge transfer have gained renewed attention as educational stakeholders seek innovative ways to cultivate holistic development in learners. Apprenticeship and mentoring, when strategically implemented, have the potential to foster social cohesion, ethical behaviour, and professional identity formation. These dynamics often function through the hidden curriculum, a set of implicit lessons that shape learners' attitudes, values, and social skills without formal instruction (Rossouw & Frick, 2023; Oluoch-Suleh & Osuji, 2024).

The hidden curriculum is an influential component of educational environments, as it encompasses the unspoken norms and values that learners acquire through observation, interactions, and institutional culture (Hafferty & Castellani, 2024). Unlike the formal curriculum, which is explicitly outlined and taught, the hidden curriculum subtly permeates educational practices and relationships, making it a powerful tool for social value transmission. As apprenticeship and mentoring inherently involve close interpersonal relationships and real-life learning situations, they are uniquely positioned to convey social values organically.

In the Nigerian educational context for example, the apprenticeship model, particularly in informal and vocational settings, has historically served as a means of instilling values such as respect, diligence, and social responsibility (Ezediniru, 2023). Mentoring, on the other hand, has been pivotal in professional and academic settings, albeit inconsistently applied (Bolaji & Pollock, 2022). Despite their significance, both models face challenges, including the lack of structured programmes and a tendency to overlook the value transmission aspect, thereby necessitating intentional frameworks to maximize their impact.

Moreover, in professional education, particularly within medical and technical fields, the hidden curriculum significantly influences learners' ethical practice and professional identity. Research has shown that informal interactions with mentors and role models shape students' perceptions of professionalism and integrity (Lempp & Seale, 2024). As such, embedding social values within mentorship and apprenticeship dynamics can enhance both personal and professional growth.

Social values refer to the set of moral principles and shared beliefs that regulate behaviour and uphold the social order. They include both individual virtues (like integrity, honesty, and perseverance) and collective orientations (like solidarity, equity, and civic responsibility). When widely practiced and internalized, social values help foster trust, cohesion, cooperation, and peaceful coexistence. However, when neglected, society faces an increase in antisocial behaviours, moral confusion, and social fragmentation (Ofoegbu, 2023).

Social values such as honesty, respect, responsibility, empathy, diligence, and a sense of community form the ethical compass of every society. They act as guiding principles that influence interpersonal relationships, civic responsibility, and the pursuit of the common good. These values are neither innate nor incidental; they are acquired, nurtured, and transmitted primarily through intergenerational interactions, cultural practices, and social institutions such as the family, school, religious groups, and community structures.

Regarding sustaining social values, to sustain something means to maintain it over time, ensure its continuity, and strengthen its resilience in the face of adversity. In the context of social values, sustainability implies that these values are not only taught but reinforced, not only preserved but adapted to modern realities. Sustaining values, therefore, requires intentional systems and processes, which are educational, relational, and institutional, that continually pass these values from one generation to another in relevant and practical ways (Pontianus, 2023).

In recent times, however, these core social values are facing a gradual erosion due to the forces of global disruptions, including economic instability, conflict, mass migration, climate-induced displacement, and rapid technological change. The proliferation of digital culture, characterized by instant gratification, virtual anonymity, and algorithm-driven interaction, is reshaping how young people form identities and engage with society. Additionally, shifting family structures, such as the decline of extended family systems and reduced communal interactions, are weakening traditional channels through which values were once naturally transmitted and reinforced (Ofoegbu, 2023; Pontianus, 2023).

In response to this sociocultural shift, two key dynamics, apprenticeship and mentoring, have emerged as strategic frameworks for sustaining and transmitting social values. These dynamics are not new. Historically, they have existed in both formal and informal contexts as time-tested tools for skill transmission, character modelling, and moral formation. Apprenticeship is a structured system of learning by doing, where a novice acquires specific skills and behaviours under the supervision of a more experienced person. Beyond technical skills, traditional African apprenticeship, especially in artisanal trades, farming, and indigenous vocations, includes moral instruction, social etiquette, and communal values. Apprenticeship often involves long-term observation, repetition, discipline, and correction, which makes it a rich platform for value internalization (Agozino & Anyanike, 2007).

Regarding mentoring dynamics, mentoring is a relational process whereby a more experienced individual (the mentor) provides guidance, support, role-modelling, and motivation to a less experienced person (the mentee). The dynamic element of mentoring refers to its interactive, evolving, and developmental nature. Effective mentoring goes beyond advice-giving; it fosters emotional intelligence, ethical reasoning, and aspirational alignment. It equips the mentee not just to succeed but to lead with integrity (Cunningham, 2023; UNESCO, 2022). Both apprenticeship and mentoring, when strategically harnessed, bridge the generational gap between knowledge and values, rebuild social trust, and provide resilient alternatives to the moral void being created in many modern societies. Thus, against the backdrop of a changing world, these two time-honoured processes must be reimagined and repositioned, not only as tools for workforce development but as vehicles for civic renewal, social harmony, and ethical leadership.

Therefore, this paper aims to explore how apprenticeship and mentoring dynamics can be leveraged to sustain social values through the lens of the hidden curriculum. When we examine the implicit lessons that these dynamics impart, this study seeks to develop practical recommendations for integrating social value education into mentorship and apprenticeship programmes. Through this exploration, the study highlights the potential for

educational institutions to produce well-rounded, socially responsible graduates capable of navigating the complexities of modern society.

Global Perspectives on Apprenticeship and Mentoring

On the global stage, apprenticeship and mentoring are being reimagined as vital frameworks not only for professional development but also for the sustainable transmission of ethical and social values. In the post-COVID-19 era, as societies recover from the developmental setbacks of lockdowns, school closures, and social isolation, there is a renewed global consensus that mentoring and apprenticeship systems must go beyond technical skill acquisition to include value modelling, social inclusion, and emotional support. In their submission, McCormick and McCormick (2025) argue that transformative mentorship anchored in empathy, shared values, and ethical guidance has become more essential than ever. It nurtures resilience, emotional intelligence, and civic responsibility in mentees, equipping them to thrive in an increasingly complex and fragmented world.

In Europe, Germany's dual system of vocational education and training (VET) stands out as a model of excellence. This system combines classroom-based learning with hands-on apprenticeship in industries, allowing learners to gain not just technical skills but also core societal values such as discipline, teamwork, reliability, and respect for structured hierarchies (CEDEFOP, 2023). Other European countries like Switzerland and Austria have adopted similar dual-track systems, contributing to their low youth unemployment rates and strong work ethic among young professionals.

In the United States, mentorship has become an integral part of educational, corporate, and youth development strategies. Structured mentoring programmes in schools (e.g., Big Brothers Big Sisters) and professional settings focus on empowering young people with soft skills, civic values, and goal-setting abilities (Rhodes, 2022). Post-pandemic efforts have also emphasized equity in mentoring, ensuring that historically underserved populations have access to guidance and networks. Major universities and companies invest heavily in leadership mentoring, with a focus on innovation, integrity, and personal accountability.

In China, the cultural foundation of mentorship is deeply rooted in Confucian philosophy, which emphasizes filial piety, respect for elders, moral cultivation, and the apprentice-master relationship. In modern times, this ethos has evolved into structured vocational programmes and enterprise-based apprenticeships, particularly in sectors like manufacturing, information technology, and education. The government has promoted the "Modern Apprenticeship System," blending classroom instruction with enterprise mentoring, to address skill gaps while reinforcing traditional values like respect for hierarchy, perseverance, and collectivism (Li & Zhang, 2023).

India draws from its ancient Guru-Shishya tradition, where mentorship extended beyond knowledge transfer to include character formation, spiritual development, and societal responsibility. Today, this tradition finds expression in modern initiatives like the National Apprenticeship Promotion Scheme (NAPS) and Skill India Mission, which aim to build a workforce that is not just technically skilled but also morally grounded. The focus is on value-based learning, entrepreneurship, and inclusion of marginalized youth (Ministry of Skill Development and Entrepreneurship, 2024).

In Japan, apprenticeship and mentoring are deeply cultural. The Senpai-Kohai system, prevalent in schools, companies, and sports, institutionalizes intergenerational relationships based on loyalty, humility, responsibility, and lifelong learning. While this system has adapted to modern workplaces, it continues to reinforce social cohesion and moral responsibility. Japanese corporate mentoring models also prioritize group harmony (wa), precision, and attention to detail, qualities instilled through long-term relationships and on-the-job immersion (Yamamoto, 2022).

Regional Insights: Apprenticeship in Africa

Across the African continent, both traditional and modern forms of apprenticeship and mentorship continue to function as crucial platforms for skills acquisition, intergenerational knowledge transmission, and the internalization of social values. These systems, often embedded in community and cultural frameworks, offer more than job training. They are channels for shaping identity, character, and communal responsibility.

In Ghana, especially in urban hubs like Kumasi and Accra, the informal apprenticeship system remains the largest provider of vocational training, employing millions of youth. Here, artisans, mechanics, tailors, and carpenters not only teach technical competencies but also model perseverance, respect for elders, humility, and

communal solidarity. Apprentices often live with their masters and observe their daily conduct, making the process as much a moral journey as a professional one (Palmer, 2007). The communal nature of this system fosters mutual accountability and pride in craftsmanship.

In Ethiopia, regions like Gojjam and Oromia have sustained agricultural and weaving apprenticeships for generations. These apprenticeships are familial and communal, with elders playing dual roles as technical mentors and custodians of moral standards. They teach patience, diligence, and social ethics rooted in traditional values such as *lemlem* (growth and virtue) and *idil* (community responsibility). Apprentices not only learn how to plant, harvest, or weave, but also how to navigate life with integrity and purpose (Yirga, 2020).

In South Africa, the government and private sector have innovated structured mentorship programmes like the Youth Employment Service (YES) and National Youth Development Agency (NYDA) internships. These initiatives target youth from disadvantaged backgrounds, especially in townships and rural areas, offering on-the-job mentorship by professionals. Beyond employment readiness, these programmes promote civic engagement, personal accountability, leadership, and inclusivity, reflecting South Africa's commitment to addressing historical inequalities through value-oriented mentorship (Republic of South Africa, 2022).

In Kenya, the Jua Kali (informal sector) serves as a vibrant apprenticeship ecosystem. Within this sector, there are welders, carpenters, plumbers, and tailors. Young people learn through close observation, repetition, and personal relationships with master artisans. While technical instruction is paramount, Jua Kali mentorship also emphasizes integrity, hard work, customer service, and social trust. In recent years, organizations like the Kenya Youth Employment and Opportunities Project (KYEOP) have collaborated with local mentors to integrate entrepreneurial values and community responsibility into training modules (World Bank, 2023).

In Egypt, apprenticeship has a long historical tradition, dating back to Pharaonic times when craftsmanship, architecture, and trade were passed from master to apprentice in religious and familial settings. Today, Egypt is undergoing reform in technical and vocational education (TVET) to reinvigorate apprenticeship with value-based principles. The dual system introduced in partnership with German institutions embeds workplace ethics, time management, and national pride into professional training. At the grassroots, traditional family businesses, particularly in fields like jewellery-making, baking, and tailoring, continue to mentor youth in both trade and virtues such as loyalty, respect, and perseverance (GIZ Egypt, 2022).

Synthesising, these African examples affirm that apprenticeship is not just a technical pipeline, but a moral and cultural education system. Whether in the artisan corridors of Ghana, the fields of Ethiopia, the urban informal sectors of Kenya, the corporate mentorship programs of South Africa, or the evolving vocational landscape of Egypt, apprenticeship frameworks serve as powerful platforms for shaping both competent professionals and ethical citizens. They provide an African model of holistic human formation, rooted in tradition yet adaptive to modern demands.

National Initiatives in Nigeria: Traditional Foundations and Contemporary Innovations
In Nigeria, the integration of apprenticeship and mentoring into national development strategies is being increasingly recognized as essential not only for economic empowerment but also for restoring social values, promoting civic duty, and reducing youth unemployment. At various levels, federal, state, and community programmes are evolving to blend practical skill development with character formation, often drawing on indigenous mentoring traditions like the Igba Boi system of southeastern Nigeria.

Regarding a strategic repositioning of skills and values, in November 2024, the Federal Government of Nigeria announced a comprehensive restructuring of the Technical and Vocational Education and Training (TVET) framework. A key component of this reform is the adoption of an 80:20 ratio favouring hands-on apprenticeship over theoretical classroom instruction (Ozibo, 2024). Additionally, the launch of the National Youth Skills Programme (NYSP), backed by a ₦110 billion budget, is a bold step towards equipping youth with 21st-century skills in agriculture, renewable energy, ICT, and creative industries. What distinguishes the NYSP is its integration of civic values, teamwork, and ethical orientation, ensuring that skill acquisition is aligned with national character formation (Jannamike, 2024).

Kano State for example, integrates Islamic morals with vocational training. The Kano Skills Acquisition Centre offers training in practical trades like carpentry, tailoring, and automobile repair. The state government, in partnership with faith-based groups, integrates Islamic moral instruction into these programmes. Apprentices not only learn to be competent tradesmen and women but are also schooled in the values of honesty, humility,

diligence, and community service. These initiatives target Almajiri youth and aim to curb urban delinquency by embedding discipline and spiritual guidance into vocational mentoring (Aliyu, 2023).

Regarding mentoring for a global labour market, Lagos State has positioned itself as a hub for urban employability through its Employability Support Project, run in collaboration with the United Nations Development Programme (UNDP). The programme targets sectors like hospitality, construction, and logistics, placing significant emphasis on soft skills mentoring. Beyond technical ability, mentors work with youth on building interpersonal communication, emotional intelligence, time consciousness, diversity tolerance, and ethical conduct, making them globally competitive and locally responsible (UNDP Nigeria, 2023).

Anambra State has a structured community-based mentorship. The Youth Empowerment and Mentorship Initiative promotes structured apprenticeships in fields such as electronics, catering, and fashion design. A distinctive feature of this programme is the training of mentors (master artisans) to deliver not just trade-specific instruction but also modules in value reorientation, including topics such as conflict resolution, responsible citizenship, teamwork, and leadership development. The initiative ensures that mentorship is not left to chance but is guided by intentional frameworks that blend indigenous wisdom with modern pedagogy (Chukwuma, 2024).

In Enugu State, the fusion of indigenous values, educational innovation, and entrepreneurial development has created a dynamic environment for mentoring and apprenticeship. These local initiatives reflect a strategic commitment to nurturing young people not only as skilled professionals, but also as ethical leaders rooted in communal and civic responsibility. The Enugu State SME Centre, under the Enugu State Government, has emerged as a hub for youth empowerment through apprenticeship and internship schemes. These programmes focus on both market-relevant competencies and value reorientation. Through partnerships with local artisans, cooperatives, and startups, the Centre institutionalizes a structured mentorship framework where experienced entrepreneurs mentor youth in professional ethics, customer relations, teamwork, and moral leadership (Enugu SME Centre, 2024).

From the apprentice shops of Onitsha to the high-tech hubs of Lagos and the faith-based mentorship programmes in Kano, Nigeria's apprenticeship landscape reflects a unique confluence of tradition, innovation, and moral consciousness. As the country continues to grapple with youth unemployment and social erosion, these apprenticeship and mentoring models offer not just economic answers but also pathways for nurturing civic responsibility, empathy, resilience, and national integration.

The Igba Boi Philosophy: A Quintessential Igbo Apprenticeship Model
At the heart of southeastern Nigeria, especially among the Igbo people, lies the Igba Boi system, a deeply rooted socio-economic practice that combines entrepreneurship training with value-based mentorship. It is often regarded as the most institutionalized form of informal apprenticeship in sub-Saharan Africa (Arogbofa, 2021; Meagher, 2010). Known formally as the Igbo Apprenticeship System (IAS), this practice is not merely a business arrangement but a cultural transmission model, a moral institution, and a grassroots economic strategy.

Regarding its structure and core values, the Igbo Boi process begins with a young apprentice (boi) being entrusted to a master (oga), usually a successful entrepreneur. The period of apprenticeship typically lasts 5 to 7 years, during which the apprentice learns the intricacies of a trade, ranging from motor parts to electronics, clothing, or general merchandise, while being exposed to ethical norms such as hard work, respect for elders, integrity, patience, humility, and self-discipline (Uzonwanne, 2015; Nnadi & Ibekwe, 2022).

This form of mentoring is holistic, targeting both the economic productivity and the character development of the mentee. The Igba Odibo (settlement ceremony) marks the successful end of the apprenticeship, wherein the master provides the mentee with seed capital or business assets to begin an independent venture. This not only empowers the youth economically but reaffirms the Igbo communitarian ethos, one where success is meant to be reproduced through the upliftment of others (Ezeani, 2019).

Concerning the recognition and modern application of the Igba Boi system, recent studies highlight the system's resilience and adaptability even in the context of modern capitalism. For instance, the Nigerian Economic Summit Group (NESG) described the Igbo Apprenticeship System as "Africa's largest and most successful business incubation model" (NESG, 2021). Scholars have emphasized that the IAS significantly contributes to youth employment, poverty reduction, and value formation, while simultaneously preserving Igbo cultural identity (Okafor & Okafor, 2018; Iwuoha, 2020). In recognition of its role in economic empowerment and moral

upbringing, state governments in Enugu, Abia, and Anambra are exploring ways to incorporate the IAS framework into formal vocational education systems, encouraging partnerships between TVET institutions and informal sector mentors (Nnadi & Ibekwe, 2022).

Mentorship as Moral Exemplarism and Apprenticeship as a Vehicle for Cultural Heritage and Social Change

Mentorship and apprenticeship have long served as foundational methods for transmitting both technical skills and social values, with mentors often regarded as moral exemplars who shape the ethical outlook of their protégés (Hafferty & Castellani, 2024). This dynamic extends beyond formal instruction, embedding lessons of integrity, social responsibility, and cultural heritage within the educational process (Rossouw & Frick, 2023). In this context, mentorship is not merely a relationship focused on skill development but a powerful conduit for character formation and cultural continuity, shaping the attitudes and behaviors of future generations.

Mentors play a critical role as moral exemplars, providing live demonstrations of ethical behavior and social responsibility. According to Hafferty and Castellani (2024), mentors influence learners not only through explicit instruction but also through their actions, choices, and interactions within the learning environment. This form of learning, often described as "caught rather than taught," aligns closely with the hidden curriculum, where learners internalize values through observation and imitation. Effective mentors model virtues such as integrity, empathy, and perseverance, fostering a deep sense of moral purpose in their protégés (Lempp & Seale, 2024). For instance, in professional contexts like medical education, mentors significantly impact students' ethical decision-making and professional identity formation (Hafferty & Castellani, 2024).

The apprenticeship model serves as a powerful vehicle for preserving cultural heritage and promoting positive social change. It offers a practical, experience-based approach to learning that goes beyond technical proficiency, encompassing the transmission of societal values and communal traditions (Ezediniru, 2023). In many African societies, apprenticeships have historically functioned as essential frameworks for cultural preservation, ensuring that traditional crafts, skills, and moral values are passed down through generations (Bolaji & Pollock, 2022). This model not only provides technical skills but also instills a strong sense of belonging, responsibility, and community consciousness.

Furthermore, apprenticeship systems have the potential to drive social change by empowering individuals with the skills and values needed to address contemporary challenges. When we integrate social values into technical training, apprenticeships can produce not only skilled workers but also socially conscious citizens capable of making ethical decisions and contributing positively to their communities (Rossouw & Frick, 2023). This approach aligns with the goals of education for sustainable development, which emphasizes the importance of integrating cultural values into educational practices to promote social cohesion and long-term societal progress (Ezediniru, 2023).

Integrating Social Values through Apprenticeship and Mentoring

Apprenticeship and mentoring systems offer a powerful platform for not only skill acquisition but also the transmission of social and moral values. These values, such as honesty, responsibility, cooperation, and civic consciousness, are best internalized when mentorship is intentional, reflective, and embedded in real-life practices (UNESCO, 2022; Obanya, 2023). To achieve this, three critical components must be institutionalized in programme implementation:

1. **Programme Design:** Effective apprenticeship systems must go beyond technical instruction to incorporate civic education, ethical reasoning, and reflective practice. For instance, integrating modules on social responsibilities, case studies on ethical dilemmas, and reflective journals helps apprentices connect professional practices with personal and community values (Maclean & Pavlova, 2023). The South African Youth Employment Service (YES) initiative, for example, ties skill development with a strong emphasis on social justice and accountability (Republic of South Africa, 2022).

2. **Mentor Selection and Training:** The moral authority of a mentor is central to successful value transmission. Hence, mentor recruitment should prioritize not only technical excellence but also integrity, empathy, and civic-mindedness (ILO, 2023). Structured mentor development programmes, including training on emotional intelligence, ethics in the workplace, and intergenerational communication, are crucial for consistent impact (McCormick & McCormick, 2025).

3. **Assessment Frameworks:** Traditional evaluations that focus solely on productivity or technical proficiency fail to capture the human development aspect of apprenticeship. Value-based apprenticeship

must include rubrics that assess cooperation, reliability, punctuality, ethical decision-making, and community engagement (CEDEFOP, 2023; Obanya, 2023). Such multidimensional assessments ensure that apprentices emerge as not only skilled workers but also responsible citizens.

Together, these measures reframe apprenticeship from a transactional process of skill transfer to a transformative pathway for holistic human development, especially relevant in societies confronting moral erosion and youth disenchantment (Obanya, 2023; UNESCO, 2022).

Apprenticeship and mentoring have long been recognized as effective strategies for skill acquisition and professional development. However, their potential to foster socially responsible citizens extends far beyond technical competence, touching on the hidden curriculum's implicit lessons that shape character, values, and ethical behavior (Rossouw & Frick, 2023). To maximize this potential, educational institutions must integrate these dynamics into curriculum design, educational leadership, and policy formulation, ensuring that students not only acquire technical knowledge but also internalize the values necessary for positive societal impact.

Curriculum designers must intentionally incorporate elements of apprenticeship and mentoring that promote value-based education. According to Hafferty and Castellani (2024), the hidden curriculum significantly influences students' ethical and professional identities, often more powerfully than formal instruction. This underscores the need for curricula that include real-world learning experiences, reflective practices, and mentorship opportunities. For instance, integrating community service projects, ethical case studies, and collaborative learning can enhance students' understanding of social responsibility and professional ethics (Lempp & Seale, 2024). Furthermore, embedding values such as empathy, integrity, and respect within course content can reinforce the broader educational mission of producing socially responsible graduates (Bolaji & Pollock, 2022).

Educational leaders play a critical role in fostering a culture that values mentorship and apprenticeship as vehicles for character formation. Leaders must model the values they wish to instill, creating environments where informal learning and value transmission are prioritized (Ezediniru, 2023). Effective leadership in this context involves creating structures that support mentorship relationships, such as faculty-student mentoring programs, peer learning initiatives, and leadership training that emphasize ethical practice. Additionally, leaders should promote an institutional ethos that aligns with the values embedded in the hidden curriculum, reinforcing the importance of social responsibility at all levels of the educational experience (Rossouw & Frick, 2023).

To institutionalize these practices, educational policies must explicitly recognize the value of mentorship and apprenticeship in promoting social responsibility. This requires policies that support long-term mentoring relationships, reward educators who engage in mentorship, and allocate resources for mentorship training (Bolaji & Pollock, 2022). Policies should also prioritize the development of character and ethics alongside academic achievement, ensuring that students graduate with a deep sense of civic duty and social awareness. For example, including community engagement as a graduation requirement can reinforce the importance of social values within the educational system (Ezediniru, 2023).

Conclusion and Recommendations
This paper has highlighted the critical role of apprenticeship and mentoring dynamics in sustaining social values through the hidden curriculum perspective. It argues that beyond technical skill acquisition, these educational approaches serve as powerful mechanisms for character formation, cultural preservation, and the transmission of ethical values. Mentors, as moral exemplars, play a pivotal role in shaping the attitudes and professional identities of their protégés, while apprenticeship models provide practical, context-rich learning environments that promote social responsibility.

Based on the discussions so far, the paper recommends the following:
1. **Intentional Curriculum Design:** Educational institutions should integrate elements of apprenticeship and mentoring into their curricula, emphasizing real-world learning, ethical practice, and social responsibility. This includes incorporating reflective learning, ethical case studies, and community engagement projects to reinforce social values.

2. **Supportive Educational Leadership:** Leaders should foster a culture of mentorship and value transmission, providing professional development for mentors and creating structures that encourage

positive role modeling. This approach should prioritize character formation alongside technical competence.

3. **Policy Development for Sustainable Mentorship:** Policymakers should develop frameworks that explicitly support mentorship and apprenticeship programmes, including funding for mentor training, recognition for mentorship contributions, and incentives for professionals who engage in mentorship.

4. **Cultural Preservation through Apprenticeship:** Educational programmes should recognise the importance of cultural heritage in shaping social values and incorporate traditional apprenticeship models that preserve cultural identity while promoting social cohesion.

5. **Further research** is needed to assess the long-term impact of apprenticeship and mentorship on social value transmission, including studies that measure the effectiveness of different mentorship models and their influence on student outcomes.

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