

Cosmetology Curriculum in the Fashion Industry: A Need for Harmonization at all Levels of Education in Ghana

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Abstract

Cosmetology industry has been in existence since time immemorial and it has been nature man to enhance appearance and has gradually found itself in the classroom. This is a booming industry in Ghana, where growing interest of people as well as academic training in the world of work. There exist curriculum disparities at the different levels of education, progression and continuity of trainees from one level to the other. This article brings to bear the unreached areas of the trade and adds to the training in the cosmetology industry. The number of colleges of education, the number of teacher universities offering fashion or clothing and textiles, the secondary technical schools under Ghana Education Service (GES) and private cosmetology school is presented along with their curricula. It also highlighted how cosmetology training is done in all these categories of schools and the gaps in them which are vital for the industry to grow. It is envisaged that training in cosmetology at all levels on the educational ladder will be standardized and encompass those careers like cosmetics researchers, image consultants/ stylist, beauty bloggers etc. which are not very popular in Ghana so that the youth will be exposed to different trade skills to boost their interest for future advancement for the workforce.

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I. Introduction

Vocational education has been in the world for a long time in different cultures. It prepares people formally, informally and non-formally for the world of work and for self-employment. The importance of vocational education cannot be overemphasized. It allows an individual to acquire practical knowledge and requisite skills needed. The course mounted in vocational schools includes clothing and textiles or fashion.

According to Lewin (1997), there are five justifications for governments worldwide to focus and invest in Technical and Vocational Education and Training (TVET) which includes increasing relevance of school by imparting individuals with skills and knowledge necessary for making the individual a productive member of the society to transform the attitude of people to favor occupational prospect for future and to increase the economic development due to the fact that it improves the quality and skill level of the working population.

Home Economics which is one of the vocational education subjects is a very broad subject taught at school and practiced at home and work. The main branches are home management, Foods and nutrition, Clothing and textiles and other related arts. In home management, hygiene and grooming prevails while clothing and textiles and other related arts includes dressmaking and wardrobe planning.

There are careers abound in home Economics which includes teaching in which one becomes a teacher and teaches in colleges and schools. To be well groomed in appearance is to be neatly and correctly dressed; suitable hair style and make up, suiting the occasion with accessories. Characteristics of a well-groomed person include clean teeth, clean eyes, clean nails, clean hair and the use of cosmetics. Cosmetology is growing in the fashion industry and people can be trained in vocational schools, beauty care schools and in a technical university in Ghana. Cosmetology is the study and application of beauty care treatment, including hair styling, skin care, cosmetics, manicure and pedicure and hair removal (Pak, Powers & Liu, 2013).

Alternatively, many employers provide work-based apprenticeship with on-the-job training with academic study. As opined by McKelvey & Munslow (2011) Cosmetology requires some artistic flair to make it an excellent career for creative people with interesting variations on current trends or fashion.

Like any other job, there are hazards to consider: fatiguing positions, a lot of colours to use, shampoos and exposure to other products with chemicals that can be irritating or cause allergies during training. It requires comprehension of these to ensure how to handle them very safely.

The job entails preparing and teaching the material of a syllabus mentoring and testing students and grading students work and exams. People are required to complete a vocational programme certificate or degree in cosmetology has mandatory license and additional skills for teaching communication and presentation.

According to (Lopez, 2004) the Cosmetology teachers are experienced professionals with a degree who do the following

- Teach hair, skin and make-up skill for student
- Instruct their students on the theory and practical application of beauty
- Teach customer service skills
- Deliver classroom lecturer and oversee students as they practice on real customers.
- Be up-to-date about the beauty industry and ensure their students do too.

Grooming ones outward or physical appearance includes things done to keep neat and clean, but trainees individuals are taught latest trends in hair, skin, nail and beauty to look fresh and beautiful. It covers tips for instant and effective make up, hairdressing according to face shape, identifying skin tone for foundation familiar and daily skin care tips. It goes further to highlight on skin types and make up types where individuals learn different make up looks based on the occasions to enable them succeed as professionals in the industry (Chin, 2004).

According to Elley (2018) cosmetologist learn hair cutting, styling, colours, make up application, manicure, pedicure services. What styles and colours will look good on different people, chemistry to mix colours and other chemical treatments. They will need to keep up with current trends and apply them creatively to their clients. She added manicure, pedicure, scalp treatment, facial treatment and make up analysis as well as cleaning and styling wigs and hairpieces.

Cosmetology used to be taught in vocational schools alone and most of them were private. Now this isolation with other education streams, particularly secondary schools has been reduced. The barriers that restricted TVET learners' options, moving to higher levels of learning as well as to other streams have been addressed.

Statement of the problem

The training at some levels of vocational education is outdated and inadequate. Currently, teaching in TVET private schools are done by most people who have trained in a trade like cosmetology. Those in GES public schools are qualified teachers with at least a diploma or degree in education but cannot compete very well due to less content during training. There is no well-coordinated effort to train teachers for the TVET sector due to the absence of well-defined national policy guiding the training of teachers.

College's admission requirements include TVET courses, but the training does not align with what they will teach in their schools. The teacher universities also accept TVET students who will later teach in SHS/TVET schools. Those TVET students accepted have different background to build on for the future either progression or work place. The building done by teachers in public schools is inadequate due to training. Again, one area in fashion/clothing and textiles which is covered to some extent in teacher education is Beauty care or Cosmetology.

A little bit of good grooming in clothing and textiles or fashion is taught, but beauty care or cosmetology is booming in Ghana now. How will the young ones be trained for this sector of the fashion industry if teacher educators do not have adequate content and skills at their university or college during training. There is therefore a mismatch between the training for teacher educators and students whom they will teach for industry.

There are 190 public technical and vocational institution including 22 technical institutes under GES offering a wide range of programmes rolled out including fashion and garment making and cosmetology as stated by the executive director of COTVET during the launching of Ghana Technical Vocational Education and Training Voucher Project (G.T.V.P.) in May 2019 (Graphic Online).

The curriculum for cosmetology in second cycle schools is broader and entails a lot than what good grooming entails in the colleges of education and teacher universities offering clothing and textiles or fashion, hence the need to bridge the gap. A teacher should, among other things be over and above learners having deep knowledge and passion for his/her subject matter for it is that if a teacher lacks knowledge in a subject that dearth of understanding is passed on to students, a teacher is only good as what he or she knows.

Another quality of a good teacher is being current and abreast with time. Teachers being trained to take up teaching appointments in TVET second cycle schools are deficient of some knowledge and skills necessary in the cosmetology or beauty care industry which is booming in Ghana now since the curriculum in colleges of education and teacher universities now are not filled to build the teachers to be able to teach Cosmetology. Asare (2011) posit that a sound education structure leads to an enlightened society and manpower development which is able to lead a crusade for social transformation and economic progress. The teacher is crucial that

ignoring it is unavoidable because “education is a condition for development and the teacher is the ultimate definer of its reality” (Fashola, &Slavin, 2009).

Over the years, Ghana and for that matter TVET has put forth efforts to train the youth for industry development in the country. Echoing what teacher education must sheath, Fix et al., (2019) and Fashola, &Slavin (2009) indicated that Ghana’s education is to provide a comprehensive teacher education programme through pre- and in-service training that would produce competent, committed and dedicated teachers to improve the quality of teaching and learning. This mission for TVET fashion and clothing and textiles for teacher educators is surveyed.

For quality to be achieved in education, Asare (2009) indicated that a very important element in the process of education is the interaction that go on between the teacher and the learners through such process education quality is achieved. Amedorme&Fiaigbe (2013) discussed in their paper that teachers or facilitators for TVET schools are not enough and the majority of them have shortfalls in practical experience. Due to this Bottoms & McNally (2008) asserts that high schools need qualified teachers who can create and manage learning environments where students prepare for success in their education and in the workplace.

Purpose of the study

The purpose of this article was to pinpoint the modern direction of TVET and secondary schools under GES hybridization in Ghana and their facilitators. The focal point being teacher educators of the new four-year bachelor of education (B.Ed.) programme for colleges of education, teacher training universities offering vocational studies and their curriculum in comparison to their trainees’ curriculum. Insights are made in the cosmetology industry in Ghana now and how knowledge and skills are imparted and who imparts it to trainees. The study also aims to offer suggestions for bridging the gaps in cosmetology curricula from Junior High School (JHS) through tertiary institutions for trainees.

II. Research Approach

Literature review was the main approach to the study. Information gathered for discussion was obtained from secondary sources like periodicals, journals, books, conference proceedings and internet. Additional reports and documents on technical vocational training were used for the study. Analysis for the study is descriptive in nature.

Table 1: Universities of teacher education offering Home Economics (Clothing and textiles or Fashion)

University	College/ Faculty	Award
University of Ghana	College of Basic and Allied Science	Bachelor of Science in Family and Consumer Science
University of Education (Winneba)	Faculty of Science Education	Bachelor of Education in Home Economics
University of Education (Kumasi)	Faculty of Vocational Education	Bachelor of Science in Fashion design and Textiles
Kwame Nkrumah University of Science & Technology (K.N.U.S.T)	College of Art and Built	BA Industrial Art in Textiles and Fashion Design
University of Cape Coast	Faculty of Science and Technology Education	Bachelor of Education in Home Economics

Source: Forster & Ampong (2012)

Universities were established through the assistance of the Government of Ghana with the vision of training qualified educators in vocational and Technical Education for taking teaching and supervisory roles in Education Service industry. They offer degree programmes focusing on electives like Food and Nutrition and Clothing and Textiles, entrepreneurship and small business management to their courses so students are prepared adequately to set up businesses. Students write business plans alongside their studies. There are production units that offer training to students in clothing and textiles, doing costume work and for institutions. Their core mandate is to train students to take up teaching appointment in secondary schools. On the relevance of the Senior High School curriculum in relation to contextual reality of the world of work, Okrah, Ampadu & Yeboah, (2020) notes that the , Senior High School level has been a terminal point of Education for most people in Ghana and that mass unemployment of the youth after school. He said “it has been attributed to the irrelevance of the curriculum”. He added that potential employees are equipped with attitudinal skills and

values, but devoid of the skills of application and practical approach. He recommended that the curriculums need to be reviewed.

Public Colleges of Education in Ghana

Currently, there are forty-six Public Colleges of Education in Ghana. The list is provided on table 1;

Table 2: Public Colleges of Education in Ghana

Colleges	Location	Colleges	Location
1. Abetifi College	KwahuAbetifi	25. Holy Child College	Takoradi
2. Accra College	Accra	26. Jasikan College	Jasikan
3. Ada College	Ada	27. KibiPresby College	Kibi
4. Agogo College	Agogo (Asante Akyem)	28. Komenda College	Komenda
5. Agona SDA College	Agona	29. Mampong Technical	Mampong-Ashanti
6. Akatsi College	Akatsi	30. McCoy College	Nadowli
7. Akrokeri College	Akrokeri	31. Methodist College	Akim-Oda
8. Al-Faruq College	WenchiDroboso	32. Mount Mary College	Somanya
9. Atebubu College	Atebubu	33. NusratJahanAhmadiyya	Wa
10. Bagabaga College	Bagabaga	34. Bia Lamplighter	SefwiDebiso
11. Our Lady of Apostle College	Cape Coast	35. Berekum College	Berekum
12. Peki College	Peki	36. Presbyterian Women's college	Aburi
13. Offinso College	Offinso	37. Dambai College	Dambai
14. Presbyterian College	Akropong-Akuapem	38. S.D.A. College	Asokore-Koforidua
15. Enchi College	Enchi	39. St. Ambrose College	Akwamu, Dormaa
16. Evangelical Presbyterian	Amedzofe	40. St. Francis College	Hohoe
17. Evangelical Presbyterian	Bimbilla	41. St. John Bosco's College	Navorongo
18. St. Joseph's College	Bechem	42. Fosu College	Fosu
19. Gambaga College	Gambaga	43. St. Monica's College	Mampong-Ashanti
20. Gbewaa College	Pusiga	44. St. Vincent College	Yendi
21. St. Louis College	Kumasi	45. Tumu College	Tumu
22. St. Teresa's College	Hohoe	46. Wiawso College	Sefwi-Wiawso
23. Tamale College	Tamale		
24. Wesley College	Kumasi		

Source: Odoom, Opoku, & Ayipah (2016).

Admissions into these colleges are in three groups; West Africa Secondary School Certificate Examination (WASSCE) and TVET holders for a four-year B.Ed. programme. The new reform in teacher education has to do with the fact that in the past twenty years, numerous minor reforms in teacher education have had very little impact on children learning outcomes. The goal of the reform is to transform Initial Teacher Education to prepare highly qualified, motivated new teachers who are able to inspire their learners to achieve improved outcomes in basic education and to improve life chances of Ghana's children and young people. Among the objectives of the four-year Bachelor of Education, the curriculum is designed to prepare teachers who are

- equipped with professional skills, attitudes and values, secure content knowledge as well as the spirit of enquiry, innovation and creativity that will enable them to adapt to changing conditions etc.
- able to teach and assess the subjects of their specialism including specialist subject teaching at JHS.
- having an understanding of subject, pedagogy and progress in learning across specialism areas.

The vision for the Four-Year Bachelor of education Degree as state in 2018 B-Ed JHS curriculum is to prepare new teachers to become effective, engaging and inspirational and be fully prepared to teach the basic school curriculum in order to improve the learning outcomes and life chances of all new teachers as set out in National Teachers Standard (NTS). The aims are to instill in the new teachers the nation's core values of honesty, integrity, creativity and responsible citizenship and achieve inclusive equitable high-quality education for all learners in line with Sustainable Development Goal (SDG) four (4).

Cosmetology Industry

Cosmetology is the study and application of beauty treatments. Cosmetology Industry encompasses business, jobs, production, activities, etc. that refreshes the body or something. It includes substances used to refresh the body and how they are manufactured, people who apply them; people who are in the supply chain as well as schools and teachers of cosmetology.

Different schools or authors classify cosmetology different based on performance, part of body used, naturally or chemically derived, aerosols, sticks, cakes, cream/ emulsions, gels, oils, ointments and powders.

According to Nohynek et al., (2010) cosmetic products are categorized into five (5): skin care products, Hair care products, colour cosmetics, fragrances and personal care products. The products in each category are as follows.

Skincare products: They are products for improving the appearance and feel of skin. Some prevent wrinkles or anti-aging, tanners of skin colour, treat acne and other skin blemishes. Examples are soaps, bubble bath, masks, toners, facial washes, shaving creams and depilatories.

Hair Care Products: They remove grease, dandruff, dust, etc. from the hair. They come in liquid form, powder and aerosols. Some of them are left in the hair rinsed off or change the make-up of hair. Examples are hair colour/ dyes, hair relaxers, shampoo, conditioners, sprays mousses, gels, oils.

Colour Cosmetics: - They include products that remain on the skin to change colour and appearance. Examples are lipstick, eyeshadow, eyeliner, mascara, blushes, nail polish, foundation.

Fragrances: - These are put on the body to change the body odour. Examples are colognes, splashes perfume aerosol sprays.

Personal Care Products: - They are the oral care products for the mouth and teeth and perspiration of the body. Examples are tooth paste, mouth wash, anti-perspirant/ deodorants.

A Better Cosmetologist: - Nohynek et al., (2010) argue that even though one can specialize in one area, it is better to have a broader knowledge about all categories to improve one's career options skills and to be innovative.

Careers in cosmetology includes hairstylist, Hair color specialist, Nailcare artists, manicurist, make-up artist and others are salon owner/ manager/ sales consultant/ coordinator/ computer expert/ franchisee/ photo and movie artist/ beauty magazine writer/ beauty product designer and developer etc.

Careers that are lucrative and gaining in Ghana are barbers who are trained in cutting male hair, removing facial hair, treating facial bombs and dandruff. Makeup artist for costume makeup in the theatre or film industries, salons for individuals/ personal care for functions or occasions like funerals, wedding anniversary. Hairdressing with wide array of services like cutting, shampooing, curling, colouring and shaping hair. Some also braid hair, fix weave on and wigs in shops and for people at home and on stage. Skin care specialist offering services like massaging, spa, facial treatment, waxing. Manicure and Pedicure done in salons, spa or mobile (travelling to their client's locations). Cleaning, shaping and beautifying fingernails and toenails. Nail care products are also sold to clients.

According to Wolf (2013) there are fifty high paying beauty or cosmetology jobs career ideas that young ones can tap, these include hair dresser, body piercing, Aroma therapist, cosmetics importer and exporter, make-up artist, cosmetic retailer, beauty care magazine writer, beauty blogger, cosmetics research image consultant, cosmetic wig maker, nail care artist, barber, tattoo artist, electrolysis hair remover, soap maker, artificial tanner and a lot more.

A cosmetologist has some benefits or advantages including:

1. A wide range career option to learn and fill the employment gap.
2. One can work as full time or part time in a spa, hotel depending on your specialty. There is flexibility depending on where you work.
3. There is job satisfaction with clients looking their best and confident, variety and creativity exhibited and being able to recommend products and treatments to clients successfully.
4. Being able to grow your clientele and gain more experiment as an entrepreneur by making use of social media.
5. Build a special business brand for yourself and growing it (locally and nationally) through marketing.

There are disadvantages as well

1. Income may differ due to different factors as location, occasion workmanship etc.
2. Long hours of work and throughout the week.
3. Different clients, day after day will show difficult clients in terms of their behaviour, bill payment and product acceptance.
4. Making mistakes or messing up from time to time e.g. pouring water or lotion on clients, cutting hair or nail at length to upset or frustrate client.
5. It requires long hours of standing, use of hair dyes, perming cream, nail polish which are made up of chemicals can be a negative health problem for cosmetologist.

Cosmetology Institutes in Ghana

- GH Media School of Cosmetology – Accra
- Beauty and Health Colleges – Accra

- F. C. Beauty College – Accra
- 2nd Image Hair and Beauty Therapy Academy – Accra
- Spa Body N Beyond – Accra
- Nagy's Spa and Beauty Clinic – Accra
- Black Secret Makeup School – Accra
- Aloette Institute – Accra
- Beauty Hat Institute – Accra
- Opl Beauty Forum and Training School – Accra
- X'el School of Cosmetology – Accra
- Abrantie College of Cosmetology – Accra
- Super-Plus Beauty Training Institute – Tema
- Phasses Beauty Training Institute – Accra
- Eddifi Hair Care and Looking Good Solutions – Accra

Objectives of Cosmetology

The cosmetology course, according to Cameo Beauty Academy, is designed to train the students in practical skills, theoretical knowledge and professional attitudes necessary for license and competency in entry-level positions in the cosmetology profession. Upon completion of the course requirements, the graduate will be able to perform skills in areas of hair cutting, styling, colouring and skin care, make-up application pedicure and manicure. They should also be able to communicate effectively with colleague's clients, etc. and be able to perform analytical skills to be able to advise clients on total look concept and pass the necessary exams and work in any of the areas for profit.

Curriculum for Cosmetology Schools

- ✓ Basic and Advance Hairdressing
- ✓ Facial Therapy
- ✓ Nail technology/ Nail artistry and Wraps
- ✓ Eye Technology/ Eye Lash
- ✓ Body scrubbing/ Massage
- ✓ Skin Care and Make-up artistry
- ✓ Color Analysis
- ✓ Anatomy and Physiology
- ✓ Waxing and Tweezing
- ✓ Gel Extensions and Gel Polish

The curriculum covers classroom instruction in theory and applying theory to practice. It includes tools for the job and how tools are used, having an understanding of chemicals that are involved and their uses. Types of hair, hair braiding, hair treatments, barbering, tabs and strips for eye lash extensions. Hygiene and Sanitation together with diseases and condition of skins and ethics. Nail technology and esthetics as well as salon management, interpersonal relation continuing education requirements. Mask therapy and facial treatments with or without machines.

Training in cosmetology

Training according to Tuckman & Monetti (2011) as cited in Essays (2018), training in cosmetology can be formal where the acquisition of knowledge is the goal and student learn to pass exam to complete their study and to get excellent in assessment so they can continue their study to the next level. It is full time. They added that Informal Training occurs outside the structured curriculum and encompasses student interest within a curriculum in a regular classroom but not limited to that setting. It works through conversation and exploration and enlargement of experience and non-formal training is "learning resulting from daily activities related to work family or leisure. It is not organized or structured in terms of objectives time or learning support". Knowledge is acquired through books, social media or digital media. It is not restrained by defining limit or restriction. It is a continuous education and does not have limited time for students to acquire knowledge and students are free to learn what they want.

Apprenticeship according to Fuller & Unwin, (1998) is a system of training a new generation of practitioners of a trade or profession with on the job training and often accompanying study classroom work and reading. Most of the training is done while working for an employer who helps the apprentice learn their trade or profession, in exchange for their continued labour for an agreed period after they have achieved measurable competencies. This is done in formal or informal industry to produce craftsmen under the tutelage of master craftsmen. Apprenticeship can be organized, managed by employer with school involvement called independent apprenticeships or can be organized and managed and employer and a school with a curriculum called

cooperative apprenticeship. All these ways of training are appropriate for cosmetology trainees, but the curriculum must implement well, so that interpersonal relations, chemical components of products, merits and demerits are all covered.

Table 3:B.Ed. J.H.S. Curriculum for Colleges of Education in Home Economics

Year	Semester	Contents
1	1	- Foundations of Social Studies and T.V.E.T.
1	2	
2	1	- Philosophical foundations and concept in Home Economics - Manipulative processes in Home Economics
2	2	- Application of theories in Clothing and Textiles - Application of theories in Food and Nutrition
3	1	- Processes and Procedures in Clothing and Textiles - Processes and Procedures in Food and Nutrition
3	2	- Processes and Procedures in Food and Nutrition - Processes and Procedures in Clothing and Textiles
4	1	
4	2	- Product development in Home Economics - Enterprise management in Home Economics

III. Discussion

From the above scrutiny, it is advocated that curriculum for TVET (cosmetology) for basic, secondary and tertiary schools are revisited and modified possibility in line with the industry. This will go a long way to increase relevance and coherence of basic, secondary and tertiary curriculum for cosmetology. Hiim (2017) asserts that “relevant curriculum can be defined as curriculum that provides students with the opportunity to develop vocational knowledge in their choice of occupation” student with particular vocations like cosmetology from basic to secondary through tertiary will have continuity and be able to develop their knowledge and skills in cosmetology. He added that a relevant curriculum provides students the opportunity to develop the occupation they wish to qualify.

Batra (2005) supports that a curriculum has the potential to be the framework containing incentives for a positive influence on students, allowing them to experience the value of the curriculum in their personal lives. Some formal cosmetology institutions have curriculum made up of modules from introduction to business with supplementary videos for some lessons.

There is the need to bridge the gap in basic secondary to tertiary school curriculum for an industry like cosmetology that is booming in Ghana for future growth and career advancement within the cosmetology industry in Ghana. Again, students from vocational schools (TVET) can now enter into colleges of education to pursue 4-year B.Ed. eligible to teach in JHS. Trainees from TVET schools have diverse trades including cosmetology; these trades need to be highlighted in the 4-year B.Ed. curriculum. According to Maclean & Pavlona (2011), after Ghana introduced diversified secondary curriculum, vocational courses increased, especially in the rural areas than urban areas but quality in rural areas was poor with regards to teacher supply. UNESCO added that TVET teachers are trained in colleges like COLTEK offering degrees and certificates in Ghana. Colleges of Education train teachers for basic schools, but their curriculum is silent on vocational courses like cosmetology: COLTEK which highlights such curriculum cannot train all the teachers needed to teach Cosmetology ‘effective teaching and learning depends on adequate number of qualified professional teachers with the requisite pedagogical skills to pass on knowledge and skills’ (Anamuah- Mensah, 2004). Having said this, they recommended that there was the need to increase the number and improve the quality as well. There is the need to bridge the gap for Colleges of Education to train for the basic schools as well. TVET students who have admission into Colleges of Education will also progress in Cosmetology that they started in secondary school and gain more experience as they teach.

Nti & Asare (2014) stated “things change and thus communities change to respond to the needs of the society. As society changes and therefore is dynamic, so teacher education must be dynamic to enable teachers to be trained to teach students to be useful individual who can function well in society”.

Most of the cosmetology teachers in the booming industry are in the informal or non-formal sector having the skills and flair of the different aspects like facials, massage, make-up, hairstyling but may lack pedagogical knowledge and skills needed to impart to the trainees. Those in the formal sector may have pursued post-graduate Diploma or Certificate in education to augment or enhance their natural teaching skills and to qualify them to teach as professional teachers in G.E.S. Why the disparities? The need to bridge this gap so that once the curriculum for cosmetology for Colleges of Education, Universities and technical universities are aligned, skill to be imparted will not fall short in training the youth. UNESCO (2015) recommendation

concerning TVET defines TVET “comprising education training and skill development relating to wide range of occupational fields, production services and livelihoods”. This can take place at secondary, tertiary levels and includes work-based learning and continuity training and professional development which may lead to qualifications.

Diep&Hartmann (2016) also asserts that “to make sure that vocational teachers have the necessary competencies to fulfill the requirement in the new era and to facilitate the process of vocational teacher education, the professional profile of vocational teaching profession needs to be reviewed and consolidated”.

The seemingly endless global changes in careers in cosmetology needs to be promoted or stressed to bring to light those careers which are not very popular in Ghana. Careers such as cosmetic research scientist, beauty care magazine writer, beauty care magazine editor, image consultant/ stylist, aroma therapist, cosmetic school owner, cosmetic wig maker, cosmetics school instructor/ lecturer, skin care consultant, photo and film stylist costumier, mortuary beautician, eyelash technician, teeth whitening specialist etc. were mentioned by Miller (2006) but some of them are in “darkness.” There is the need for young ones to be exposed to the different trades in cosmetology from basic school to boost their interest so that as they pursue higher education they can continue and come out as specialist in the work force.

IV. Conclusion And Recommendation

The time has come for all stakeholders in education from basic through tertiary in charge of curriculum designing to look at the continuity of vocational courses from JHS through tertiary. There should be linkage in programmes at pre-tertiary through tertiary so that trainee’s progression is not constrained, especially for trainees from TVET secondary schools to remove subject combination deficiencies. It will also ensure that trainee’s continuity of cosmetology as they progress on the academic ladder.

With regards to teacher/ instructor training all teacher universities should highlight cosmetology in their curriculum to whip trainees from TVET secondary schools’ interest as they get admission into tertiary institutions. The need to add modules and production units for cosmetology so trainees will not be deficient in skill acquisition necessary for industry. Some trainees are creative as they explore, there could be additions in their trade in the world of work. As they are exposed to cosmetology and its tall list of careers, they will expand their horizon with diverse skills and knowledge for the industry.

There will be standardization of training to some extent after some time since formal, informal, non-formal and apprenticeship linked to industry will ensure uniformity of both private and public training. It is recommended that future research considers other trades in vocational studies, like interior decoration, fashion designing and clothing care and maintenance, etc., which have gaps with regards to TVET curriculum and training for industry.

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