

BRAIN WAVE CAREERS

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# ACTION RESEARCH Report



COVER PHOTO: Students from Kings College - Buddo, completing the DYC assessment, Kampala, Central Uganda. BRAINWAVE archives.

### Acknowledgments:

This report was prepared and technically reviewed by Impact Measurement Partners. Special thanks are owed to all participants living in the communities included in this research and recommendations building, the technical assistance, strategic and communications thinking from the BRAIN WAVE team. This research was possible due to support from BRAIN WAVE Uganda frontline staff, all community leaders, Parents and the dedicated time and thoroughness put in by the data collectors.

The Action research supported by:



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## ACRONYMS

FGD	Focus Group Discussion
MUK	Makerere university
HH	Household
ICT	Information and Communication Technology
KIIs	Key Informant Interviews
NGO	Non-Governmental Organization
DYC	Discover your career
PSS	Psychosocial Support
SOP	Standard Operating Procedure
UBOS	Uganda Bureau of Standards

## 1 EXECUTIVE SUMMARY

### 1.1 Background

The primary goal of career guidance and counselling is to make it possible for an individual to see and explore his or her unlimited endowed options. It is an undeniable fact that the major service areas of guidance and counselling are, educational guidance and counselling which assists students in their choices of career, vocational guidance and counselling which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes, and personal and social guidance and counselling which assists the individual to behave appropriately in relation to other members of the society.

The changes in counselling needs have occurred because there is the need for quality work performance which is so pervasive in the lives of individuals since it influences all our life roles. This has expanded the role and scope of the career counsellor to include more than just helping someone find a job. This action research aimed to provide evidence as a validation into the relevance of career guidance (DYC model) by assessing stakeholders' knowledge and awareness on the outcomes of the career guidance sessions in secondary schools; DYC's influence in Scholars transitioning to further education, TVET, and or employment; and the benefits and importance of providing career guidance and counselling to students especially in secondary schools.

### 1.2 Methodology

This research employed a qualitative methodology to investigate the opinions and perspectives of stakeholders (including Scholars , teachers, policy makers, parents and NGO actors) towards their knowledge and awareness on the outcomes of the career guidance sessions in secondary schools; DYC's influence in Scholars transitioning to further education, TVET, and or employment; and the benefits and importance of providing career guidance and counselling to students especially in secondary schools through focus group discussions, and key informant interviews with the main stakeholders. We interviewed over 240 respondents from 17 districts to understand what are the benefits and importance of providing career guidance and counselling to students and their knowledge and awareness on the outcomes of the career guidance sessions to students transitioning to further education, TVET, and or employment. We applied thematic analysis to extract the dominant themes that arose from the discussions and generate conceptual frameworks to try and understand how the different aspects of the project interventions interact with each other.

### 1.3 Key findings

- We observe that the students who have received comprehensive career guidance through the DYC model while in school, have reported being more satisfied with the choice and decision made for their further education and employment, and believing that DYC was more relevant to their future careers
- The DYC modules and content such as business management skills, financial literacy skills, people management skills, critical life skills such as interpersonal skills, communication skills, leadership skills, problem solving and decision-making skills,

creative thinking skills and self-awareness skills among others are critical complimentary skills that young people need in the world of work.

- Results show that, it is important to provide career intervention activities in school with the aim of supporting students with information and guidance to prepare students for multiple roles within broad industry sectors. DYC promoted transition from secondary to university and other tertiary institutions.
- New methods were introduced for teachers hence boosting their capacity to guide students in relevant career guidance discussion.

We therefore conclude that, career guidance is relevant during secondary school education, and counselling programs in schools ought to be reinforced early enough to create an environment in which individual students will be supported to make appropriate career decisions which will prepare them adequately for national, regional, and global challenges associated with the world of work.

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# Introduction

- Background
- About the DYC model
- Research objectives

## 2 INTRODUCTION

### 2.1 Background and Context

Uganda has one of the youngest populations in the world with over 60% of the population below the age of 18 years and 78% of the population below the age of 30 years. The national unemployment rate stands at 9.2% while youth unemployment stands at 13.3%. According to the Global employment trends for youth 2013 report the youth unemployment challenge in Uganda continues to rise and nears a crisis level if not quickly checked. The ILO reported Uganda youth population debacle in 2017, opinionating the need for a multi sectoral approach in handling it- Similarly, Uganda Bureau of Statistics abstract 2 (UBOS) 2020 youth unemployment stands at 4% and is likely to increase if not checked. The youth unemployment is mostly driven by a lack of employable skills including technical and critical complementary skills, lack of work readiness, limited access to resources such as land and capital, skills mismatch, poor and negative attitude towards certain types of work also associated with white collar syndrome. More often than not this is linked to lack of early stage and adequate career support services and or coaching and mentorship programs especially at the secondary school level. While the Ministry of education and Sports (MoES) through the department of guidance and counseling has a mandate to provide strategic and technical leadership, guidance, advice and strategies in all matters of guidance, counseling, including HIV/AIDS mitigation and psycho-social concerns and support services within the entire education and training sector, the career support services at the Schools remain largely unstructured, under resourced and not purposely integrated in the school routine.

It is crucial to point out that Career development is a progressive process that facilitates the acquisition of knowledge, skills and attitudes, and to assist learners in better understanding themselves while exploring viable higher education and career opportunities after they finish secondary school. There are both vast economic and social benefits for the Ugandan economy when learners are supported and empowered to make effective and calculated transitions from school to further education, training and employment opportunities after having completed their formalized education. If learners do not make informed educational and occupational choices the short and long-term results are:

- Increased likelihood of youth unemployment.
- Declining economic activity and growth.
- Increased depression leading to an increase in crime, substance abuse and risky behavior.
- Declining productivity and increased poverty levels.

In order to minimize and/or eliminate these potential problems, there have been several voices calling for increased career guidance in our schools.

The majority of Ugandan youth leave school with only a vague knowledge of employment opportunities and with little or no insight as to the most appropriate career direction for their personal abilities/skills, interests and personality. A large number of school-leavers receive no training at all beyond school and become virtually unemployable. And yet, if pointed in the right direction, these learners could have become valuable assets to the



Ugandan economy. Those school-leavers who believe that their only chance of future employment, is attaining some form of qualification, undertake tertiary education, irrespective of their own suitability for the subjects chosen little wonder that the drop-out rate for first year tertiary students stands at, as high as 35%! For this reason, Brainwave Careers Uganda is proposing a Careers Guidance project to be undertaken within the secondary school space in Uganda.

## 2.2 About Discover your Career” (DYC) model

The model works through an assessment of learners’ academic strengths focusing on interests, personality and thinking style profiles to assist the learner with the correct subjects to choose for a certain level as well as an appropriate career path/qualification to pursue for further levels of education. The World of Work and various study options are also highlighted and discussed in career guidance workbooks that are used to build competences of learners after the assessment. This action research assessed stakeholders’ knowledge and awareness on the outcomes of the career guidance sessions in secondary schools; DYC’s influence in Scholars transitioning to further education, TVET, and or employment; and the benefits and importance of providing career guidance and counselling to students especially in secondary schools.

## 2.3 Research Action Objectives



To what extent did the DYC model help Scholars make appropriate career choices



How did the DYC model help Scholars Transition into University and or other tertiary institutions



Did capacity of teachers and Schools to deliver quality career support services improve as a result of DYC.



How did this help in addressing school dropout ?



What are the most significant changes that occurred as a spillover of the DYC model?

# Methodology

- Sample
- Data Analysis
- Data Limitations

- Key Informant Interviews;
- Focus Group Discussions;

### 3.2 Sample selection

Participants included in the final sample were randomly selected from lists obtained from project documents and local authorities.



Study Duration: February - April 2017

### 3.3 Data collection tools

Data collection tools and methods were subject to feedback and approval by Brain Wave staff. These included:



Document & Data Review



Beneficiary FGD guide



KII guide with project staff, government officials, Community leaders, Group leaders

### 3.4 Survey Location and Target Population

The study population comprised of male and female students, project staff, government officials, Community leaders, Group leaders across the 17 districts where the model was being implemented. The research was done in the districts of Kampala, Luwero, Mukono, Wakiso, Iganga, Jinja, Mbale, Soroti, Amudat, Moroto, Nakapiripit, Gulu, Kiryandongo, Lamwo, Lira, Arua and Adjumani. The Main Interlocutors



107 Male Youth, 120 Female Youth, 4 Actors, 2 Mentors, 4 Local leaders

### 3.5 Data Management and Analysis

The Assessors prepared individual reports (known as Primary Documents in Atlas Ti) of each interview conducted with Key Informants and thoroughly edited them to ensure technical and factual accuracy. Upon review, the data was coded and queried (analyzed) using Atlas Ti software. The query report from Atlas Ti was subjected to thematic analysis by the Lead Consultants and triangulated with the quantitative data. The Consultants used thematic analysis to capture the unique and dominant issues, addressing the study objectives.

The main objective of this action research was to provide a clear picture of the inner working of the project, and how these have influenced directly or indirectly the lives of the beneficiaries. For this reason, the research methodology depended on investigative, exploratory as well as the documentation, in depth of the entire process. We employed a primarily qualitative methodological approach to meet these objectives. This involved a critical understanding of the project theory of change, the implementation of the interventions, whether the assumptions of the TOC and activities were aligned, as well as the logic and

interactions between the stakeholders. The objective was to provide a clear representation of the intricacies leading to the success of the project.

To be able to exhaustively understand this, the study employed a documentary, exploratory and investigative approach to answer these questions. We therefore used mostly a combination of case studies, and tracer studies. Case studies were used to document the individual experiences that the beneficiaries have had throughout the intervention timeline. This includes their experience before recruitment, their walk during the project and how this has impacted them through their journey. Tracer studies tracked beneficiaries over time to understand how at different points in time the project impacted them.

To explicate the action research objectives, we used qualitative methods to explore gender dynamics, differences in the data trends and influences on achievement of project results. We gathered this information through a combination of Focus group discussions (FGDs), a desk review, observation and Key informant interviews (KII's) with different stakeholders.

### 3.6 Desk review

The desk review comprised part of the task and involved a review of all the project related documents including the project proposal, annual reports, log frame and theory of change.

The desk review sought to provide a proper contextual framework with respect to the main interventions and activities, outputs and expected outcomes. It also guided the quantitative and qualitative survey

processes by identifying the areas and issues that needed special attention. Information from the desk review was also be collated with the data from the other sources to help in triangulation, explaining the interactions and understanding the pathways that result in the observed results.

### 3.7 Focus Group Discussions (FGD's)

FGD's were conducted to gather a wide variety of information across the large number of target respondents in the study areas. The groups were composed with 6-8 participants. Group discussion were conducted with the respondents from all the study areas. Focused questions were asked to the participants in order to encourage discussion and expression of differing opinions and points of view regarding their experiences with the project. Further the group discussion also explored the changes in the community and society, lessons learnt and challenges. Participants for the FGD's were selected on the basis of their availability and willingness to participate in the discussions. The respondents for the FGD's included but not necessarily limited to: Scholars, teachers, project staff, parents and Ministry of education officials

### 3.8 Key Informant Interview (KII)

KII's provided important information regarding the current situation of the project and implementation areas that is not easily captured in statistics or documents.

### 3.9 Photography and observation

The consulting team conducted field observations throughout the data collection process, to further enable

verification as well as to provide qualitative illustration of the information collected. Still photographs were taken focusing on school career environment, and application of skills, and any other observations found to be relevant to the study. This was undertaken using a field observation checklist, whose results were used to augment information from the interviews and FGD's.

### 3.10 Capturing of Lesson learned

We identified four key areas where lessons learned were captured, these included;

Pretest of the interview guide: At this stage, lessons were picked from the feedback presented by research team after pretest of the guide and during refinement of the guide.

A mini workshop/debrief with enumerators: This was held at the end of data collection to discuss the lessons learnt during the entire period of data collection.

Data Analysis and reporting: The consulting team compared initial assumptions on the workplan, methodology and the actual results attained. Lessons learned at this stage will were documented, with emphasis on what we would do differently next time.

### 3.11 Data analysis

### 3.12 Quality Assurance Plan

Our internal Quality Assurance Plan provided routine and consistent checks to ensure integrity, correctness, and completeness of the services delivered. It identified and addressed errors and omissions; documents and archives

Data processing involved being critical from the design stages to ensure the tools captured as much relevant information as possible. For the data analysis however, we used Atlas Ti which is a qualitative data analysis application that helps to collate data from qualitative sources. The analysis included the identification and categorization of dominant themes and the isolation and extraction of opinions with the objective of being able to triangulate and obtain insight of the opinions, reflections and experiences of the beneficiaries and other stakeholders in the intervention.

We therefore answered questions regarding; How the interventions are perceived and the direct and indirect experiences of the beneficiaries; How the interventions have worked, and how they have resulted in the outcomes observed; What are the pathways by which we the project has arrived at the observed outcomes

To ensure data is efficiently managed - all Interviews were recorded using voice recorders and transcribed before analysis to accurately capture the gist of the interviews. The output of the analysis process was a collection of real experiences and case studies, word clouds and extrapolations and interpretations of processes and opinions

materials and records on all activities including general methods used; uses of approved standardized procedures; estimates uncertainties, archives information and reporting. All activities carried out and services delivered during the assignment were subject to

rigorous internal quality control prior to presentation to of findings.

Using our quality assurance methodologies, we ensured that the findings are reported accurately. Special measures were undertaken to ensure quality of the information gathered and this included.

Publicity of the entire exercise among the key stakeholders and key informants;

Careful recruitment of research assistants basing on their level of skills and education as well as prior experience in conducting field research for related assignments so as to endure adequate and effective collection of the necessary data in line with the assignment objectives;

Training of research assistants on the use of the data collection tools so as to achieve accurate and intended results from the field;

Supervision of all the fieldwork activities ensured that the recruited research assistants carried out their designated tasks and within the time frame of the assignment;

Provision of a technical team that is highly competent and skilled given that the nature of the survey was heavily dependent on their skill, training,

intellect, discipline, and creativity. This also ensured that data analysis is expedited and insightful;

The team ensured that the data collection tools are carefully analyzed to ensure their suitability for all the survey procedures, and their ability to capture responses that are in line with the objectives of the assignment. These were captured through a pre-test of all the tools on a selected relevant sample area similar to the targeted one. After which the tools were then be refined to improve on their precision and face validity.

Maintaining close communication between the consultants and the client's reference team ensured that they are updated on the progress of work and any new developments;

Data cleaning through the use of both visual and computer aided checks in order to identify, errors, missing cases, outliers, and extremes. Specifically, our team of experts supervised and verified the data entry process to ensure internal consistency as well as consistency with data from other sources;

Ensuring adequate and timely logistics to the technical team;

Ensured 100% coverage of all the content/sessions

The respondents was free to terminate the interview at any point and to skip any question that he or she did not want to answer.

### Voluntary participation

Participation in the study was on a voluntary basis. No inducements are made. It was made clear to Participants that refusal to participate will not result in any negative consequences.

Much of the information provided by the participants was extremely personal. Confidentiality of the information collected during the evaluation was of fundamental importance. A number of mechanisms were used to protect the confidentiality of the information collected:

All interviewers received strict instructions about the importance of maintaining confidentiality.

- No names recorded. Instead, participants identified using a unique code. The identifiers linking the questionnaire with the participant are kept separate from the questionnaires.
- In all further analysis, the codes were used to distinguish questionnaires.
- Interviewers were trained to terminate or change the subject of discussion if an interview is interrupted by anyone.

### 1.1 Limitations

- The study utilised existing community groups to mobilise target population FGDs. This may have biased in a positive direction the amicability of relationships with the refugee community. This may have also been compounded by the presence of a foreigner for facilitation.
- There were at times poor records by the respondents from FGDs.

# Key Findings

- Relevance of DYC
- Conceptual frameworks



#### 4.1 Relevance of the DYC model

Data from the field of study indicated that career guidance through the DYC model played immense roles that served as an influencing factor in the student's choice of career. One-on-one career guidance and group career talks were issues that came out strongly.

As part of his or her duty to check student's records including the assessment of learners' academic strengths focusing on interests, personality and thinking style profiles, the school counsellor, according to the data was able to support students thinking around realizing what they wanted to become in future. For instance, data shows that students would Learn how to analyze and make a choice between interests, career and passion - while addressing the conflict that is always available during choice making.



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At first, I wanted to study law simply because I would look at advocates as successful professionals in society/there is a way I used to pride in law studies: however, after DYC sessions I started learning more about my passion - later I realized becoming a nurse and taking care of people would be very rewarding. DYC gave me a platform to learn/overcome my fears, learn my strengths and weaknesses -  
Female Student, Jinja College, Eastern, Uganda.

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The study further revealed that organization of career days, DYC modules and content such as business management skills, financial literacy skills, people management skills, critical life skills such as interpersonal skills, communication skills, leadership skills, problem solving and decision-making skills, creative thinking skills and self-awareness skills among others. did help the students in choosing their professionals. This is supported by the following argument below



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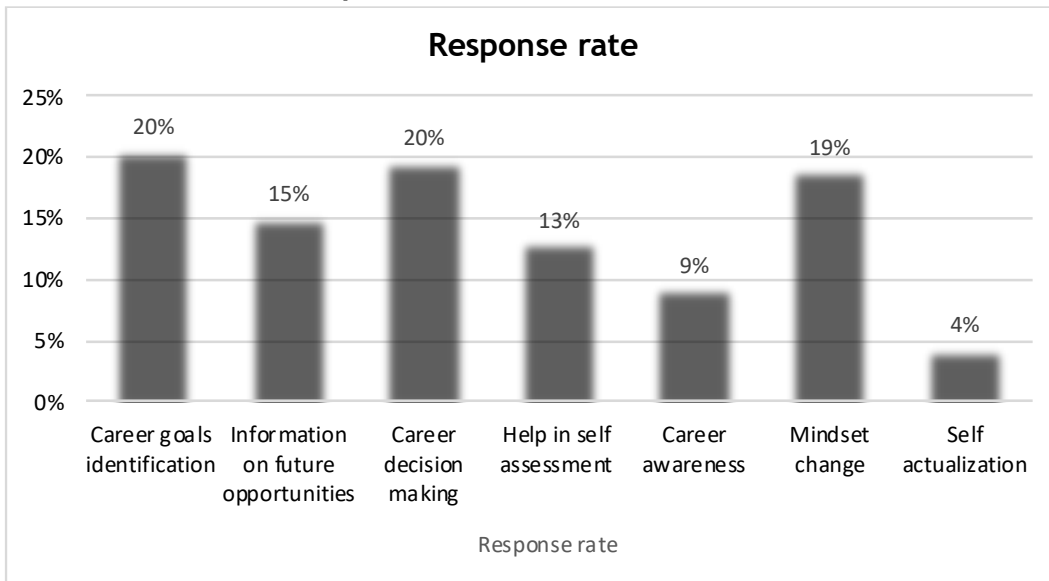
Some content found in volume 4 of the DYC module: that included details on different industries/career paths - we realized careers were not limited to only what we knew including fashion, this shaped my mentality for example my mind was opened because I learnt that you can still become a health worker and still do not work in the hospital, my passion was to work within communities through SRH. Because of this I've managed to started my own public health services clinic focusing on SRH, Menstrual hygiene management and disease prevention  
- Male Student, Buddo SS, Central, Uganda.

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aspects of the project interventions, business aspects, demographic and communal relations that the youth deemed as encumbrances into them getting the most out from the DYC intervention.

**Graph 1. Benefits for DYC model**



In graph 1 above, the main themes that arose in terms of their relative importance and frequency of mentions were summarized. We did this to help us understand what the students thought were the benefits and advantages of participating in career guidance sessions. Key amongst these benefits includes career goals identification (20%), ability to make career decision (20%) followed by a change in outlook or mindset (19%). This is broadly expressed either as the way in which the students approached career choice decisions and employment, a psychological change in their general view about life to becoming more innovative in how they manage their further transitioning into further education or employment amongst others.

This implies that the role the school counsellor plays especially the career guidance and counselling, career goals identification, information on future career opportunities, career decision making, mindset change among others do pay off well, that it (the DYC) helped students develop career self-efficacy which in turn helped them to make informed career decision and choice.



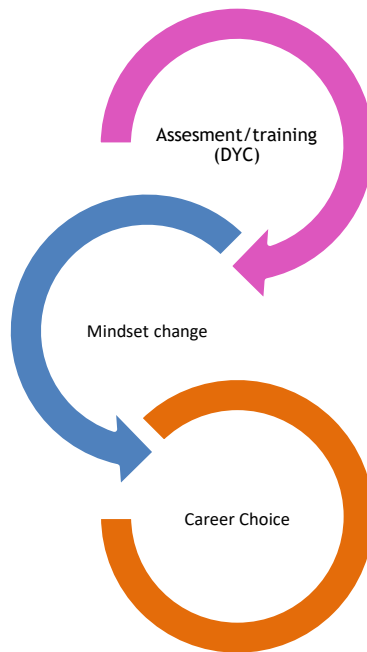
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... the career guidance helped me to align what I was studying with Uganda's job market needs - also, helped me choose the right course at University

- Male Student, Bethany High School Naalya, Central, Uganda.

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Figure 2: Facilitators' conceptual framework



The DYC model works through an assessment of learners' academic strengths focusing on interests, personality and thinking style profiles to assist the learner with the correct subjects to choose for a certain level as well as an appropriate career path/qualification to pursue for further levels of education.

In order to understand how this model can and has resulted in its success; as well as in which areas there is potential to make some adjustments, we build a facilitators model based on the feedback obtained through the interactions with the beneficiaries to explain the flow between the various interacting factors. The illustration does not focus on the relative importance but rather the logical order in which the different factors interact resulting in higher level outcomes. The general precept is that the interventions are meant to address a number of barriers identified in the original theory of change.

DYC largely resulted importantly, in a change in the mindset of the students which is numerously mentioned as one of the most important motivations and benefits of the model. This change in mindset has changed the way the students view transitions into further education or employment.

The data portrays, much as the DYC model would allow to think through choices, the DYC also opened students' minds to explore their potential in doing other things beyond their academic courses - For example, one of the interviewed students is providing leadership and working as an e-learning officer at Makerere University (MUK) yet this role has nothing to do with oil and gas course that he studied.



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... DYC supported me to look at different opportunities and to be dynamic... I'm working as an e-learning officer yet I only did oil and gas at university - one other thing I would say matters that it would allow us to switch between our minds to a given career or professional career

- Male Student, Bethany High School Naalya Central, Uganda.

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Finally, the training and assessment intervention as part of the DYC delivery approach has been the most fundamental aspect of the intervention in that the different modules in which they were trained have contributed to the overall realization of their potentials, DYC sessions were delivered with experts, who exposed secondary school students to different career options, additionally, DYC booklets and content helped students to find out other ways of how one can get other opportunities or any other thing that they wanted hence making it relevant to all students in secondary schools.

#### 4.2 4.2 Scholars Transition into University, other tertiary institutions and employment

All respondents revealed that, the approach (DYC) is part the comprehensive career counselling programmes (interventions) that require career and life plans through all level of schools since it facilitates students transition to University, other tertiary institutions and employment as follows:



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... With the help of the career guidance, abstractive knowledge is brought to reality, to the learners. Once these students are told what they are most likely to become, they develop interest in it.

- Female teacher, Teso College, Eastern, Uganda.

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Results show that, it is important to provide career intervention activities in school with the aim to support students with information and guidance with regards to personal, academic and career option as well as to guide and prepare students for multiple roles within broad industry sectors. DYC promoted transition from secondary to university, other tertiary institutions and other tertiary institutions. While the transition rates for the BRAC scholars was at 82% , the extent to which this was attributable to the DYC model is a matter that may require further investigation.



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when you make an informed decision, you know that I need this, this and this to get to this level. When you have that information, chances are high, you have more people getting into the university because they selected their combinations of even selected their choices based on reliable information.

- Male teacher, Teso College, Eastern, Uganda.

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Through an assessment of learners' academic strengths focusing on interests, personality and thinking style profiles some students changed their study course. For instance, a student from Buddo SS was previously offering Physics, Economics and Mathematics (PEM) as a combination later opted to study Physics, Chemistry and Biology (PCB) after learning that he can actually perform better as a medical doctor as revealed by the DYC test results. Therefore, by understanding ones academic strengths - DYC model supported scholars' transition into University through course selection and assessment of learners' academic strengths towards a particular career of interest. This implies, secondary school or workplace is critical pathway if such interventions (career guidance) are provided timely to enable students break into most fields and professionals, that are important and sophisticated than ever to choose thoughtfully.



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DYC created different entry channel for various courses e.g. starting with a diploma then upgrade to an additional qualification.

This helped us understand clear paths and alternatives to choose from, this was facilitated through the content and topics that were discussed under DYC , this also increased University and or other tertiary institutions' admission chances, as it provided knowledge on more options to select from - Male Student, Jinja College, Eastern, Uganda.

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### 4.3 Impact on teachers, schools and students' education

#### 4.4 Capacity of Teachers and Schools

The data revealed that the schools that participated in DYC implementation registered further improvement in the general quality of education and outcomes through capacity building of teacher mentors, and access information resources through materials used to assess and students.

All interviewed teachers reported to have received orientation/ training on DYC and how to use DYC content and guides. This achievement cannot be underrated however it's a drop in the ocean because the it is mostly schools that participated in the implementation that benefited. This state of concerns leaves a manpower gap of trained career guidance counsellors.



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We were equipped with the knowledge and materials under the DYC package to deliver career guidance, this process helped us gain information and answers to present and guide our students.

- Female Teacher, Jinja College, Eastern, Uganda.

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Furthermore, secondary schools have been facilitated to institute guidance and counselling processes in order to develop and strengthen counselling among students. The DYC approach enhanced career guidance provision skills, instincts, abilities, and resources that teachers and schools need to support their students' transition into University, other tertiary institutions and employment.

#### 4.5 To Students

Over 90% interviewed key informants reported that, the DYC model helped students realize alternatives and work on fulfilling their career interests, and not to look at themselves as failures. This approach limited school drop outs. This was consistent with some students included in the study, where one of them revealed that, it was due to the career guidance received that made him start at diploma level after failing to meet points required to pursue a bachelor's degree in nursing. The approach provided examples of people that have succeeded even though they used alternative pathways to university.



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I got relatively fair mark at S6, and could not join the University at a degree level, but this didn't really make me drop out - I further reflected on the bigger picture and career discovery as we had learnt for DYC content, I decided to start with a diploma - and currently I am upgrading and attending my bachelors at MUK.

- Male Student, St. Joseph's college, Layibi, Northern Uganda.

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Lastly, the DYC model made awareness in the importance of what students were studying and this encouraged more to work hard and stay in school to pursue their passion.



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DYC empowered students with the right information that help them make decisions around passion, skills, University and or other tertiary institutions.

- Male Teacher, St Marks college, Namagoma, Central Uganda.

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# Conclusion and Recommendations

## 5.2 Conclusion

Career guidance and counselling as a process spans through lifetime, therefore, career guidance and counselling programs in school's ought to be reinforced early enough to create an environment in which individual students will be supported to make appropriate career decisions which will prepare them adequately for challenges associated with the work life.

Schools, students, teachers, parents play a very significant role to facilitate career development among students in terms of increased advocacy for career guidance and counselling, capacity building, availing counselling materials among others.

Based on the summarized data above, we conclude that DYC is a relevant model in boosting capacity for both students and teachers in career path decision making and career guidance delivery respectively. The materials under DYC helped increase teacher-student relationship/interaction for better learning outcomes while limiting school drop outs.

## 5.3 Recommendations

- Scale up DYC: There is a need for increased manpower of trained career guidance counsellors. Because not all schools in Uganda participated in the implementation of the DYC model.
- Use of local content: Literature/information on books on its own is often difficult to comprehend - there is need for more use of physical engagement using basic examples from the local context as opposed to using books/content that is not localized.
- Time allocation: The concept is good, however, the implementation needs to be adjusted so that it is precisely and meaningfully delivered to the learners. There is a need of increasing the time which student meet with mentors/ career guidance counselors, and allocate more time for career guidance - because teacher mentors were engaged in other administration issues at school such as discipline and management, this led to having little time to relate with a particular content with the learners.
- Peer to peer mentorship can become a game changer, when young people meet there is a good buy-in with the content as having a teacher who represents the school management.
- Translating career guidance content into digital material/audio or video content in additional to the written workbooks - can promote meaningful learning.
- Starting career guidance at an early age/class such as senior one, this will help realize students aspirations and to focus on one career. It is a service that all students need to transition into further education or employment - the DYC model was very good and necessary for me to make education decisions.

**Annexes:**

KI guide for students

KI guide for teachers, parents, policy makers and other stakeholders



Students posing for a group photo with a career guidance counselor after a NYC assessment. Credit/Brainwave archives.



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