

CIP Uganda/Kenya October 6–20, 2025 Report



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Executive Summary

The CIP Uganda/Kenya program, held from **October 6–20, 2025**, involved a series of exploratory and training activities in **Kenya (Msambweni and Mombasa)** and **Uganda (Kampala)**.

Its primary objective was to **revitalize the CIP mentoring and career-development initiatives**, strengthen partnerships, and align training methods with the latest **Competence-Based Learning (CBL)** framework.

Key Outcomes

- **Exploration in Kenya:** Initial meetings with Action Ministries and Vilwakwe School revealed strong local interest in setting up mentoring and career-skills programs for youth and young mothers.
- **CIP Uganda Relaunch:** The Kampala sessions deepened understanding of competence-based education and redesigned CIP's school workshops to better align with national CBL policies.
- **Capacity Building:** Twenty mentors and nine teachers were trained in interactive, learner-centered methods, supported by the successful pilot of an **AI-based training tool** providing real-time feedback.
- **Partnership Development:** A **CIP Ambassadors Board** of teachers was established to ensure continuity, reflection, and co-ownership.
- **School Engagement:** Productive visits to UMCAT and Kololo schools highlighted a lack of career-guidance structures in curricula and confirmed strong demand for CIP's mentoring approach.
- **Sustainability:** Mentors are now equipped to train teachers independently, expanding CIP's impact network.

Next Steps

- Updating all CIP materials in accordance with CBL principles.
- Strengthening ties with ministries and educational leaders.
- Rolling out the revised workshops and mentoring programs across participating schools by **end of 2025**.
- Preparing a strategic visit to the Ministry of Education in **April 2026**.

October 8–9 – Exploratory Meetings in Msambweni (Kenya) regarding CIP Kenya

- The organization Action Ministries from Dyani Beach invited Johannes to speak on the evening of October 8 to a group of about 50 young people.
It was a successful evening with great interest in his analyses on *the new professional* and on *competence-based thinking and working*.
- On October 9, a follow-up meeting was held about CIP and the mentoring of unemployed youth.
In conversation with two board members – Peter Ochiel and Doreen Owusu – we explored possible forms of collaboration.
Conclusion: the organization would first appreciate advice and remote support in developing its mentoring program.

October 10-12 – Several other Project Visits in Mombassa (Kenya)

October 13 – Exploratory Meeting in Mombasa (Kenya) regarding a Potential CIP Kenya

- The Vilwakwe School in Mombasa accommodates young teenage mothers who bring their children there.
These mothers' lives are burdened by poor work and exploitation, even reaching as far as Saudi Arabia.
The Vilwakwe Board requested CIP Uganda to help design a career-development program for these young women.
- A meeting was held with Madam Mary Andrew Kapolo (Director), George Kingi (Board Member and Banker) and Hezron Katana (Board Member and County Manager).
There was strong enthusiasm within Vilwakwe to cooperate with CIP for the benefit of these young mothers.
Two days later, a detailed report of the meeting confirmed the agreement that Jonan Kato and George Kingi would jointly explore further collaboration.
The two have since been connected.

October 14 - Preliminary consultation in Kampala (Uganda) regarding the various interventions

We discussed the program for a sustainable restart in the following structure:

- Focus on **two well-filled days** during which each CIP member (all volunteers with established careers) could commit.
- Deepening the concept of **Competence-Based Learning (CBL)** as prescribed by the Ministry in recent years.
- Redesigning our **workshops in schools** in line with the latest insights in learning, mentoring, and coaching.
- Optional: **Testing a proven AI career training tool.**
- Collecting the **most up-to-date learning objectives** from students at two schools.
- Strategically: aiming to engage teachers more sustainably and gain support from the **Ministry of Education.**
- Broadening the focus of our work:

- Towards **teachers**, rather than focusing solely on student workshops.
- Towards **context**, such as ministries and school leadership.
- Towards **ourselves as mentors**, through reflection.



(Photo: The CIP team of mentors in Kampala, October 15, 2025.)

October 15 – Training of the Mentor Team, Review of Existing Offerings, and School Visit

A. Training: Learning "From Knowledge-Based to Competence-Based"

Motto: Matthew 14:16b

Working in sub-groups

- The urgency of *Career Imagination* in Uganda.
- What is CBL? And what do we mean by a *competence*?
- The three goals:
 1. Career skills for students.
 2. Teachers who can equip students for employment after graduation.
 3. A CIP mentor team that supports both students and teachers.
- Working from the **learning objectives of the learner**.
- What does an **effective workshop** look like?
- **Modelling** as an important form of learning — for the student, the teacher, and also for the CIP mentor.



Photo: Working in sub-groups

The training was conducted by Johannes using various models presented in PowerPoint. In a four-hour interactive session, the twenty CIP mentors explored several new concepts and models, applying *double-loop learning*:

- On one hand, focusing on the student or teacher we guide in school or university workshops.
- On the other hand, experiencing personally, as learning mentors, what it means to be actively challenged in a training — to be regularly stopped, questioned, and asked about your own dreams, learning goals, and competences instead of merely listening passively.



(Photo: Johannes reviewing the learning objectives.)

B. Redesign of Our Workshops

- Applying the newly learned insights.
- Re-working the existing workshops from the ground up.
- Keeping each other sharp about what we want and what we actually do in schools.



(Photo: Sharing outcomes from the three redesigns – World Café session)

In three sub-groups, we spent two hours creating three new workshop outlines.

Each group chose its own focus: **Carpentry**, **Self-marketing in the labour market (entrepreneurial skills)**, and **Soap-making**.

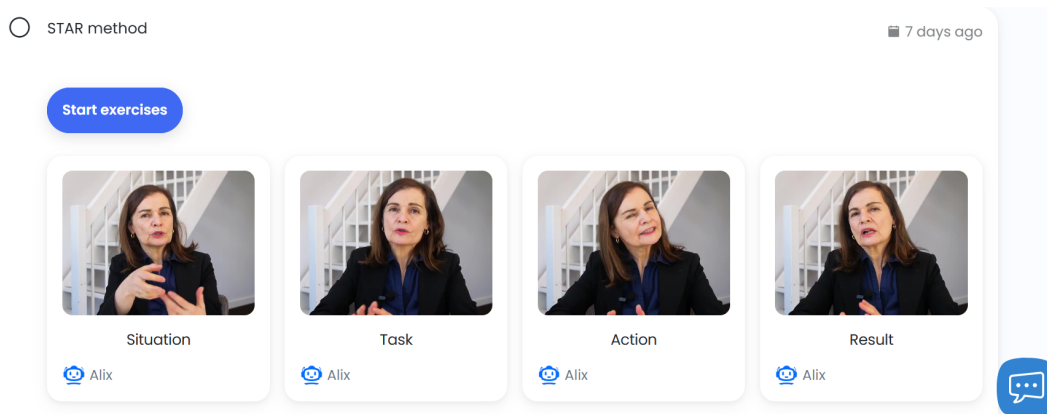
The groups selected from the principles, methods, and interventions introduced in part A. Plenary presentations followed, full of constructive feedback — even including an idea for CIP itself to start producing its own soap brand 😊.

C. Testing the Training Tool

Together, we spent one hour testing a proven Dutch and international *career-skills training tool*.

We had the African premiere!

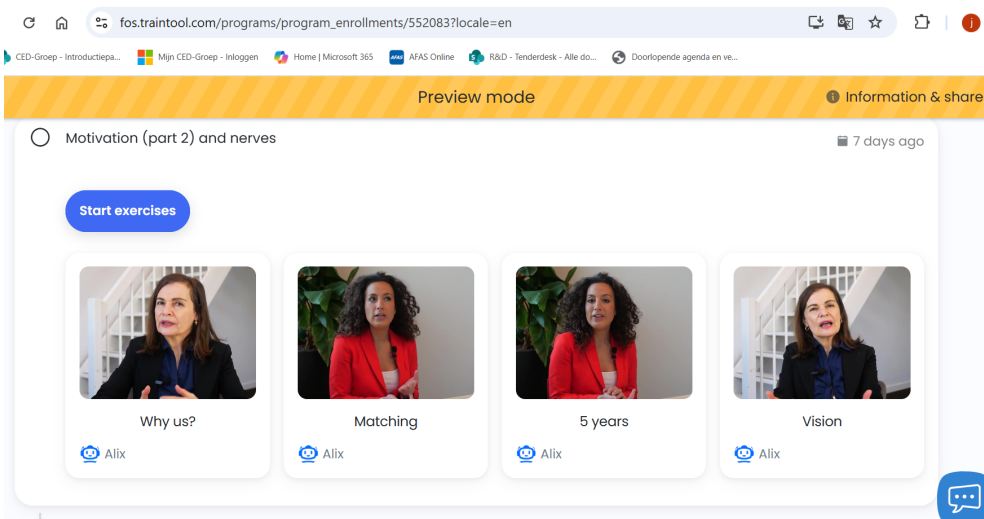
The core of the tool is simple: after receiving instructions, participants practice a skill, record themselves, review the video, improve it, and once satisfied, submit it to *Alix (the AI robot)* — who provides targeted feedback within two minutes.



(Photo: Practicing the STAR approach with four exercises and AI feedback on displayed behavior.)

The technology worked perfectly.

The tool will be further tested in the coming period, as it shows great potential for the CIP target group — although some participants felt it was currently more suited to master's students (a point being addressed).



(Photo: Practicing employer-question responses and learning from the AI robot.)

We concluded with a discussion the latest details on what to do at the next school visit.

D. Visit to UMCAT



(Photo: Good talks at UMCAT!)

UMCAT is a “university” offering a two-year program in Journalism and Mass Communication in Kampala.

Students there have completed secondary school and are aged 20–23.

UMCAT provides both Diploma and Bachelor’s degrees, though unfortunately with limited prospects of decent employment.



Photo: fruitful dialogues at UMCAT

We met forty students late in the afternoon and spoke with them for two hours about their career-related learning questions.

Main outcomes:

- Most students have a general idea of the kind of work they would like to do later.

- Many postpone seriously thinking about employment.
- They have little idea how to build a professional network.
- Such career discussions are missing from their curriculum.
They greatly value the contact with CIP mentors (all of whom have jobs) and express strong interest in CIP workshops.



Photo: Beautiful, eye-opening talks!

October 16 – Teacher Training, Review of Existing Offerings, and School Visit

A. Teacher Training: Learning "From Knowledge-Based to Competence-Based Learning"

The learning questions of the nine registered teachers from five different schools were central. With them, we went through the four-hour CBL-training, adjusted to their own objectives.

CBL-oriented teaching is **legally prescribed** in both Uganda and Kenya.

The most striking finding (though not unexpected) was that most teachers have little knowledge of CBL and naturally tend toward **top-down instruction**, with the teacher doing most of the talking.

The training was led by two Ugandan CIP members and, in the sub-groups, facilitated by other CIP mentors.

B. (Re)Design of Career-Related Lessons



(Photo: Teachers presenting their redesigned lessons.)

- Applying what was learned.
- Overhauling existing lessons.
- Keeping each other alert to what we want and what we actually do in schools.

The teachers worked in three sub-groups for two hours on three new lesson plans, each group taking a different approach.

Group presentations followed, each receiving valuable feedback.

C. Establishment of the Ambassadors Board



(Photo: The teachers –and several CIP facilitators –)

The nine teachers were honoured to be invited to join a **CIP Ambassadors Board**. The mutual benefits were clearly recognised. The agreement: to think along with CIP both proactively and reactively, to act as a sounding board for the CIP management, and to attend the future **annual CIP Day**.

D. Visit to Kololo Secondary School



(Photo: "Julie shares and listens.")

Kololo is a senior secondary school with **1,000+ students** and **100+ staff members**. A boarding school with uniforms and all that entails. The findings were comparable to those at UMCAT:

- Students postpone thinking seriously about employment.
- They have little idea how to build a professional network.
- They miss such career conversations in their curriculum.
- They greatly appreciate the contact with CIP mentors (all of whom are employed) and are eager to join the CIP workshops.



Photo: The reception was **overwhelming** – the entire school turned out.

One of the CIP mentors is an alumna, once guided by CIP herself.

She gave a plenary talk about her career as a model and her participation in the *Miss Tourism Uganda Contest*.

The Head Teacher of Kololo introduced CIP to the school and expressed appreciation for all the work done by the team of volunteers.



(Photo: Queen Vumilia Racheal telling students about her career path, how CIP helped her find work, and her current role as a CIP mentor.)

October 17–18 – Wrap-Up, Agreements, and Evaluation

Initial Evaluation

- a. A **highly motivated team** of volunteers, each sacrificing two full working days to support young people.
- b. **Motivated and registered students** at enthusiastic schools that are open to CIP's initiatives.
- c. **Committed teachers** who have joined the newly established Ambassadors Board.
- d. A **strong alignment** between the content of the CBL training and the current learning objectives of mentors, students, and teachers.
- e. The **planned visit to the Ministry**, prepared by Johannes and scheduled by Jonan, had to be cancelled at the last moment because Johannes fell ill at his hotel that day. The visit will be rescheduled soon.
- f. **Well-equipped CIP mentors** who now appear capable of independently training and guiding teachers.
- g. **Bonus:** the tested **AI training tool**, now added to CIP's portfolio of interventions.

Immediate Actions

- Update all CIP workshop scripts and align them with the CBL principles learned.
- Expand the list of interventions with newly practised career dialogues in subgroups.
- Add new participating schools and map existing ones, including visit frequencies and registered mentees (students and teachers).
- Plan the visit to the Ministry of Education for **April 2026**.
- **CIP Kenya:** continue exploration and meetings (already initiated).

Next Steps

November–December 2025: rollout of the follow-up phase, led by the CIP management team — further scheduling and execution of (partly revised) workshops, school visits, and the mentoring program under the coordination of **Jonan Kato**.

Annex – Photo Impressions

- *Jonan in conversation with eager students.*
- *Adnan sharing his path toward stable employment.*
- *Teachers redesigning a lesson based on CBL principles.*
- *Kololo College welcoming the team with open arms.*
- *Teachers' Board of CIP Ambassadors.*
- *Johannes discussing Career Imagination and "bridging the gap" between school and work.*
- *Queen and Johannes unpack their presents*
- *Johannes helps Johannes (!) by unpacking*
- *Visiting the Kato family*



Jonan in conversation with eager students.



Adnan sharing his path toward stable employment.



Teachers redesigning a lesson based on CBL principles.



Kololo College welcoming the team with open arms.



Teachers' Board of CIP Ambassadors.



Johannes discussing Career Imagination and "bridging the gap" between school and work.



Queen and Johannes unpack their presents



Johannes helps Johannes(!) by unpacking



Johannes visiting The Kato Family (Jonan&Fiona and their children Queen and Johannes)