

**A GRAPHIC APPROACH TO USING SELECTED GANDA  
PROVERBS FOR TRANSITIONAL CAREER GUIDANCE IN  
SECONDARY SCHOOLS, UGANDA**

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**A GUIDE BOOK SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ART AND  
INDUSTRIAL DESIGN (GRAPHIC DESIGN) OF KYAMBOGO UNIVERSITY**

**DECEMBER, 2016**

**DECLARATION**

This guide book is my original work and has never been presented for a degree or other awards in this or any other university.


Signed..........

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Date.....05-12-2016.....

### APPROVAL

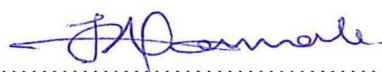
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## **DEDICATION**

To my family Mr. Sam Iga for laying the foundation stone to my academic journey and my lovely children Nayiga Emmanuella and Yiga Edrian Samuel.

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## LIST OF ABBREVIATIONS

- AIDS:** Acquired Immune Deficiency Syndrome
- BBC:** British Broadcasting Service
- CGC** Career Guidance and Counseling
- NTC:** National Teachers College
- UACE:** Uganda Advanced Certificate of Education
- UCE:** Uganda Certificate of Education
- UTC:** Uganda Teachers College

## **LIST OF APPENDICES**

- Appendix 1: Research Questionnaire
- Appendix 2: Data collection introduction letter
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## ABSTRACT

The purpose of this study was to enhance Career Guidance and Counselling by fusing pre-colonial cultural proverbs that inform transition as a component of Career development through graphic visual means.

The study aimed at achieving the following objectives;

1. To establish the Ganda proverbs with meaning that address transition as a component of career development.
2. To explore possibilities of depicting transition through symbolic images.
3. To produce Graphic visuals that inform about transition guidance and counselling in secondary schools, Uganda.

A qualitative study was done in order to fulfil the objective above; Three Ganda Proverbs that inform transition were selected from 969 proverbs. The selected Ganda proverbs were depicted through symbolic images which were pretested among thirty-six respondents from three selected schools with proverbial mottos (Kings College Buddo, Nabisuunsa Girls School, and Kyambogo College School) within Kampala and Wakiso district. Through studio practice, the researcher produced graphic visuals in a number of production techniques and methods which determined the type of materials that were used. The graphic visuals produced depict an option of enhancing Career Guidance and Counselling through the integration of indigenous cultural approach and visuals with images developed from known experiences and observations from nature. It further revealed that proverbs are a well of wisdom that relate to all situations experienced by individuals and can be used as inspirations for visual therapy to positively impact learners. Therefore, this study recommends further research in the use of oral literature in visual communications that impact peoples' abilities.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the study

This study explores the graphical approach of enhancing career guidance and counselling through Ganda proverbs.

Guidance and counselling is a service that has a long history in nurturing peoples. This is applied continuously at the different stages of transition to render the individual relevant to the community (Vespia, Sauer, & Lyddon, 2006). Before the formal education, Guidance and counselling was basically through oral literature. Poems, riddles, folktales, metaphors, music and proverbs as components of oral literature, were central in informing the young about marriage, work, customs and how to behave in society. Proverbs in particular are embedded with wisdom that illustrate complex and abstract truth about man and his environment hence play a central role in guidance and Counselling. Due to demand for Guidance and counselling globally, such services have been formalised and developed into four components which include; self-awareness, opportunity awareness, transition awareness and choice awareness. This has become a necessary tool for making the formal education relevant to the individual and the community (Loan & Van, 2015). Transition awareness as a component of Career Guidance and Counselling focuses on informing an individual through description of the career path in the formal education system. The formal education system being a career development process for adulthood, there is always a need for transitional awareness to keep one focused to his/her goal (Vespia et al., 2006).

#### 1.1.1 History of Graphic Design

Graphics is a term that originated from Greek word, *graphikos* which means the production of visual statements on surfaces, such as a rocks, papyrus paper, wall, canvas, pottery, leather, computer screen, paper, web, landscape and everything that relates to creation of drawings, line art, symbols, geometric designs and typography (Emme, 2001). Graphic design has a long history that is somewhat difficult to trace. Nevertheless, there is evidence that it is one of the oldest form of communication (Morrell, 2011). During the prehistoric

period, man did visual art which was mainly cave paintings on walls and markings on boulders with bone, ivory, stones and antlers.

Hundreds of visual symbols of people and animals drawn by the prehistoric people have been discovered. The Chauvet Cave painting in the south of France believed to have been dated between 30,000 and 33,000 years ago is one of those discovered.



**Figure 1: Chauvet Cave painting by the Palaeolithic people**

**Location:** Ardeche region of southern France

Source: Online

On addition to Chauvet Cave paintings, the Bhimberka rock art with line drawings of the primitive hunters were also discovered in the Bhimberka rock shelters. They are believed to have been drawn during 7,000BC (Samaddar, 2010).



**Figure 3: Woman and the cattle**

**Chad**

Source: Online



**Figure 4: Eland San Painting**

**South Africa**

Source: Online

In Figure 3 and 4 above, the Africans used observations from nature as subject matter for visuals that described their life style. In modern visual communication, nature can still be observed and used as subject matter for visuals that inform about complex situations in the modern society.



**Figure 2: Encircling the prey**

**Artist:** Bhimbetka Rock art of India

Source: Online

In Figure 2, the Bhimbetka demonstrates the use of graphical images in production of a visual communication. The same technique has been used by many artists in different parts of the world in illustrating data. Such simplified images are still being used in graphical productions illustrate to illustrate information that is presented in text and verbal forms.

In African, many ancient Art works were also discovered in the different parts of the continent mainly on the rocks as observed in other parts of the world. The African ancient Art is abstract in nature but believed to be graphically symbolic to the life style of the people who once lived in those areas where these artifacts were discovered.

In Uganda, most ancient visual art was done on rocks. The historical rock art is mostly found in east and south of the country and few other sites in the country. The best example is the Nyero rock painting located between Mbale and Soroti in Eastern Uganda. Nyero is a National Monument. All of the paintings here are the work of ancestral Twa (Batwa/Pygmies) and are geometric in design. There are a number of other sites with similar art not far from Nyero. There are also many Twa sites on Lolui (Dolwe) Island off the north coast of Lake Victoria including rock gong sites recorded by the US archaeologist, Merrick Posnanski (David, Coulson; Terry, Little; Jackline & Sarah, Musalizi; Nelson, Abiti; Gloria, Borona; Rose, 2013).

The Many discoveries of ancient rock and cave paintings in different parts of the world show that visuals as an approach of communication have a very long history which is appreciated and widely shared among humanity in the various parts of the world. The visuals have been used by the archaeologists to understand the description of the lifestyle of natives where the different Artworks were discovered since art as a fantasy of realism (O’Sullivan, 2001).

### **1.1.2 History of Typography in Graphic Design**

The term “typography” is believed to have originated from Greek words “typo” which means form and “graphia” which means “writing”(Emme, 2001). The combination of the two makes typography means “to write with form”. Writing with form means to use typographic characters, the skills of creating, arranging and functional use type in order to render type functional.

Before typography was developed to what is seen today, the first human communication means was basically verbal communication but due to the fact that people had to be together in order to communicate effectively, it necessitated for other communication means (Nakilcioğlu, 2013).

Many of the typographic characters evolved from symbolic picture forms that were highly detailed artworks illustrating specific events as seen with the Egyptian hieroglyphs and Chinese ideograms below.

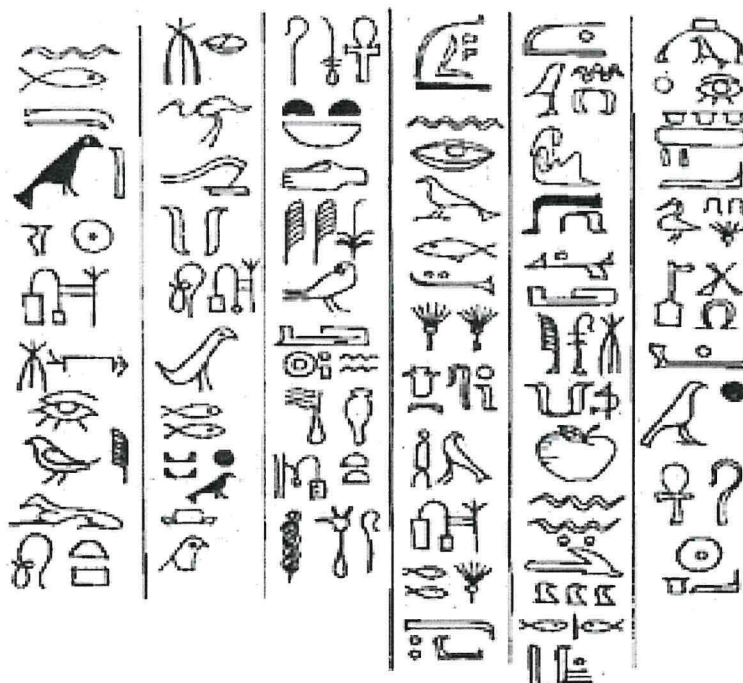


Figure 5: The Egyptian hieroglyphs

Source: Online

After series of transformation, the Chinese developed a papermaking technique. This was copied by the Indians who in the 12<sup>th</sup> century introduced it to Europe. After which, the Europeans developed their own art of paper making and in 1270 CE, the first paper mill was built in Fabriano, Italy. The introduction of paper favored the handwriting with pen made of quills from big birds and ink made from iron filings and oak bark, boiled vinegar and bound to the vellum with gum Arabic. Blocks of wood were later used to produce publications through the process known as “xylography” as seen below.



Figure 6: The xylographic texts

Source: Online

Having got experience with working with xylography for ten years, Gutenberg invented the printing press in the 15<sup>th</sup> century. This marked the turning point of the modern typography communication. During this practical period, decorative typefaces and multiple copies of heavy documents appeared. Printers started to print fashioned documents with type that resembled hand-lettered. They were characterized with abbreviations, simple signs and spaces that were left for woodcut illustrations.



Veltsos and Beatrice, (1956) considered typography as an effective tool in both art and communicating. They continue to argue that, the understanding of typography in visual communication is an essential element for effective message understanding and interpretation. The development of typography right from the origin of language itself to the more complex computer technology has improved visual communication by reaching wider communities through type (Veltsos, 2009).

The combination of history and the transformation of visual and typography form the present day Graphic Design. The long history of visuals and typography is evident that visual communication has always played vital roles in communication and can be done on a variety of formats with variety of medium to communicate a number of concepts to different audiences.

### **1.1.3 Usage of Proverbs**

Proverbs are embedded with knowledge and wisdom which is very vital in guidance and counselling because they were constructed basing on past experiences. Proverbs contain the observations, knowledge and wisdom of our forefathers who condensed what they would have put down in writing into short witty phrases (Makinde, 1987). One of the unusual features of the linguistic collection of Baganda people is the frequent use of past experiences through the use of proverbs by the elders, using their poetic sensibilities, the Baganda invented phrases in order to explain an assortment of life experience, such as: acts of unusual kindness, unexpected fortunes, justice, courage, persistence, respect for one's in-laws as noted by Lule (2006). The significance of these proverbs, were also noted by Bokor (2004), a proverb manifests in the oral literature, and equally constitutes the most profound linguistic feature that encapsulates aphorisms, most of which are founded on either the experiences of people or their observations about happenings in this mundane life or even the spiritual world. The relevance of these proverbs can be demonstrated by a Ganda proverb which says "*embulilire teffa yona*" which means someone who has been warned or counselled may not safer the all the consequences of his acts and decisions. According to Arewa and Dunde (2011), a parent may well use a proverb to direct a child's action or thought, but by using a proverb, the parental imperative is externalized and removed somewhat from the individual parent. The guilt or responsibility for directing the child is projected on to the anonymous past, the anonymous

folk. A child knows that the proverb used by the scolding parent was not made up by that parent. It is a proverb from the cultural past whose voice speaks truth in traditional terms (Ojo and Alan, 2011). A careful analysis of these proverbs it is evident, that they are based on human observations of nature, with the main figures being human beings, animals, nature itself, and the spirit world (Bokor, 2004). It is interesting to observe that these proverbs relate mostly to situations around man and his environment worldwide. As noticed above the proverbs have wisdom that is relevant for guidance and counselling for all situations.

#### **1.1.4 Usage of Proverbs for Guidance and Counselling**

In the indigenous Africa, Career Guidance and Counselling is a term that was not recognised but the services related to it were in existence, these were the combination of services rendered by the local habitants, divinary and the best advisers whose techniques, advises and procedures were unscientific (Costandius, 2007). One of the African assets used for Guidance and Counselling is the ability to use oral literature. The perspective of the African Career Guidance and counselling was an informal approach of educating members of the society and the word of mouth was at the centre of transferring knowledge, skills, value, beliefs, cultural values, traditional, methods, and skills, cultures of humanity and ideology of life to the next generation.

In the traditional African setting, it is common to have a family gathering before and after supper time in order to listen to stories, riddles, folk tales, and proverbs told by the elders and the young also participating in the discussions. Such practices constitute the approach in which career guidance and Counselling is introduced to the members of the family. Stories and proverbs reveal past experiences which are interpreted to the members in order to build and map the future.

Those who are taken as Counsellors in the indigenous African communities are rated next to the demigods and people whole heartedly believe in their word of mouth as a therapy because it is based on experience of individuals and the past events in the society. The oral therapy by the elders played a big role in nurturing the young by guiding and directing them through the right path. The belief and the magic that exists in the African oral literature as a form of psychotherapy are highly effective in providing support that makes situations familiar because they are woven into the social fabric of African people.

Proverbs as a component of oral literature serve several functions to people using them, they are known for speaking a simple truth which is often considered common sense expressed usually in a one-line sentence. The common sense embedded in the proverbs teaches about the physical world, morals, advice a person to look at situations deeply and be able to deal with any situation. Sometimes they have to use them like spears, sometimes use them as shields. The wisdom embedded in proverbs can have impacts that motivate an individual to create his/her path to greatness. There are many proverbs that have become vital for human grooming over time (Masagazi, 2015).

In the African communities, it was in the interest of the community members to transform the young generation into useful individuals. Proverbs among others were used as guiding principles that prepared the young for the world of work by making them respectful individuals, benefit from the acquired knowledge and make them relevant to the society thus exerting a great influence on the entire community. This is concerned with the career development of an individual.

It is against this background that this study seeks to integrate the indigenous cultural approach of using proverbs as resource for Graphical visuals that inform transition to enhance career guidance and counseling for secondary schools. The mode of practice and the resources employed for Career Guidance and Counseling may be what is different from the known experiences of the learners resulting into failure to link between Career Guidance and Counseling rendered with the practical Career experiences they go through. The researcher therefore, believes that the engagement of visual therapy with inspirations rooted from the indigenous knowledge, experiences and observations can serve as an approach to enhance Guidance and Counseling services. Specifically, the study is intended to serve as a foundation for the learners' understanding of their career paths.

## **1.2 Statement of the problem**

Since time immemorial, proverbs as a component of oral literature have been very instrumental tool for providing wisdom that guide and counsel individuals which is relevant for upbringing of individuals in transition from childhood to adulthood. Proverbs are central in providing such services that illustrate complex knowledge and abstract truth about life. As preparation for adulthood, children especially at the age of adolescence are guided and counseled with issues of morals, marriage and work through the different aspects of oral literature. In relation to the indigenous cultural approach, the formal education system in secondary schools provides Career Guidance and Counseling as an essential tool to make education relevant to the learners and the country at large. However, the once guiding wisdom embedded in these proverbs is currently not effectively being used as recourse by the formal Career Guidance and Counseling. The study therefore looks at enhancing the formal Career Guidance and Counseling by fusing Ganda proverbs that inform about transition through visuals means.

## **1.3 Purpose of the study**

The purpose of this study was to explore graphic approaches using selected Ganda proverbs for transitional career guidance in secondary schools, Uganda.

## **1.4 Objectives of the study**

4. To establish the Ganda proverbs with meaning that address transition as a component of career development.
5. To explore possibilities of depicting transition through symbolic images.
6. To produce Graphic visuals that inform about transition guidance and counselling in secondary schools, Uganda.

## **1.5 Studio guiding questions**

The study was guided by the following research questions:

1. Which Ganda proverbs inform about transition as a component of career Development?
2. What criteria can be used to depict Ganda proverbs through symbolic images?
3. How can the symbolic images be used for production of Graphic visuals that inform about transition guidance and counselling?

## 1.6 Significance of the study

- To the researcher, the findings of this study will expound on the researcher's knowledge about the use of culture for effective communicative ideas. It will further expose the wisdom embedded in the indigenous cultural approaches that can serve as a resource for behavioural and attitude change among people.
- To the learners, the findings will serve as references to the learners in transition. The Graphical visuals produced from known experiences and observations will serve as transition guidelines and support services hence creating appositve and increased ability for progress.
- To the Artistic fraternity, this research will serve as an eye opener to the visual Artist to always refer to value embedded in the indigenous culture resource material as an inspiration for communicative Art works. This will improve the visual communication because ideas / images will always be developed from what is known to the recipient hence clear interpretation of the message being communicated.

## 1.7 Scope of the study

### 1.7.1 Historical scope

Man is believed to have used symbols images since the early ages for different reasons with one of which being communication. This is evident with paintings, drawing and markings that are graphical in nature. The images discovered on rocks and caves in different parts of the world are believed to have been painted during the upper Palaeolithic period from 40,000–10,000 B.C or earlier. These images were later simplified into typography which evolutionary developed into the different type forms. Due to the invention of the printing press by Johannes Gutenberg in the 15<sup>th</sup> century, Electronic Numerical Integrator (ENIAC) by J. Presper Eckert and John Mouchly in 1946 and computer advancement in technology, the production of visuals and typography has greatly increased (Nakilcioğlu, 2013). This combination of images and typography formed the present day Graphic Design. The Graphic Artists have exploited the use of a combination of text and images to illustrate complex content and ideas through various materials and media.

### **1.7.2 Geographical scope**

This study was based within Kampala and Wakiso districts in central Uganda where Luganda is mostly spoken language and English used as the official language. This sample was to interpret the selected Ganda proverbs in relation to the developed symbolic images and evaluate the message they communicate.

### **1.7.3 Content scope**

The content scope of this study was based on Ganda proverbs and Graphic Visuals as guided by the objectives of the study. The study established the interpretation and the lesson learned from the proverbs.

This study involved translating the selected Ganda proverbs into symbolic images that communicate the meaning of transition. The identified symbolic images were developed into Graphic visuals that inform the meaning of transition in career guidance. The development processes of these visuals were based on four questions; what are you looking at? What does this image mean? What is the relationship between the image and the displayed text message? How is this message effective? (Gray, 2012).

## **1.8 Limitations**

While carrying out this study, the researcher faced a number of limitations:

- In the process of studio exploration, the researcher was challenged with few working equipment most especially the protective wears in the metal workshop.
- While collecting data, it was a challenge to get respondents from the selected sample group due to the tight school programs and this in away led to time loss on the side of the researcher. In order to get the data, the researcher used both questionnaires and guided group discussions to collect data from the different respondents.
- The researcher lacked technical assistance during the exploration process of studio practice. Most of the individuals in metal and studio workshops were ill trained with less emphasis on perfection and quality of finish. This necessitated the researcher to explore with different materials and formats.
- The high costs of materials which were used to produce the visuals were a big limitation to the researcher. The researcher used a number of techniques during studio practice to reduce on the costs of materials.

## 1.9 Definition of operational terms

**A Proverb:** This refers to a simple and concrete statement popularly known and repeated, that expresses obvious truth, practical guidelines and advice based on common sense or experience.

**Graphic visuals:** This is a picture, chart, or other presentation that appeals to the sense of sight, used for illustrations or narrations

**Career Guidance and Counselling:** these are services and activities intended to assist individuals of any age and at any time to make educational, training and choices to manage their career.

**Transition:** This refers to the process or a period of changing from one state or condition to another. In school, learners during transition move from one class or programme to another with an aim of reaching their set goals.

**Career:** It refers to a sequence and variety of work roles (paid and unpaid), which one undertakes throughout a lifetime to actualize one's potential.

**Career pathway:** Are series of structured and connected education programs and support services that enable a learner to advance over time to better and higher levels of education and training. Each step on a career pathway is designed explicitly to prepare an individual to progress to the next level.

**Symbolic image:** This is an image with a hidden meaning.

## CHAPTER TWO: LITERATURE REVIEW

### 2.0 Overview

In this chapter, the researcher presents and analyses literature related to enhancing Career Guidance and Counselling by fusing the cultural approach of the use of Ganda proverb through Visuals. The presentation of this chapter followed the objectives below;

- To select the Ganda proverbs with meaning that address transition as a component of career development.
- To explore possibilities of depicting and pretesting the meaning of transition through images.
- To produce visuals that inform about transition as component of Career Development.

### 2.1 Use of Proverbs in oral literature

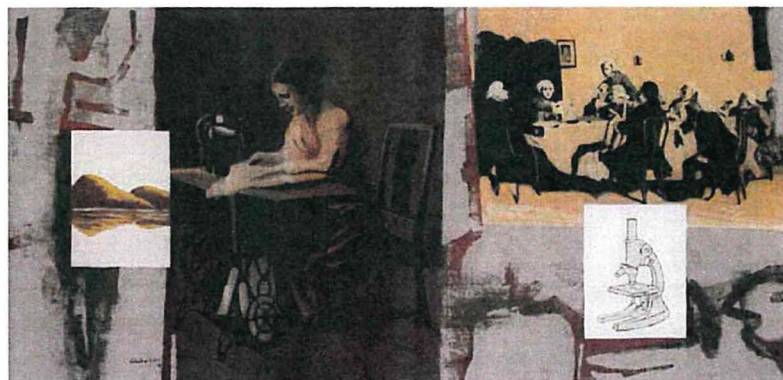
Oral literature is a non-written way of communication(Moon, 1998). In oral literature, the word of mouth is used as a tool for effective communication between people. A word can mean life sentence according to the circumstances under which it is spoken. The artistic use of words creates valuable poetry and a rich range of oral devices that constitute what is known as the world's oral literature. In the recent decades it has been called orature, an Anglophone shortcut combining "oral and literature"(Malunga & James, 2004). Rituals, praising, epic, proverbs, storytelling have been traditionally practiced in the world since centuries, and the word is always at the centre of those performances in all societies as a device to spread culture, knowledge and skills.

It is noted that in the late 1860's, nearly every culture in the world had proverbs – wise sayings that offer good advice about how to live and how to treat others hence the folk knowledge that is behind proverbs is natural and universal. Different cultures around the world have proverbs that have similar interpretations and meaning. Although proverbs are bound to culture, there are many with equivalents across cultures (Moreno, 2004). These sayings may not be called "proverbs" in every culture, but their purpose is still the same, and we find them as far back as Bible times, thousands of years ago (one book of the Hebrew Bible/Old Testament is called "Proverbs" in the English translation and "Engero" in the Luganda translation). The Book of Proverbs is believed to have been compiled in Babylon during Exile.

However, some of the proverbs in the book date way back before the Exile and would mainly have been developed in Jerusalem(Akinmade, 2012).

Just like there are proverbs in the Biblical days, it seems that offering words of wisdom to be passed down to the next generation is a feature of cultures all over the world. Writing on proverbs, Momoh (1998) notes that oral literature depicts the details of people' culture which include values, aesthetics, historical facts, cultural heritage, basic folk wisdom and cultural identity. These were always passed on to the next generation by the elders or seniors in the society through oral literature. The word proverb is taken from the Latin word "proverbium". with wisdom that refer to all situations encountered by communities and individuals as they develop towards achievement, that is hard work, how to behave in society, hope, fear, security, laziness and preparation among others. Indeed, many proverbs act as catalysts of knowledge, wisdom, philosophy, ethics and morals(Costandius, 2007).

Proverbs are essential learning tool through which the culture, relationship, interaction, love, religion, norms and beliefs, society continuity, creative and innovative thinking of a society are premised (Masagazi, 2015). Proverbs are a well of knowledge which has been appreciated by many people around the world to solve challenges in their communities, visual Artists for instance have endeavoured to use proverbs as inspirations for visual communication to educate and also create awareness to the public through the various declines. A case in point is, "A wise man can see more from the bottom of a well than a fool can from a mountain". This is an English proverb that was translated in to an oil paint by (Adivrekar, 2009) as seen below.



**Figure 8: A wise man can see more from the bottom of a well than a fool can from a mountain top**

Media: Oil on canvas

Artist: Adivrekar, 2009

Source: Online

In relation to the above, throughout the continent of Africa, proverbs are part of the indigenous African societies. Proverbs are applied in different situations as noted by Mabana (2009) “Every African society has its proverbs, and wise people know how to use them properly”. African proverbs are a reflection of experience and they are used as warnings to prevent, solutions to challenges and prediction of situations even in the present days. African proverb can be used in all spheres of life in modern Africa to add value in education, commerce, politics and socialization systems both for the youth and adults (Ademowo & Balogun, 2014). Different African people use the African proverbs wisely to teach the Africans their culture (Moon, 1998). When a proverb is given, the listener tries to find out what lesson it is meant to teach. Most communities have proverbs which say, ‘we speak to the wise man in proverbs, not in plain language.’ This means that the wise man is intelligent enough to understand proverbial language (Gray, 2012).

Some of the functions of proverbs are the following:

- (a) They adorn the speech and make it rich and beautiful.
- (b) They bring out the main point of the matter for clear understanding.
- (c) They make an otherwise long statement short.
- (d) They make listeners pay attention to what is being discussed.
- (e) They educate and teach morals.

The proverb is highly regarded as a store of African wisdom and serves as the custodian of a people’s wisdom and philosophy of life. Proverbs being an element of language, the wisdom embedded in them can easily be used for generations as Masaazi states, “African proverbs are seen as the living language because they are stable, concise and fairly fixed and can therefore be transmitted to future generation with minimum alteration”(Masagazi, 2015). In support, Mbiti (1980) writes: “in proverbs there is a rich deposit for the wisdom of many generations”.

In addition, Proverbs beautify speech and make it richer hence considered very important for public speaking due to their value in elevating the language. “Without proverbs, the language would be a skeleton without flesh, a body without soul and speech sounds good when it is interpreted with proverbs, food tastes good when it is cooked with butter”(Dagnew & Wodajo, 2014). A proverb is considered a verbal art, and it constitutes a peculiar and significant feature of the communication system. Africans consider proverbs as culture

heritage in which the philosophy, value system and knowledge of the society are embedded. The attitudes of Africans to life and their reactions to natural phenomenon are result of their cultural experiences in the past and present. African proverbs often have themes that refer to human behaviour and environment and when told, they evoke an act of self-reflection.

In Conflict management, African proverbs have been used as conflict management and conflict management strategies. As deposit of knowledge wisdom and reality, proverbs naturally fit in the realm of solution to conflict management. Proverbs can play a pivotal role in conflict management systems and processes on the African continent.

Moon demonstrates that the Swahili proverb, “Wapinganapo tembo nyasi huumia”; (When elephants fight the grass (reeds) gets hurt), this proverbs foretells what is likely to happen during conflicting situation (Moon, 1998). The proverbs, more than any other poetic type, outline a rule of conduct. They state what should or should not be done and lay conditions for certain actions and attitudes. Olatunji (1984:175)

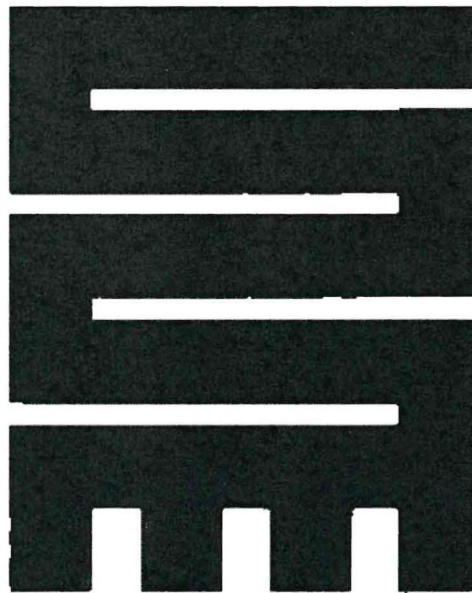
- *I ja lo de torin dowe.* (Yoruba proverb)  
If friends are quarrelling it does not mean that they are no more friends.
- *Akubaira zanhi ndewako.* (Shan proverb)  
Take heed of advice.

As an educational Tool, this wisdom embedded in African proverbs can be used in education as a tool to motivate, inspire and guide learners as they acquire knowledge for their future success as emphasised by British Broadcasting Corporation (BBC, 2015) “proverbs play a big role in fuelling the learners’ acquisition of knowledge, they illustrate ideas and develop messages of great importance. (Moon, 1998) emphasises that proverbs help to shape what reality is and what it should look like. Any deviation from this is a departure from reality. Moon writes that “Proverbs constitute an integral part of indigenous social learning, critical teaching and educating about self, group, society and nature”. This combined make a clear understanding of the educational knowledge embedded in the Africans proverbs (Moon, 1998). Mieder (2011) confirms that proverbs should be used because of their educational wisdom and promotion of commodity ability. He further states that the wisdom embedded in them can help to create a positive change in the abilities of individuals in the community.

Since Proverbs often make use of grammatical and rhetorical device, repetition of key words or phrases make strong imagery experiences memorable and educational. The

educational components in the proverbs are relevant for people of all ages and categories in the society. This is because they bring out the main point of the matter for clear understanding (Malunga & James, 2004).

The symbolic nature of proverbs displays statements in an imaginary form which gives the individual the ability to creatively relate them to imaginary situations existing or surrounding problem. There is a close connection between visual and verbal communication. This is evident among the Asante of the Adinkra ethnic group in Ghana where the proverb is considered as a mark of wisdom. By using the wisdom from the proverb, visual symbols were developed to express various themes that relate to the history, beliefs and philosophy of the Asante culture. The proverb, *Obra kwan ye nkyinkyimie* translated as Life path is full of ups and downs; twists and turns was developed into a symbol image by (Mashigo, 2015) as seen below.



**Figure 9: Nkyinkyim**

Artist: Mashigo 2015

Media: ink on paper

Source: online ([ghanailoveyou.tumblr.com](http://ghanailoveyou.tumblr.com))

The instrumental knowledge embedded in the African Indigenous Proverbs is as a tool for communication across the world as illustrated by Mashigo (2015) above. This simplified images can still be employed to create positive attitude in people for behavioural change.

### 2.1.1 Proverbs in Uganda

Just like in the other parts of the world, all cultures in Uganda have their indigenous proverbs and apart from being used as an element of language, they serve as guidelines for life. Among the many cultures in Uganda, the Ganda Language is the major language of Uganda spoken by five million Ganda and other people in the different parts of Uganda with the capital city inclusive. This makes it the widely spoken Ugandan language. Luganda as a language is rich in metaphors and proverbs which tell the character, origin and history of the all tribes in Uganda.

### 2.1.2 Proverbs among the Ganda

The Ganda people are referred to as the Baganda, the bantu-speaking people and the largest single ethnic group in Uganda. They occupy the central part of Uganda which was formally called Buganda kingdom of the Ganda people. Buganda is the largest of traditional kingdoms within Uganda located along the northern and western shores of Lake Victoria. The people of Buganda are referred to as Baganda (the singular form is Muganda), their language is referred to as Luganda and they refer to their custom as Kiganda custom.

A *Muganda* (Buganda individual) passes through stages of *Omwana* (child), *Omuwubuka* (youth) and *Omusajja or Omukazi* (man, woman). At all these stages *Okukuza* (nurturing) is a very important aspect considered with emphasis on morals, handwork, sociability, cleverness and assertiveness in the community. “*Akaakyama amamera, tekagololeka, bw’ogolola omenya bumenyi*” what grew up crooked cannot be straightened; otherwise it breaks or gets damaged. The Baganda believe in training and guiding an individual at the right time and the different components of their culture (material culture and oral literature) play a very vital role to train and nurture the young generation in preparation for the future.

In the Ganda culture, proverbs are used to communicate to both the formal and the informal sector of the society. Among the Ganda language, a proverb is referred to as “*Olugero*” with the plural being “*Engero*”, *Olugero* can also mean story or parable but the deeper meaning of the Luganda word equivalent to the term ‘proverb’ is *olugero olusonge* and the plural “*engero ensonge*”. “*Olugero*” corresponds to the verb ‘*okugera*’ meaning to measure, to compare and to time. In *olugero olusonge*, the target sense is ‘comparison’

encompassing the three meanings of *okugera* with the underlying idea of ‘pointing’ to the meaning. This explains the allusive and figurative nature of the Ganda proverbs which lay the emphasis on the significance of speaking in symbolic terms.

The Ganda proverbs give and illustrate expectations of individuals, compare and relate situations in the traditional Ganda society. In an effort of nurturing the young, proverbs were at the forefront in revealing aspects that relate to abstract issues that include: laziness, envy, love, power, wealth, poverty, strength, weakness, mood among others. Proverbs served as the foundation of the mind-set of the young individual. Being metaphorical in nature, they explain complex situations in simple statements because “Proverbs are daughters of experience.” (Senegal). Basing on experience, many Ganda proverbs serve as cautionary roles, warnings and chastisement unlocking “starkness”, clarifying vision and unifying different perspectives. Ganda Proverbs add humour and diffuse tension around otherwise very sensitive issues, making it possible to ease uncomfortable situations, confront issues and complex situations.

By being metaphorical, the Ganda proverbs create strong mental pictures that make them understandable, cherished and appreciated by majority cultures in Uganda. A careful analysis of the Ganda proverbs shows that they are based on past experiences which make them the best reflective case studies.

A number of people in the different disciplines in Uganda have realized the value of the wisdom embedded in the Ganda proverbs. As noted by Akinmade, C. Arinola, “The preservation of proverbs is particularly crucial because the few words forming them can easily be forgotten, and with them, the abundant wisdom they contain”(Akinmade, 2012). J. Lule (2006) in his book “The hidden wisdom of the Baganda” and M.B. Nsiimbi in his book “Siwa Muto Lugero” realized the need to document the Ganda proverbs so that they are kept for the next generations.

Adegoke observed that proverbs contain the observations, knowledge and wisdom of our fore fathers who condensed what they would have put down in writing into short witty phrases that could be transferred from generation to generation(Adegoke, 1991). In order to transfer this accumulated treasures, the local visual Artists through typography and images explored the possibilities of using the Ganda proverbs as a springboard for family mottos. The Ganda families cherished and appreciated the value of the family mottos in impacting

behaviors and personality. This was evident with the simple written and illustrated layouts hanged on walls of their houses.

With the evolution of technology in communication, the media houses today have also not under looked the essential ingredients in the Ganda proverbs. Radio and television channels have been used as a platform to educate the public through Ganda proverbs. During news, Wamala Balunaba, a news anchor at 89.2 CBS Radio uses proverbs to educate the listeners with Ganda proverbs every after the 9:00am news by giving the proverb, interpretation and the lesson learnt from it. The same is being done by some television channels (Bukedde TV and NTV) by displaying the proverbs, meanings, interpretations and the lesson got from them as seen below.

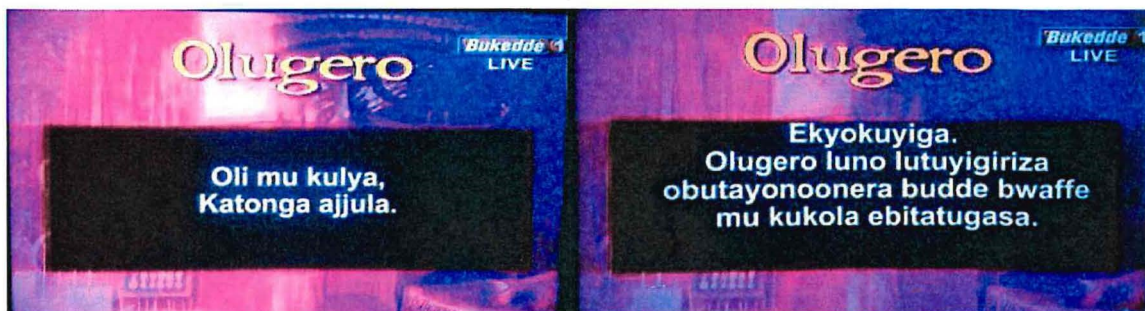


Figure 10: Screen Freez of Olugero on Bukedde TV

By: The Researcher

Date: January, 2016

Saurce: Bukedde Tv

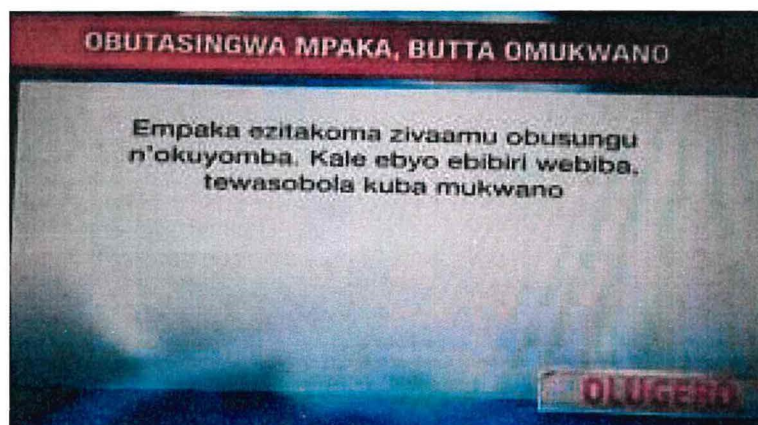


Figure 11: Screen Freez of Olugero on NTV

By: The Researcher

Date: January, 2016

Saurce: NTV

The Ganda proverbs have content that is used to guide and direct behaviour or thoughts of individuals in the society. One renowned Uganda musician, the Late Paul Job Kafeero was very instrumental in educating the society through the Ganda proverbs that he embedded in his music.

### 2.1.3 Use of Proverbs in the formal education system

The investigations from formal education system revealed that there are many traditional schools whose founding boards cherished the wisdom embedded in the proverbs and used them as mottos. These were used to illustrate the learners' career path, serve as emotional therapy and give hope to the learners. Schools like Kings College Buddo, Mengo Senior School, Kyambogo College, Nabisuusa Girls School, Gombe S.S. among others are an example of such schools with.



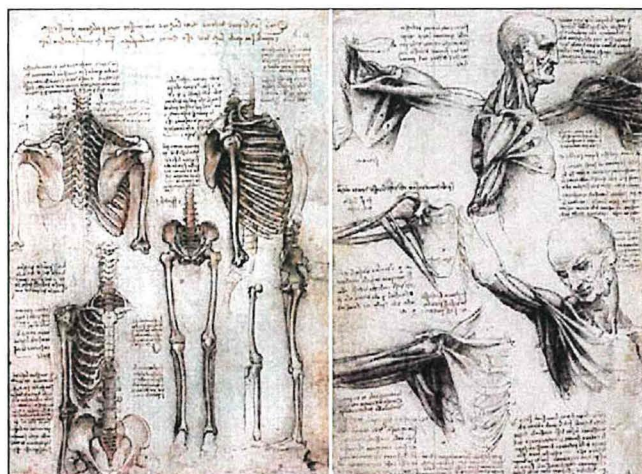
Figure 12: Badges of schools with proverbial mottos

Source: Photo by the researcher

While the embedment of proverbs as a source of knowledge has not been so prominent in the formal education system, the researcher believes that the engagement of indigenous knowledge embedded in the Ganda proverbs can provide options for learners' career support through incorporation of Ganda proverbs informing transition through visuals means.

## 2.2 Graphic images as used in Visuals

People are able to form Graphic images of unseen objects that are described verbally. This ability should not be surprising because in everyday exchanges between speakers, substantial knowledge is built up from verbal inputs that people translate or record in a visual form, hence producing cognitive substitutes for the physical entities described (Denis & Cocude, 1992). Students need visual images to help them understand abstract information presented to them in words or text. Visual information can support reading and help make meaning of text (Dimopoulos, Koulaidis, & Spyridoula, 2003). In Visual communication, images, just like text and speech, “are never innocent or neutral reflections of reality, they represent for us, that is, they offer not mirror of the world but an interpretation of it.”(Lig, 2002). The Visual communications are produced in a variety of forms which include motion videos, still graphics, painting, animation, engraving, film among others. Graphic Visuals, in any form are purposely produced to help their viewers make sense of information that might seem to be unimaginable or complex. Renaissance Artist Leonardo da Vinci recognized this complexity of words and text and simplified by translating data into visual aids. A visual aid refers to an instructional aide that is used to supplement spoken and written information. Leonardo da Vinci went ahead and produced over 200 drawings based on dissection of the internal appearances of human organs such as the kidneys, liver, spleen, musculature and skeletal structure observed. With the combination of scientific observation and Art, Da Vince invented the modern anatomy studies as seen below:

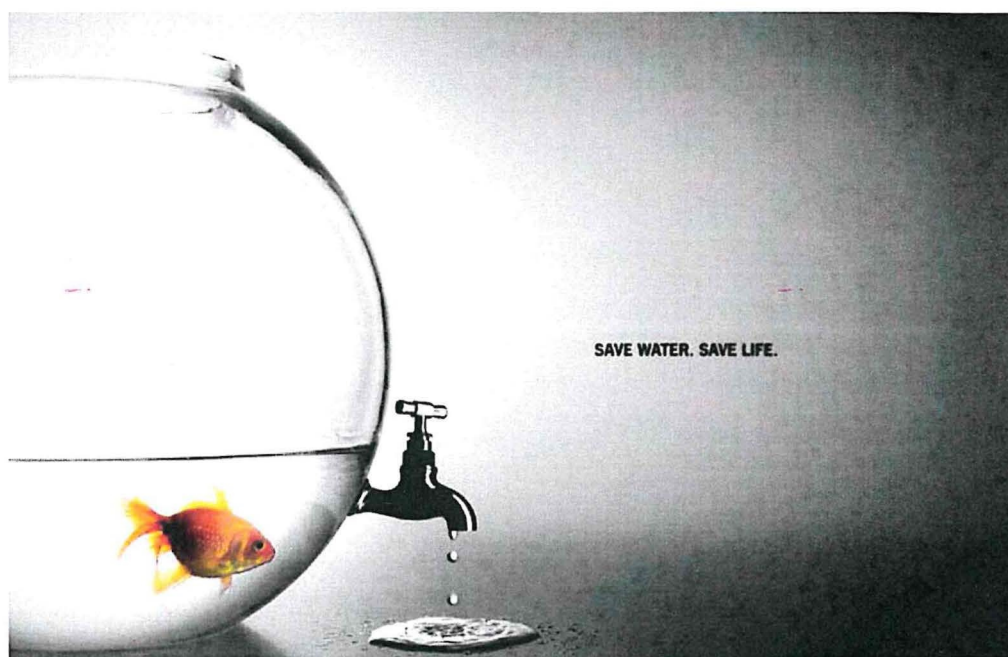


**Figure 13: Human anatomy**

Artist: Leonardo da Vinci (1509-1510)

Source: Online ([www.metmuseum.org](http://www.metmuseum.org))

As history repeats itself, many artists have used visual images to illustrate information, data and situations and this has shown that a great deal of information is better presented visually rather than text or verbally. With the reflection of reality, the image in the visual communication can provide independent information to the viewers however, if the image is symbolic in nature, it gives a meaning which makes the viewer think deeper and at a more critical level. Aristotle stated that, “without image, thinking is impossible” (Lig, 2002). One should always view images for what they literally are, but then dig deeper and consider what else they could symbolize because "a picture is worth a thousand words"(Mashigo, 2015). Visual symbolism can be complex, because often times there much more going on in the image than in the say or given paragraph;



**Figure 14: Poster idea for water conservation campaign slogan “Save Water, Save Life”**

Artist: Manish Salunkhe (2015)

Source: Online ([www.gdrc.org/uem/water/49ways](http://www.gdrc.org/uem/water/49ways))

On the other hand, visuals are also used to serve as supplements for written or spoken communication to increase on the effectiveness of the message communicated. The use of visual ideas and strategies are a very important strategy that can be employed to enhance verbal and textual communication. With visuals-literacy, seeing comes before words for instance the child looks and recognizes before it can speak (Stokes, 2012). Although visual communication is very limited compared to talking, Visual Artists have endeavoured to use

visuals as a universal dimension to solve problems, send messages or communicate situations to the different people around the world who do not share a common language as seen in Figure 14 above.

### 2.2.1 Graphic design as Visual communication in Uganda

In Uganda, like in any other parts of the world, visuals have become a major means for communication where visual images accompanied with text or words have been used for different campaigns, promotions, awareness and advertisements of goods and services. As far as awareness is concerned, posters with images and text are always designed to inform people about health occurrences, preventions and cure as seen below;

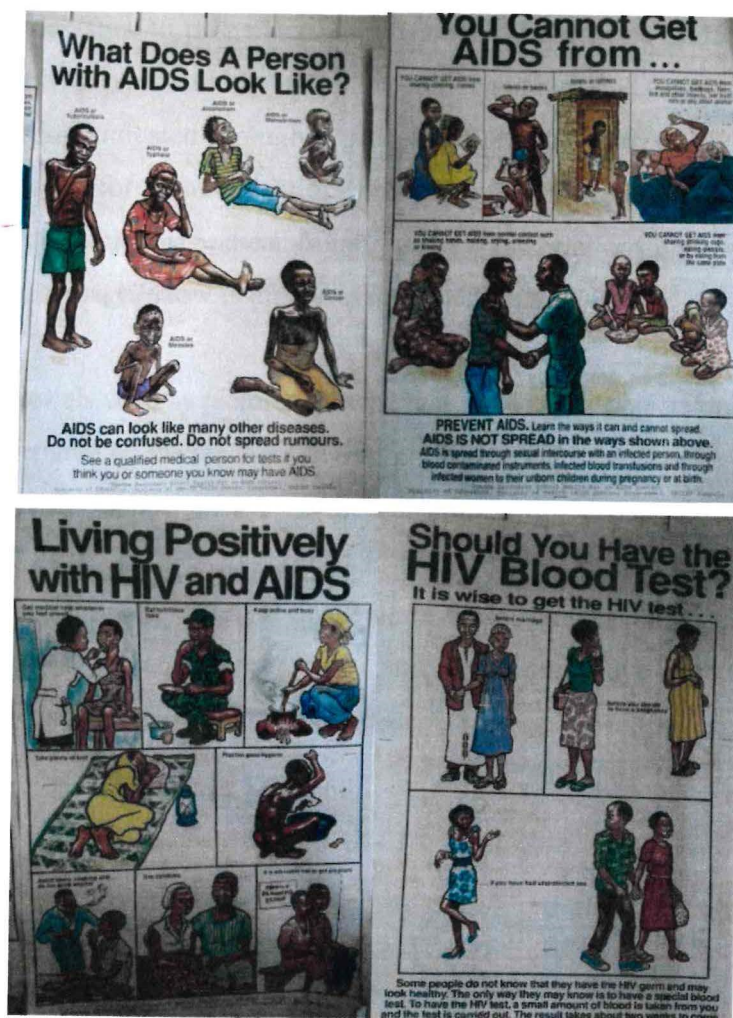


Figure 15: AIDS awareness posters

Source: Sydina Health Centre

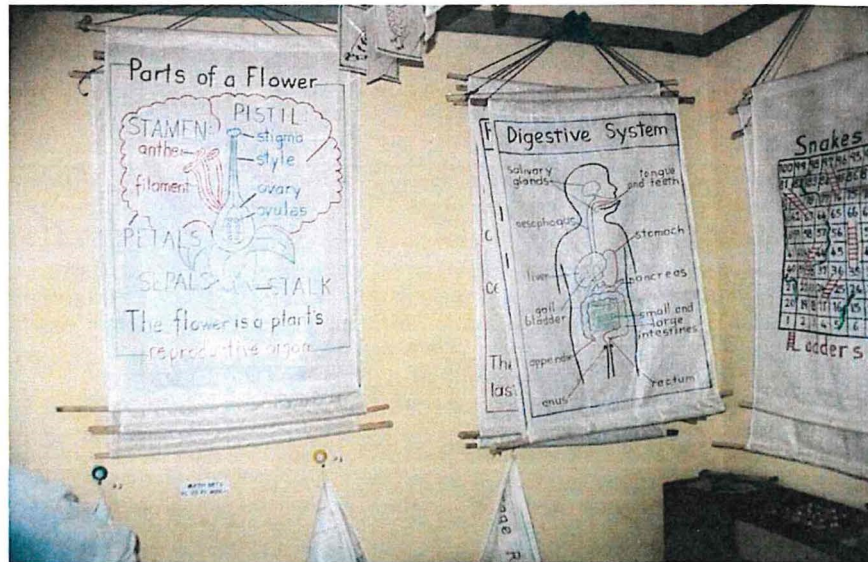
A combination of human figures and text formed the visual communications above to create AIDS awareness to the public in Uganda. Such graphic visuals have been used as a tool to fight the disease not only in Uganda but world wide.

### **2.2.2 Graphic Design Visuals in education**

Graphic Visual materials in education are all the learning resources used by teachers in a learning environment to enhance learners' motivation and development of skills. In the context of classroom, visuals play a big percentage in stimulating the feelings and attitudes that is affective domain of the learners (Barry, 2011).

Given the impact of visuals as a nonverbal communication, it would be very important that both the designer and viewer are visually literate for effective communication and interpretation of messages to take place. For Graphic Visual to be understood, interpreted and evaluated, visual messages should be based on the idea that the pictures can be 'read' and the meaning can be communicated through a process of reading (Barry, 2011). For any graphic visual to be displayed for communication, a number of questions are asked; what is he/she looking at? What does this image mean to me? What is the relationship between the image and the displayed text message? How is this message effective?

Visual materials such as pictures, charts, real hand-made objects or even electronic and digital input are prepared by the teachers as teaching aids to illustrate concepts. In order to exploit the opportunity of communicating with visuals, educators (teachers) in Uganda have used visual literacy to respond to challenges of teacher-learner communication, learning and interpretation, of different concepts in the different learning disciplines. Graphic visuals such as shapes, colours, maps, Graphs and illustrations have been used to explain the seemingly complex information and to make concepts memorable to the learners.



**Figure 16: Visuals in the classroom**

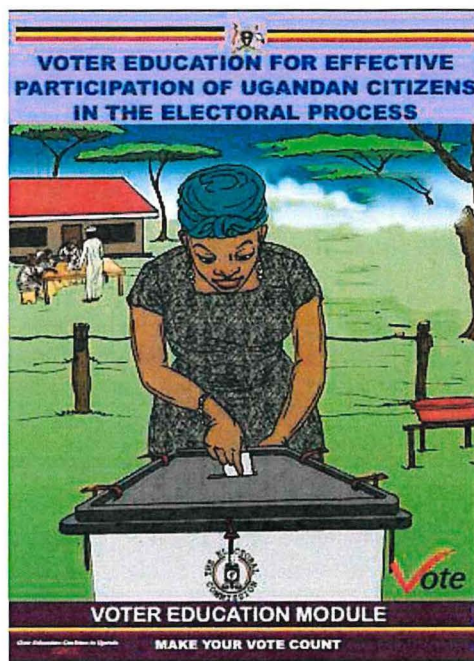
**Source:** Ganda C/U Primary School

Photo by the researcher

Given that visual communication is one of the artist's important strengths, designer should pay more attention to efficiency and importance of the message being portrayed through the image and text. Visual communication is strongly being developed to interpret written and spoken information in all sectors. Dave Gray, Founder of visual thinking company XPLAN urges that "visual literacy – the ability to learn visually; to think and solve problems in the visual domain". – will, as the information revolution evolves, become a requirement for success in business and life (Gray, 2012).

Because of the increase in design software and the wider availability of computer technology, traditional definitions of literacy are no longer adequate in a world where texts communicate to us in new ways through graphics, pictures, and layout techniques as well as through words. It is difficult these days to find a single text which uses solely verbal English (Lig, 2002). This is evident with graphical layouts designed today, newspapers, magazines, posters and motion which are designed with more than one communication mode (text merged with images). To improve the readers understanding, visual artists have ensured that the images used are familiar to the viewer for easier understanding and interpretation. This is practised by the use of symbols and images developed from the recipient's observations and practical experiences. Considering the strength of visual images in visual communication, designers in Uganda have endeavoured to emphasise images more than the text due to its

strength in simplifying communication in the visual layouts. Below is a sample of a visual illustrating the strength of image over text.



**Figure 17: Voter Education module**

Source: Ganda C/U Primary School

Photo by the researcher

### 2.2.3 Use of symbolic images in Graphic design

A symbol is something that is used to represent something else. This can be a concept, belief, ideas, doctrines and feelings (Kquofi, Amate, & Tabi-Agyei, 2013). Since the primitive days, the symbols have always been used and given meaning and this has made them are very important element in visual communication. Symbols are also used for identification reasons for example in politics, nations, religions, inspirational and family. They have powerful meanings which evoke strong emotions to people who identify with them (Bourdieu, Thompson, & Adamson, 1991).

In order to make meaning and communicate concrete ideas, the symbol must be known to the viewer. It is important to understand what the symbol represents before it is used for communication. It is based on the above statement that the researcher used symbolic images of a hatched egg, chick and a cock to depict transition.

Symbols play a vital role in visual communication today. There are many symbols developed from colors, shapes (organic and geometric) and internationally interpreted. Traffic signs and pictograms are some of the symbols used and easily interpreted internationally to inform and direct. Today visual communication and symbolic images are inseparable because they make the message easy and quick to understand.

#### **2.2.4 Use of Graphic symbols in religion.**

Religiously, there are agreed upon visual symbols that are used by the different religious group and there are easily be interpreted due to visual literacy and experience over time. The use of religious symbols has a rich history as illustrated below (figure 18).

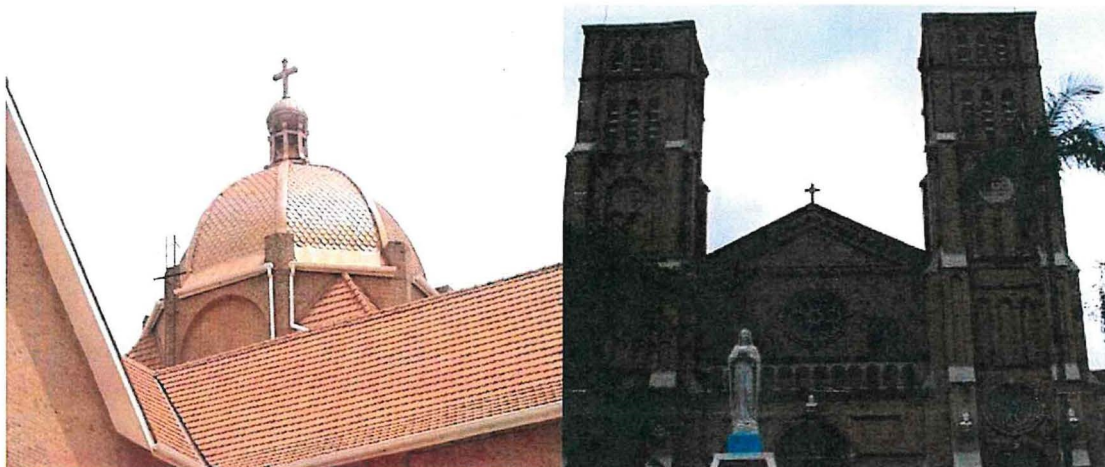
In the Christian religion, the cross is seen as a symbol for Christianity by the Catholic Church and Anglican Church. It's believed that the cross as a Christian symbol comes into use at least as early as the second century (see "Apost.const." iii 17.) and by the third century, the cross had become so closely associated with Christ.



**Figure 18: The Christian Symbolic Cross**

Source: Online ([https://www.google.com/?gws\\_rd=ssl#q=what+does+the+cross+symbolize+in+christianity](https://www.google.com/?gws_rd=ssl#q=what+does+the+cross+symbolize+in+christianity))

This visual symbol became popular to all Christians' and it is being used symbolically on Christians worshiping centers as an identification symbol. The cross symbol today has transformed peoples' lives socially and spiritually. The same can also be symbols embedded with cultural proverbs, such as that of the Ganda.



**Figure 19: Photos of Namirembe Cathedral Doom and Rubaga Cathedral.**

Source: Online

According to Mathew 3:16, during the baptism of Jesus Christ the Holy Spirit descended like a dove and came to rest on Jesus. Since then the dove is taken as a symbol of the Holy Spirit by all Christians around the world.



**Figure 20: The Dove**

Source: Online ([www.whats-your-sign.com](http://www.whats-your-sign.com))

Among the Muslims, the star and the crescent are symbols that are widely found across the ancient world, with examples attested from central Mediterranean, Persia and central Asia.

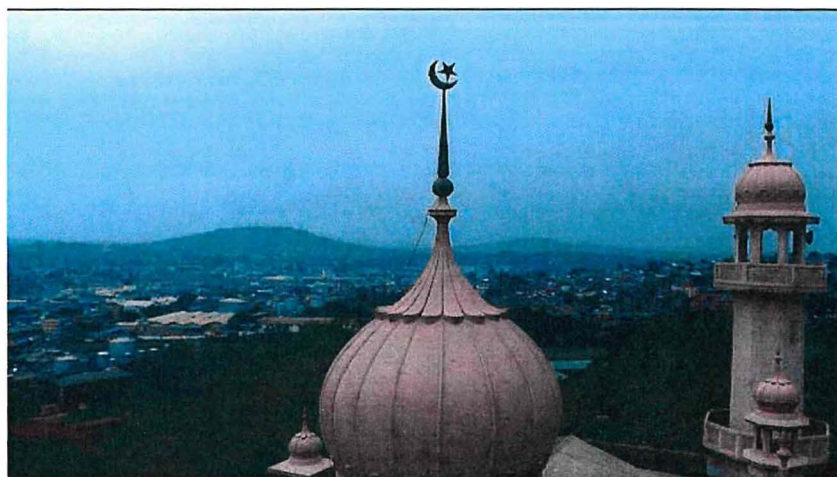


**Figure 21: A Star and Crescent**

Source: Online ([www.cyberistan.org/islam/crescent1](http://www.cyberistan.org/islam/crescent1))

This symbol becomes popular during the 19<sup>th</sup> century as a modernistic national symbol. This has been most popular in states that are formerly part of the Ottoman Empire. With minor modifications, states like Libya, Tunisia, Algeria, Azerbaijan, Pakistan, Malaysia and Mauritania have used it as a national symbol.

During the 1950s to 1960s, the symbol was re-interpreted as the symbol for the Islam or Muslim community and it is used as an identification symbol on Muslim worshiping centers around the world Uganda inclusive.



**Figure 22: Photo of Kibuli mosque.**

Source: online ([www.beautifulmosque.com](http://www.beautifulmosque.com))

### 2.2.5 Symbolic usage of images in Uganda's Graphic design

Like it was noted, symbols are widely used in Uganda for different reasons by companies, institutions, organisation and Uganda as a nation. Uganda has a number of identification symbols which include the national Coat of Arms and National flag.

#### 2.2.5.1 The National Coat of Arms

The Uganda Coat of arms is a symbol designed by Grace Ibingira and was first used to replace the British coat of arms at the eve of 9<sup>th</sup> October 1962. This is a symbol used to strengthen the spirit of national unity among the peoples of Uganda. It is composed of various symbolic images with different meanings, that is Uganda Kob, the drum, shield and spear, blue stripes, green and black colour, coffee, cotton and the sun as seen below.

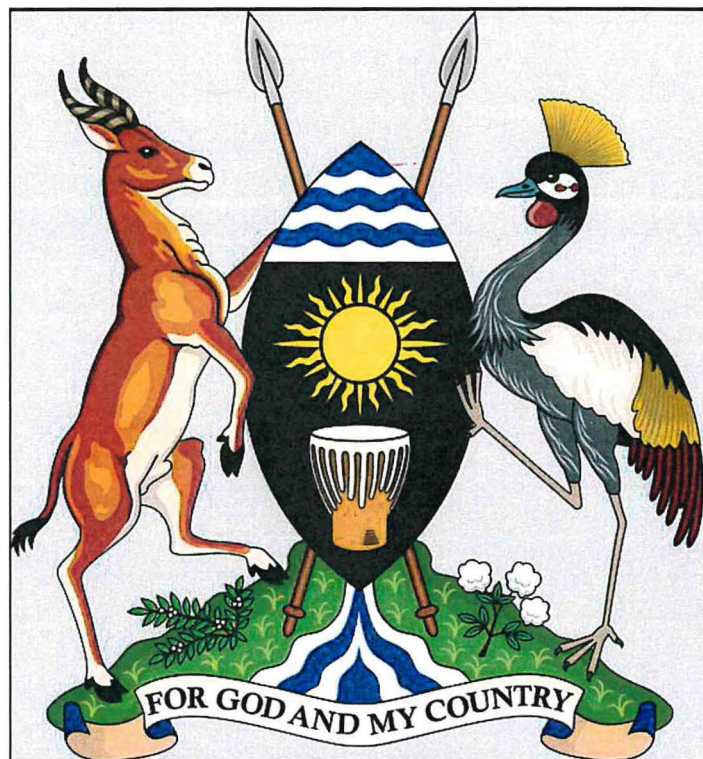


Figure 23: The Uganda Coat of Arms

Artist: Grace Ibingira

Source: Online ([www.crwflag.com](http://www.crwflag.com))

The use of symbolic images in graphic visuals can be a vital component in delivering messages especially if developed from the known observations and experiences of the message

recipient. Graphical visuals with images developed from what students know can serve as the best tool for career guidance and counselling.

### **2.3 History of Career Guidance and Counselling**

Ochanya (2014) defined guidance as assistance made available to an individual by personally qualified and adequately trained men/or women to an individual of any age to help him manage his own life, activities, develop his own points of view, make his own decisions and carry his own burdens (Ochanya, 2014). The term counselling like the twin concept guidance is one of the activities offered to help individuals face difficulties and cope effectively. It is the process of establishing a relationship to identify people's needs, design strategies and services to satisfy needs and actively assist in carrying out plans of actions to help people make informed decisions, solve problems, develop awareness, and lead healthier lives (Loan & Van, 2015).

Career Guidance and Counselling are those services and activities intended to assist individuals of any age and make educational, training and choices to manage their career. Career Guidance is recorded to have first been used around 360BC when Jobs required different types of workers for optimal performance. This was later formalised by Frank Persons who noted that "effective career placement requires knowledge of the special talents of the workers"(Persons, 1909). However, the term Career Guidance was first introduced in the early 1900 as vocational counseling and was used as a means to end poverty during the time when society was in uproar over a demising economy. It was mainly first shaped by the crisis of the first world war where series of tests were developed and administered to individuals in order to place military recruits into suitable jobs. This work by Binet-Simon developed a validated model of vocational placement that has been a key component of modern Career Guidance and Counselling (Vespia et al., 2006).

As a result of change in the society needs, Career Guidance and Counselling has been developed by creativity and innovations brought by a number of professionals. Modern career Guidance and Counselling services have been developed to provide a variety of rich array through career development.

Career development is the life long process of proactive planning, managing and implementing of action steps towards a preferred goal (Barbara, 2005). Today career development is through the formal education system. Education is the process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills (Cheng, 2014). In the modern days, the role of formal education system is to provide a career path for learners in preparation for the world of work (Eliamani, Mghweno, & Baguma, 2015). In Uganda, the formal education system has five main levels which include primary education, secondary school (UCE) which is equivalent to (technical/ vocational, farm School, Community Polytechnic and trade certificate), Secondary school (UACE) which is equivalent to (Technical / Vocational institutions, Health Training Institutions and primary Teacher Colleges), NTC, UTC, CPIC, UCC and then University. Below is the poster showing the Formal Education Career Path in Uganda.

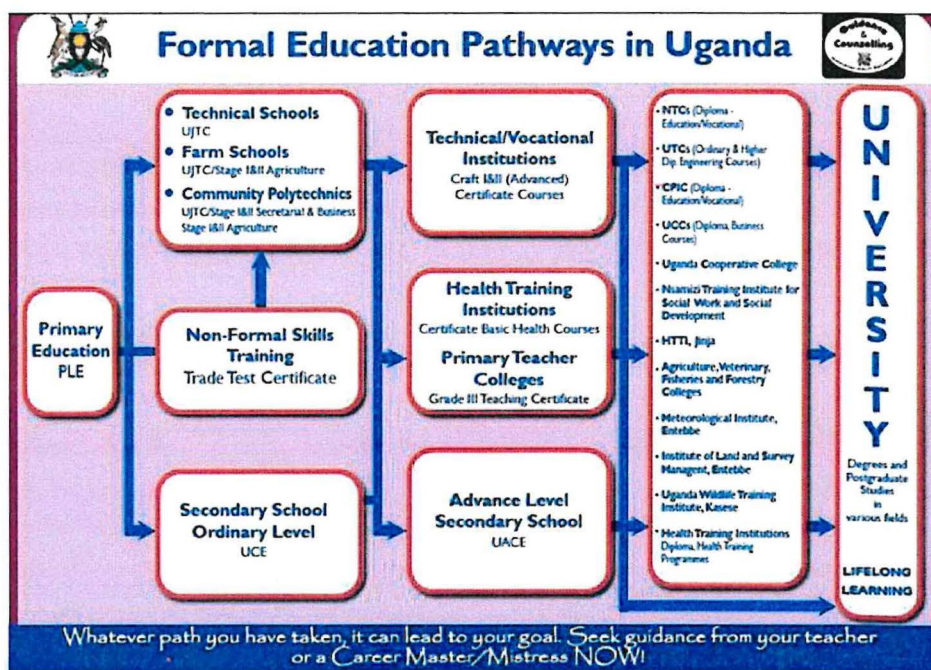


Figure 24: Poster showing the formal education system in Uganda

Source: online (<http://image.slidesharecdn.com/masterpresentation3-22-150328101406-conversion-gate01/95/master-presentation-maryhill-careers-day-2015-83-638.jpg?cb=1427555962>)

It is of great importance for a learner to receive transitional support through career guidance and counselling if he/ she is to remain focused to his/her career development. The services received from Career Guidance help to reduce starkness so that they continue with the processes of achieving their goals.

### 2.3.1 Career Guidance and Counselling in Uganda

Guidance and Counselling is an idea that has existed for a long time in Uganda. Before the introduction of Formal Education by the colonialists, Uganda's Career Guidance and Counselling mainly focused on the proper upbringing of the young members of the society. The father, mother, uncle, aunt and grandparents ought to offer counsel and develop the potential of the young generation on all matters of life management and problem solving but the serious personal and family problems are handled by the senior members of the society (Eliamani et al., 2015). The society members in Uganda are deeply convicted that, under proper conditions, people can help others find ways of dealing with, solving, or transcending problems through the word of counsel. At its best, helping should enable people to throw off chains and manage life situations effectively. The wisdom used for Guidance and counselling is obtained by a collection of experiences and age wise but not through the formal education system (Loan & Van, 2015). The collection of experience is mostly based on by the elders in all societies in Uganda for Guidance and counselling the Ganda inclusive.

Like the other indigenous societies in Uganda, Guidance and Counselling of the Ganda is mainly through traditional rituals, music, riddles, folk tales, music, metaphors, poems and proverbs which constitute oral literature. The knowledge in the oral literature plays a very big role in the nurturing of the young generation and transforming them into responsible individuals. "*Nantabuulirilwa, alisaabala obw'ebbumba*" which means, one should listen to other people's advice as he may be given a warning which saves his life- like saving him from embarking a boat made of clay. This is the Ganda proverb that emphasises the role of Guidance and Counselling to the members. As Frank Parson clearly states in his own book, The importance of guidance, "No step in life, unless it be the choice of a husband or wife, is more important than the choice of a vocation (Persons, 1909). The seniors of the Ganda society ensure that the young members of the Ganda society receive the necessary advice and counsel as food for their Career growth. Marital counselling is emphasised especially for the girl child by the *senga* (paternal aunt) who endeavours to teach the young girl about marriage because it's considered as a Career for the woman. The *Kojja* (maternal uncle) also has the responsibility to teach the boy child how work and looking after the family.

#### **1.1.1.4 Career Guidance and Counselling in formal education**

Education is the process of acquisition of knowledge, skill, value and habits with Career Guidance and Counseling as an essential tool (Vespia et al., 2006). The history of education career Guidance and counseling is believed to have begun formally in the twentieth century, though foundations of counseling and advice rules are traced to the ancient Greece and Rome with all the philosophical teachings of Plato and Aristotle. There's also evidence to argue that some of the methods and abilities of modern-day Guidance counselors were practiced by Catholic priests in the middle ages (Maree, Ebersöhn, & Molepo, 2006). Close to the end of the sixteenth century, one of the first texts about profession solutions appeared. Nevertheless, formal guidance programs of using specialized textbooks did not start until the flip of the twentieth century (Adegoke, 1991).

Since then, Career Guidance and Counseling became an integral component of the formal education with services and programs geared towards the career development of the learners and it is considered as educational service through which efficient manpower for development can be reached. Most African countries in which Uganda is one realized the value and adopted the career Guidance and Counseling in the education sector with the aim of making education beneficial to the learners and the Uganda at large.

Career Guidance and Counselling in the formal education is expected to begin in the elementary school years and continued through high school with the purpose of informing the learners about the career path for successful career development. This is expected be done through different career activities such as career days and speakers who talk about career related topics. The successful Career Guidance and Counselling depends on the skilful use of such activities developed to assist the learners acquire the necessary knowledge for self-exploration as they transition through the formal Education system. It involves understanding the basic activities such as; assessing interest, values and aptitudes and this necessitates the provision of Career Education.

Career Education refers to an organised program of instruction designed to provide decision-making skills and improve the individual's ability to deal with career transitions. This program is offered by the Career Educator, the professional who supports people in the development of their own career management competences. Ideally it's the work of the career educator to introduce and to continuously expose the learners to Career education as the

progress through their formal education. The career educator is expected to critically consider the learners development stages, knowledge of the type of activities that are appropriate for at each development stage in order to make them understand their career path and outcomes (Loan & Van, 2015).

As learners progress through the Secondary school, Career Education becomes vital as a gear for career acceleration. Through career Education, Career support services broaden learners' range of options and describe the career path to the achievement of their set goals through providing information that help them think realistically about their actions. The actions in the learners' Career Pathway are influenced by mainly four factors i.e. career choice, opportunity awareness, self-assessment and transition awareness which are components of career guidance.

Transitional awareness is being in the know of the expectations of one's career pathway. In transitional awareness, individual's expectations are a reflection of his/her inner self. The understanding of the inner self makes it possible for an individual to transform. Transformation is often related to imagination in that it leads to a deeper self-understanding and mindfulness. With self-understanding, an individual makes right career choices and is able to utilize all the career opportunities. (Cheng, 2014).

### **2.3.2 Transition as a component of Career Guidance and Counselling in Uganda**

Transition is a continuous lifelong process of developmental experiences that focuses on seeking, obtaining and processing information about self, occupational and educational alternatives, life styles and role options (Maree et al., 2006). This can also be termed as the process through which people come to understand themselves as they relate to the world of work and their role to achieve.

In career transition, an individual is what he does or what he wants to do thus it becomes a person's identity. The influences on and outcomes of the transition process in the long run leads to individual development. This development process is influenced by the social cognitive theory of self-efficacy (Bandura, 1986).

Self-Efficacy is the belief in one's capabilities to organize and execute the courses of action required to produce given attainments (Bandura, 1986). Self-Efficacy plays the central role in the motivation of an individual because people regulate the level and distribution of effort in accordance with the outcome expectations.

Outcome expectation can be considered as the person's estimate that a given behaviour will lead to particular outcomes. In relation to outcome expectation, efficacy expectation also plays a big role in achievement. Bandura (1986) defines outcome expectation as an estimate that one can successfully execute the behaviour required to produce the outcomes sought. Outcome and efficacy expectations combined are influenced by; personal performance, vicarious experience, verbal persuasion, physiological and emotional factors. In transition, it is important to consider outcome and efficacy expectation to motivate people through transition support in order to guide them through the career development.

### **2.3.3 Transition as a component of Career Guidance and Counselling**

Oxford advanced learners' dictionary of 2010, edition 7 defines transition as the process or period of changing from one state or condition to another (Turnbull, Lea, Parkinson, & Phillips, 2010). Transition is the process that involves increasing one's capacity to be self-aware, opportunity aware and also increase decision making which is influenced by fast learning experiences that help an individual to overcome barriers. The transition process in education exposes learners to a variety of new learning opportunities and situations to expand their capabilities and interests but in the process, the learners are challenged by choosing the right path to their set goals.

To help the learners overcome this challenge, the career practitioners need to employ empowered measures to assist them cope with stress as they face the obstacles in their career development. In this case, both the learner and the counselor must be involved for transition awareness to take place and this necessitates the need for clear transitional support. Transitional support is the providing of information to learners which creates sufficient coordination between education and the world of work. Transitional support guides learners to move through school to adult life by reflecting on their own goals for the future.

Without clear transitional support, the learners' interests, strength, needs and aspirations might change leading to setting of unclear goals due to unrealistic expectations. In such a situation, Maree et al., (2006) stresses the need for learners to be assisted to go through the career path without losing focus. This is made possible by helping them to develop a personal intention, supporting them in making sense of their experiences through promoting and facilitating a sense of flexibility and creativity in their perception of meaning, providing transitional support and motivation (Maree et al., 2006).

Despite having a clear idea of what to achieve in life, some learners do not know the career path they need to follow to have the requisite academic qualification. Transitional support can help such learners to clear doubts by giving them the true facts of what they can expect from various transition options.

To borrow a leaf from the use of visual images and text, graphic visual layouts that inform about transition as a component of Career development can be used to enhance the formal Career Guidance and Counselling in secondary schools. As the literature suggests, the use of visual messages related to imaginary situations borrowed from real observations and practical experiences of the target audience can increase the effectiveness of what is being communicated hence positive results. With the value in the use of indigenous Proverbs and visual Communication, educators and counsellors ought to integrate the approach of using the Ganda proverbs through visuals in order to enhance the formal Career Guidance and Counselling.

## CHAPTER THREE: METHODOLOGY

### 3.0 Overview

This chapter presents a description of the research design and methods used in this study. It considers the use of qualitative methodology to investigate the potential of graphic visuals through Ganda proverbs to enhance the formal Career Guidance and Counselling.

After considering the paradigms or ways of looking at the world, and applying a range of Ontological and epistemological assumptions to a research problem, a qualitative study method was chosen. This is because qualitative (constructivist, interpretive, advocacy) approaches are about studying experiences from respondents and develop meanings and solutions. (Davidson & Tolich, 2003).

Findings and studio practises of study are presented as guided by the research questions. It consists of research design, area of study population, population sample, sampling techniques and procedures of data collection, tools and materials for studio, ethical considerations and research procedure of the study.

### 3.1 Research design

Basing on the objectives of the study, the research used a descriptive study which was qualitative in nature to:

1. To establish the Ganda proverbs with meaning that address transition as a component of career development.
2. To explore possibilities of depicting transition through symbolic images.
3. To produce Graphic visuals that inform about transition guidance and counselling in secondary schools, Uganda.

### 3.2 Sampling procedures

To answer the guiding question one, the researcher used documentary and archival review to identify the Ganda proverb that inform transition, interpretation and the lesson learned from each proverb.

Observation was employed to identify subject matter with character that is symbolic to the selected proverbs. The subject matter observed identified had to be symbolic to transition. Focused group discussions were used to relate the interpretation of symbolic images in relation to transition before they were used for production of graphic visuals.

### **3.3 Population**

A population refers to an aggregate or totality of all the objects, subjects or members that conform to a set of specifications (Mbokane, 2001). In this study the population was Ganda proverbs and the Secondary Schools with proverbial mottos.

In regards to research question one; the researcher considered a total population of 926 (nine hundred twenty-six) Ganda proverbs. Books like, "The hidden wisdom of the Baganda" written by Joseph Lule and "Siwa muto lugero" by Nsimbi Bazzebulala Michael were consulted to get information about the Ganda proverbs.

The research was conducted in three secondary schools with in Kampala and Wakiso District. Thirty-six (36) learners from different classes were selected from each school and two respondents were selected from each class.

Regarding research question three, the researcher through studio practise developed the symbolic images into visuals and executed them in variety of materials and techniques, which included; metal, wood paper, rubber, dyer glass, cortex board, cloth digital prints on sticker paper and photo paper.

### **3.4 Sampling techniques**

The process of selecting a portion of the population to represent the entire population is known as sampling. Technique refers to a criteria used to specify the characteristics that people in the population must possess in order to be included in the study (Barreiro & Albandoz, 2001).

A purposive sampling strategy was used in the study. According to Bryman (2008), "Purposive sampling is a method that entails selecting respondents in a strategic way, so that those sampled are relevant to the research questions that are being posed"

The eligibility criteria in this study were that the;

- Ganda Proverbs had to inform the meaning of transition as a component of Career Guidance and Counseling.
- Participating schools had to have a proverbial motto to make the study findings more relevant to the study.

### **3.5 Sample Size**

A sample is a subset of a population selected to participate in the study, it is a fraction of the whole, selected to participate in the research (Barreiro & Albandoz, 2001). In this study, three Ganda proverbs that inform the meaning of transition and three secondary schools with proverbial mottos within two districts were selected out of the entire population. This was to ensure that the selected proverbs are easily interpreted, related to the symbolic images developed and evaluate their impact in career guidance and counseling.

### **3.6 Methods and procedure of data collection**

Data is information obtained in a course of a study. (Mbokane, 2001). To meet the objectives of this study, data was collected by employing the following methods;

#### **3.6.1 Documentary survey**

Documentary Survey refers to the use of outside sources of information to support the viewpoint or argument of an academic work (Babbie, E, Mouton, Vorster, & Prozesky, 2001). The researcher used library survey as a method of data collection to get information about the Ganda proverbs, symbolic images, Graphic design and Career Guidance and Counselling. This was to get literature about researchers who had studied similar aspects at international to local scene to serve as a resource for the study.

#### **3.6.2 Observation**

Observation refers to a method of collecting evaluative information in which the evaluator watches the subject in his or her usual environment without altering that environment (Driscoll, 2011). The researcher used observation to study the nature and character of the

identified subject matter. This was to guide the researcher to develop symbolic images that inform the meaning of transition.

### **3.6.3 Focus Group Discussions**

A Focus Group Discussion is a form of qualitative research in which a group of people are asked their perceptions, opinions, beliefs and attitudes towards a concept (Babbie, Mouton, Vorster, & Prozesky, 2001). The researcher used this method to collect data from the identified respondents in order to get the respondents' views about the interpretations of the selected Ganda proverbs as related to the message depicted by the symbolic images. The respondents from the selected schools were organised to form a focused group discussion. This was to answer the research question two where the respondents were to interpret the identified symbolic images in relation to transition as a component of career development. This was to evaluate the meaning of the symbolic images in relation to transition.

### **3.6.4 Structured Questionnaire**

This refers to a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Kothari, 2004). The researcher used this method to collect data from the respondents where it was hard to organise a focused group discussion. The respondents were provided with structured questionnaires in order to answer the research question two which they responded too and returned later.

### **3.6.5 Photography**

The researcher used photography to capture visual literature of the behaviour of nature as presented in chapter four. This was to get the nature of the subject matter that was to be used in the production of graphic visuals.

### **3.6.6 Studio experimentation**

To satisfy the research question three, the researcher used studio practise to develop Graphic visuals that inform transition as a component of career development. The studio practise started by development of a variety of sketches, identifying text, colour choice and choosing materials and techniques. This was to ensure that the graphic visuals produced effectively inform transition as used in career guidance and counselling.

### 3.7 Procedure of studio findings and practice

In order to achieve data through studio experimentation, the researcher followed the procedure that was based on the objectives of the study as presented below;

- Selecting Ganda proverbs that convey the message of transition. Before the establishment of symbolic images, the researcher investigated on the Ganda proverbs and their interpretations which served as guidelines for selecting those Ganda proverbs that communicate the meaning of transition as a component of career guidance.

The literally and hidden meaning developed from the selected Ganda proverbs guided the creative thinking of possible proposed symbolic images.

- Establishing symbolic images that convey the meaning of transition in the selected Ganda proverbs. The literally and hidden meanings derived from the selected Ganda proverbs were used as inspirations for symbolic images. The proposed symbolic images were subjected to people opinion in relation to transition as a component of career guidance.
- Production of symbolic visuals that communicate the meaning of transition. The proposed symbolic images were further subjected to visual communication process through series of sketches, layouts, colour exploration and typography based on the respondents' opinions.

This was to satisfy that the symbolic visuals produced communicate the intended message of transition. It was at this stage that the researcher developed symbolic visuals that inform the meaning of transition as a component of career guidance.

### 3.8 Materials and tools

In this study, the researcher used a variety of materials and tools as present below.

**Table 1: Materials and tools**

<b>MATERIALS</b>	<b>PURPOSE</b>	<b>TOOLS</b>	<b>PURPOSE</b>
Fast dry paint	For applying colour on surfaces	Computer	For computer aided designs
Wood	For curving	Chisel	For curving wood
Metal Sheets	For metal fabrication	Mallet	For curving
Photo paper	For digital printing	Brushes	For painting
Mounting paper	For flaming		
Cutters	For trimming		
Masking tape	Used during spraying		
Sticker paper	For digital print surface		

Source: By the researcher

### **3.9 Presentation of studio findings and practices**

One of the research questions of this study was to be answered by identifying Ganda proverbs that communicate the meaning of transition as a component of Career Guidance and Counselling. This involved a comparison between the Ganda proverbs and transition as related to Career Development.

#### **3.9.1 Presentation of techniques**

Documentary survey was the technique the researcher used to identify the Ganda proverbs with literally and hidden meaning that communicates the meaning of transition as a component of Career Guidance and Counselling. Below are the selected Ganda proverbs and their interpretations.

##### **3.9.1.1 N'ezikokolima, gali magi**

Even the cocks which crow were once eggs. The grown-ups were once children and behaved likewise. The experts of today were once a time inexperienced. This also shows that the people we wish to be were once through the same situation.

An egg is an ancient symbol of humanity and stands for not achieved potential or for chances which will bring the future. According to [dreamsnest.com/egg](http://dreamsnest.com/egg), spiritually eggs mean the principle of the life and the germ of all beings are contained in the cosmic egg. Therefore, the egg represents the potential and the force of the people to be absolute and powerful. The researcher based on this to use the hatching egg as a direct translation of this proverb. The growing chick passes through various stages before it turns into a cock. The transition it goes through is not abrupt, it is sequential in nature. The sequential nature of a growing chick can symbolically represent transition of a learner struggling for a better future.

##### **3.9.1.2 Atalutambudde yaluyita olwangu**

One, who has not undertaken a journey, thinks that the journey is easy. One cannot judge the difficulty of the task simply by looking at the results. The sacrifices and related tribulations are

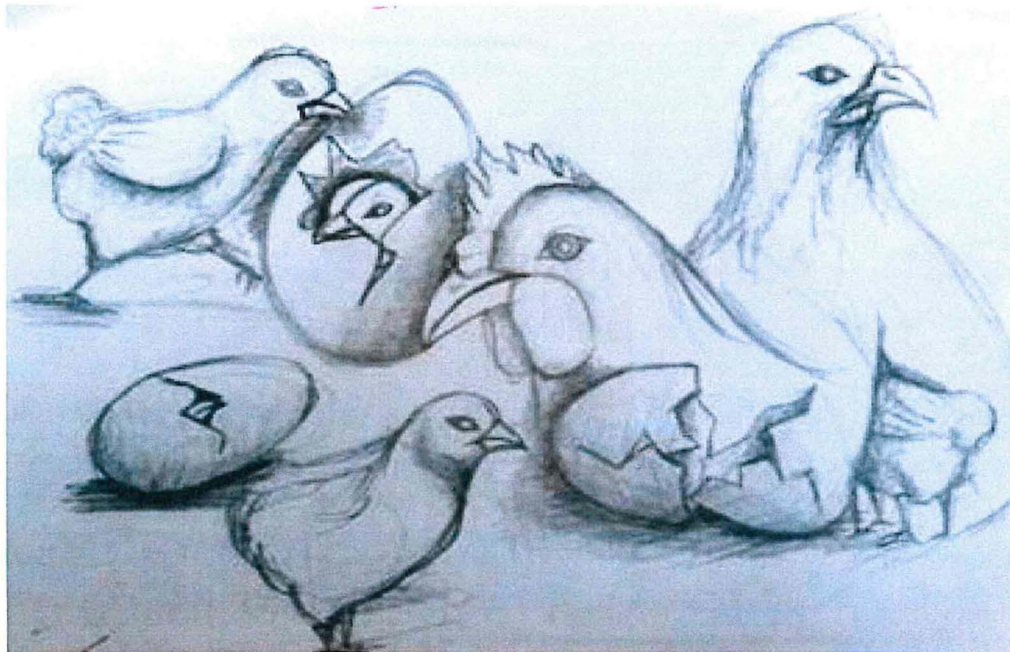
perceptible in the results. To emulate this proverb, metamorphosis was thought of as a suitable symbolic situation that describes the journey to success.

### 3.9.1.3 Nkoba Za Mbogo zeggya zokka mu bunnyya

The strings made from buffalo hide, get themselves out of a pit. The buffalo hide is so strong that they can be used to save a buffalo from the pit. People are expected to emulate these “*Nkoba zambogo*” if one needs to use his/her potential to get out of seemingly difficult situation.

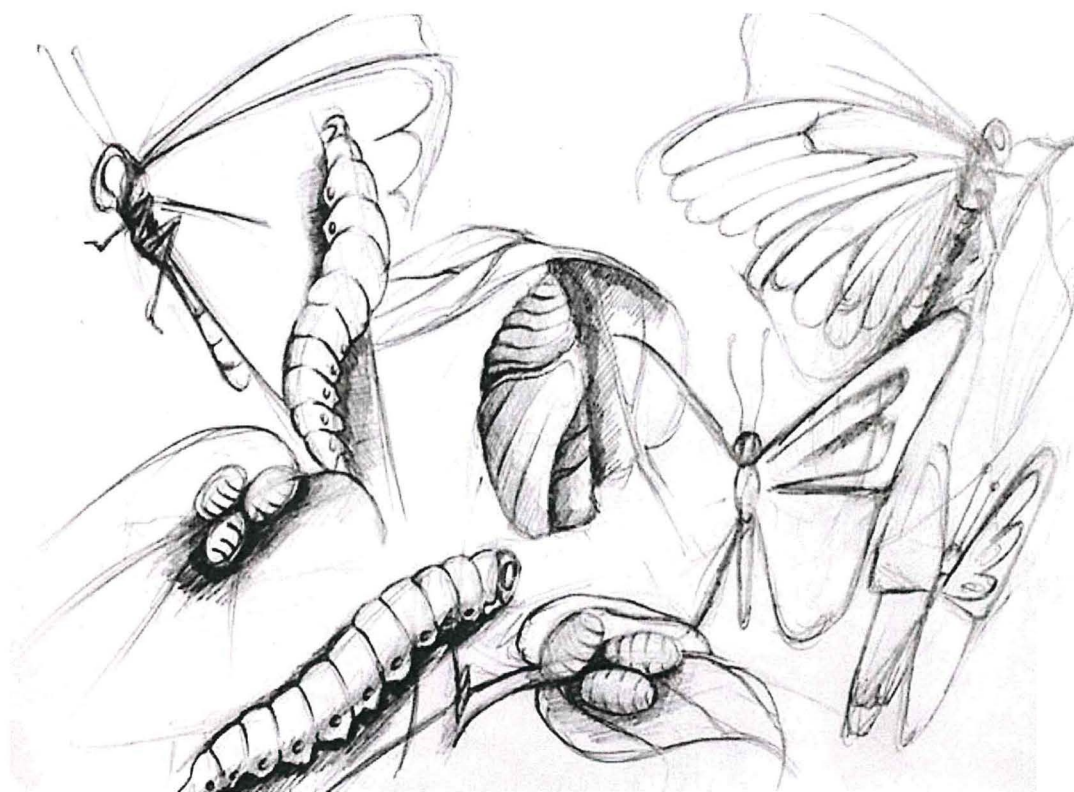
### 3.10 Presentation of symbolic images

The second research question was answered by establishing possibilities of using selected Ganda proverbs as a source of inspiration for symbolic images that communicate the meaning of transition as a component of Career guidance and Counselling. The researcher presented sketches and photos of proposed symbolic images after studying their characteristics in relation to transition.



**Figure 25:** *N'ezikokolima, gaali magi* (Even the cocks which crow were once eggs)

Source: Researcher



**Figure 26: Atalutambudde Yaluyita Olwangu**

(One, who has not undertaken a journey, thinks that the journey is easy)

Source: Researcher



**Figure 27: Nkoba Za Mbogo Zeggya Zokka Mu Bunnya** (The strings made from buffalo hide, get themselves out of a pit)

Source: Researcher

These sketches were further simplified into symbolic images which were through guided discussions and questionnaires, presented to respondents for critique and interpretation.

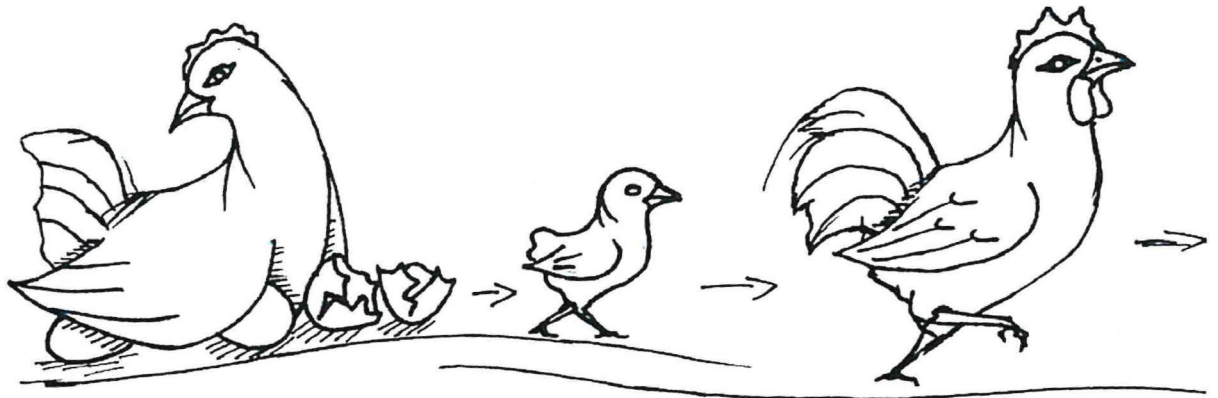


Figure 28: Symbolic image of N'ezikokolima (*Even the cocks which crow were once eggs*)

Technique: ink on paper

Source: Researcher

The respondents regarded the symbolic image of the hatched egg to symbolize the first level of self-discovery, breaking the egg is a self-effort that involves endurance and determination. The other respondents interpreted hatching as the first state of growth. The respondents argued that, hatching takes time which can be related to learners' career transition. This was supported by others respondents who related it to the patience it takes before the chick matures to the level of discovering the new world. The path to success requires patience and one respondent related it to an English proverb "never count your chicks before they hatch"(Mieder, 2011). Strong emotions instead of rationality often accompany students' transformation (Cheng, 2014). This relates to a respondent who argued that one's understanding develops as he/she acquires knowledge.

### 3.11 Self discovery

Is the process of understanding more about ones' self in order to make his/herself happier? This means that self-discovery is a path that one takes to acquire insight of his/her self. In other words, it's about finding out who you truly are. The struggle to know who you are is an opener to success. Aristotle said. "Knowing yourself is the beginning of all wisdom"(Moreno, 2004). Self-discovery is the most important aspect of adolescence stage. As teens become more self-aware they start trying to figure out who they are, making choices that will impact their lives forever (Gillham, 2001).

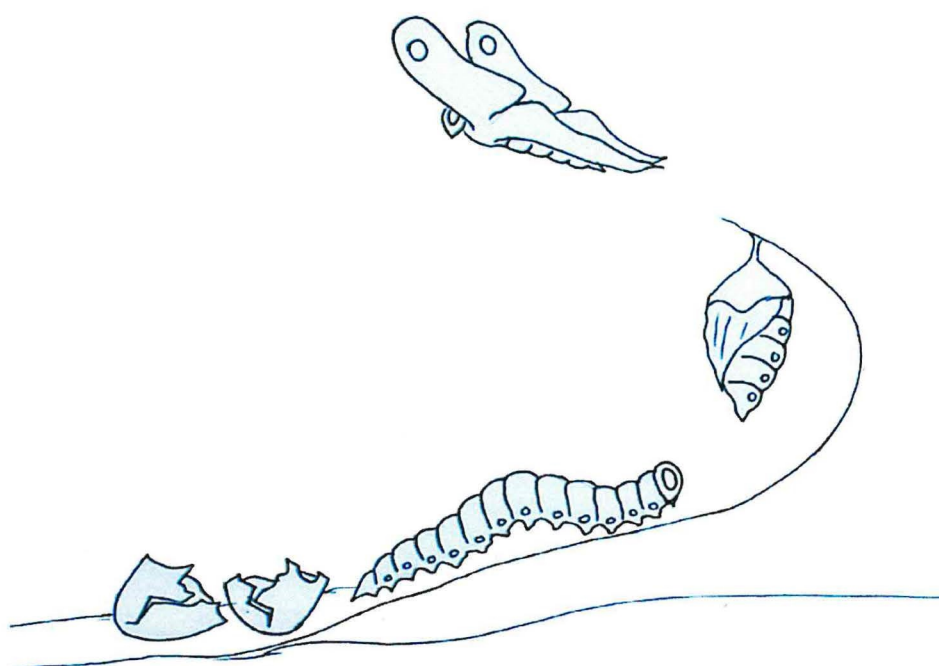


Figure 29: Symbolic image of *Atalutambudde* (One, who has not undertaken a journey, thinks that the journey is easy)

Technique: ink on paper

Source: Researcher

### 3.12 Metamorphosis

The respondents interpreted metamorphosis as symbolic to educational phases. It was noted that all the respondents agreed that metamorphosis represent stages in life. The respondents related knowledge and skill acquisition to the phases of a life cycle of the butterfly. The metamorphosis image symbolized different stages undertaken before one achieves his/her goal. One respondent from Kyambogo College noted that "*there is no short cut to success*". The respondents noted that the image of the butterfly symbolized success as

the end result for persistence. A respondent from Buddo senior school said that sometimes things get hard like when the egg turns into an ugly pupa which later turns into an admired butterfly. In support for the above, *“As a student, this image informs me that during the journey of education we pass through many challenges but at and the end we achieve our goals and we become useful to everybody in society”* (Respondent from Nabisuunsa Girls). The respondents’ interpretations were different as noted but all emphasized education as a transition with phases and levels.

### **3.12.1 Persistence**

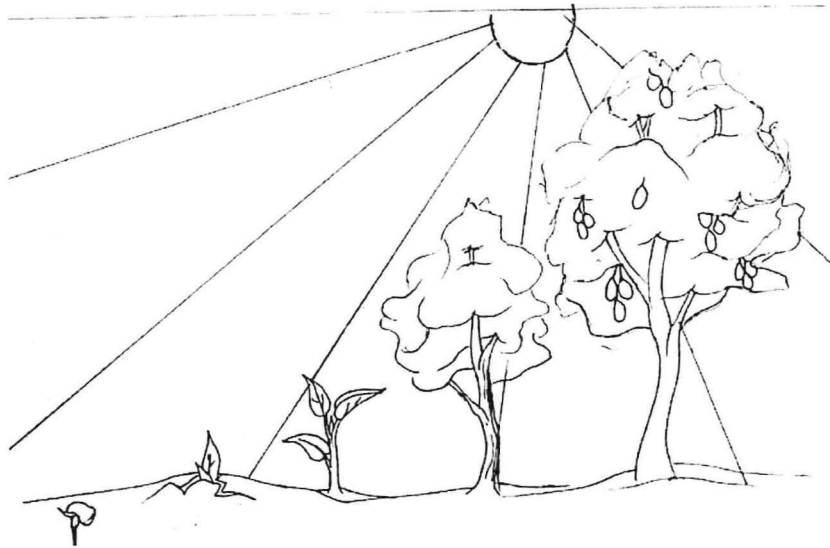
Persistence is the fact of continuing to try to do, despite difficulties especially when other people are against you and think that you are being annoying or unreasonable (Maree et al., 2006). Patience and wisdom are heavenly virtues that walk hand in hand and lead to happiness in the long run. Among the factors that play an important role in achievements, patience contributes greatly. In order to succeed in every walk of life, one needs to have a great deal of enduring patience if he/she is to have satisfying life.

### **3.12.2 Goal**

A goal is something that someone hopes to achieve (Basham, 2011). Goals has several components including values, understanding of strengths, undertaking activities of passion, establishing limits, specific and achievable. Understanding and establishing the direction in which an individual wish to take is also a key component in goal setting. As related to metamorphosis, the butterfly development has stages before it turns into what is admired by everyone. Before goal achievement, there is a need for self-discovery, knowledge acquisition, making choices, mind set and then action.

### **3.12.3 Phase**

This is a stage in a process of change and development. Depending on the interpretation of the different respondents, metamorphosis can be viewed as transition. All the meanings perceived from the symbolic image of metamorphosis focused on the different levels of knowledge which occurs as one develops.



**Figure 30: Symbolic image of Nkoba Zambogo (The strings made from buffalo hide, get themselves out of a pit)**

Technique: ink on paper

Source: Researcher

### 3.13 Photosynthesis

Photosynthesis refers to the process by which green plants use sunlight to synthesize nutrients from carbon dioxide and water. Photosynthesis in plants generally involves the green pigment chlorophyll and generates oxygen as a by-product and this leads to growth in plants. (Clegg, 2006). Growth is an increase in size, amount or degree. Using the context of developing seedling as a starting point, a plant will change constantly from one level to another until it bears fruits. With the change and growth in knowledge acquisition, it is only natural that one would have to constantly upgrade and enhance his/her knowledge and resources that he or she offers to the community around him. Therefore, upgrading one's knowledge and resources to grow as a professional is an important career path that one should pursue.

As plants grow, they gradually change in height and size; this takes persistence, patience and progress as noted by the respondents. It was also noted from respondents that plants grow towards light and if related to learning, one should always struggle to attain a set goal at a given level. In addition, plants with weaker stems (creeping and climbing 'plants) in search for sun light, they get support from those with stronger stems. This symbolises the need for help and support if one is to achieve. "You reap what you sow" a proverb by a respondent from a Nabisuunsa Girls' School to mean that what you do today determines what you will be

tomorrow. Plants do not change; a seed germinates into the real plant and bears the expected fruits in future. One respondent put it forward, “With imagination that a plant was a human being under proper conditions like education, one can become a productive being as a plant bears fruits with the presence of oxygen, water and sunlight”. Given opportunity one should take learning as transition and success as the end result.

### **3.13.1 Patience**

This is the ability to stay calm and accept a delay without complaining despite difficulties.

### **3.13.2 Progress**

Progress is the process of developing or getting nearer to achieving.

### **3.13.3 Support**

Support is the encouragement and help that you give because you approve of them and want them to be successful.

In order to explore the meaning of transition as perceived through the symbolic images, the researcher examined the respondents’ interpretations of the symbolic images presented to them. The findings revealed that the symbolic images illustrated the transition process as a component of Career Development.

## **3.14 Presentation of procedure**

After data collection, there was a need to reconfigure the symbolic images and incorporate typography to form effective visuals that inform about the transition in Career Development. The development stages were based on hand-drawn preparatory sketches and text-suggestions and later explored the possibilities of particular colour choices.

The symbolic images were developed with series of drawings and sketches which were later simplified into outlined drawings with no illusion of depth but show and explain the ideas for the concept of transition.

Typography was also an important element that the researcher considered while developing the visuals. Specific fonts were chosen to increase on the effectiveness of the message delivery of the visuals. The researcher focused on the use of variety of fonts and varying sizes of typography as communication tools to tell the story behind the symbolic

images in the visuals given the fact that each font has a language of its own. Some fonts are usually suitable with all kinds of writing and telling, some are only eligible to give certain messages. Still, some fonts are designed for writing whereas some are only of a decorative nature. The consideration of legibility and readability was to fulfill the communication function of the visuals. Legibility as the specification of clear and simple expression, and readability as specialties that raise interest and pleasure when reading. Below are sample typography that describes legibility and readability (Nakilcioğlu, 2013).



Figure 31: Typography showing legibility and readability

Colour was another component that the researcher considered in order to fulfill the communication function. Colours being symbolic in nature, the researcher based on them to create emphasis in the visuals and also to relate the subject matter to their natural state. The combination of images, typography and colour proved to be reliable for the development of visuals in relation to the subject matter and the intended message.

3.14.1 Initial stages for the visuals of *N'ezikokolima gaali magi* (Even the cocks which crow were once eggs)

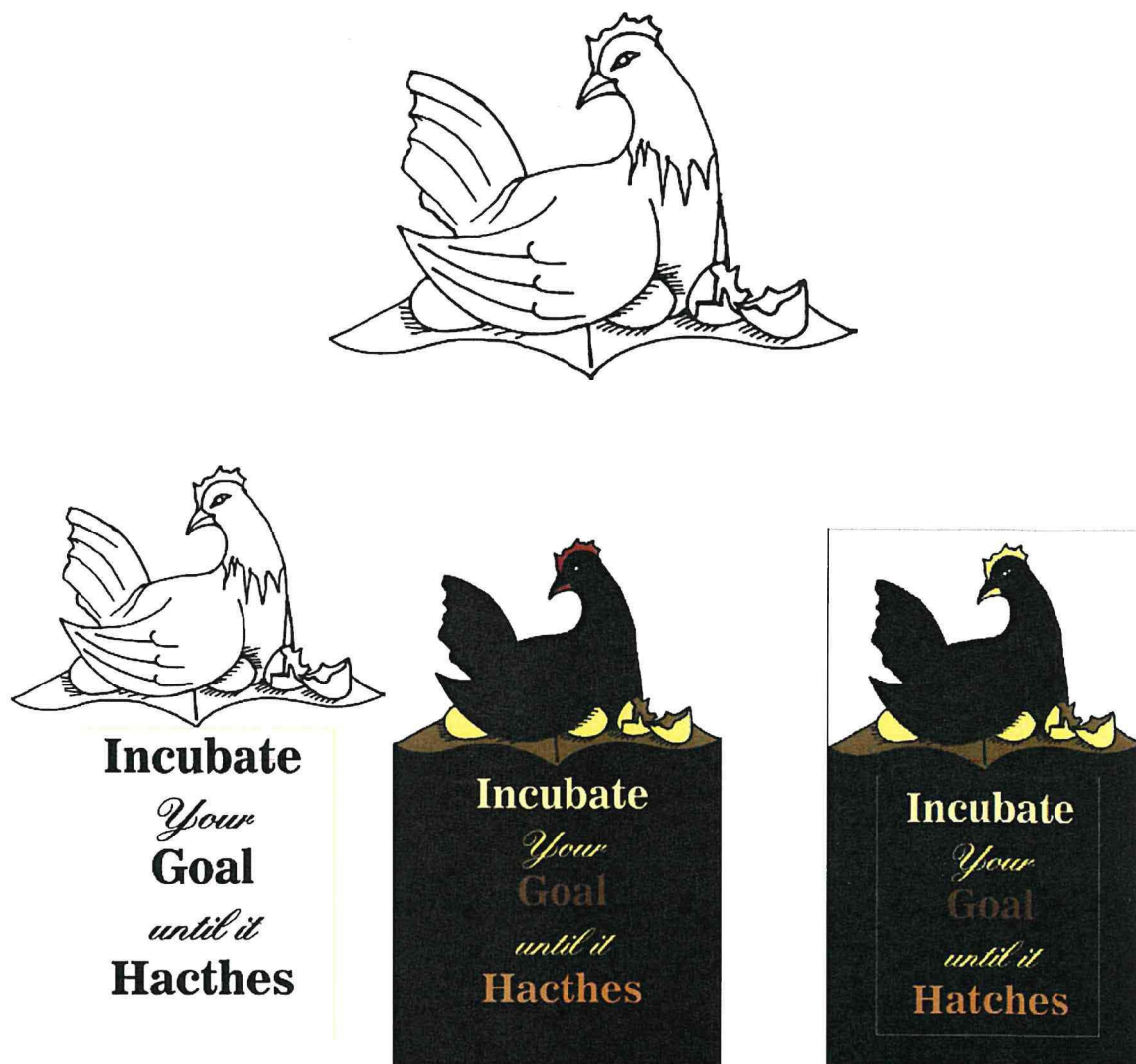


Figure 32a: Incubate your goal, sketches & Colour Suggestions

Source: By the Researcher

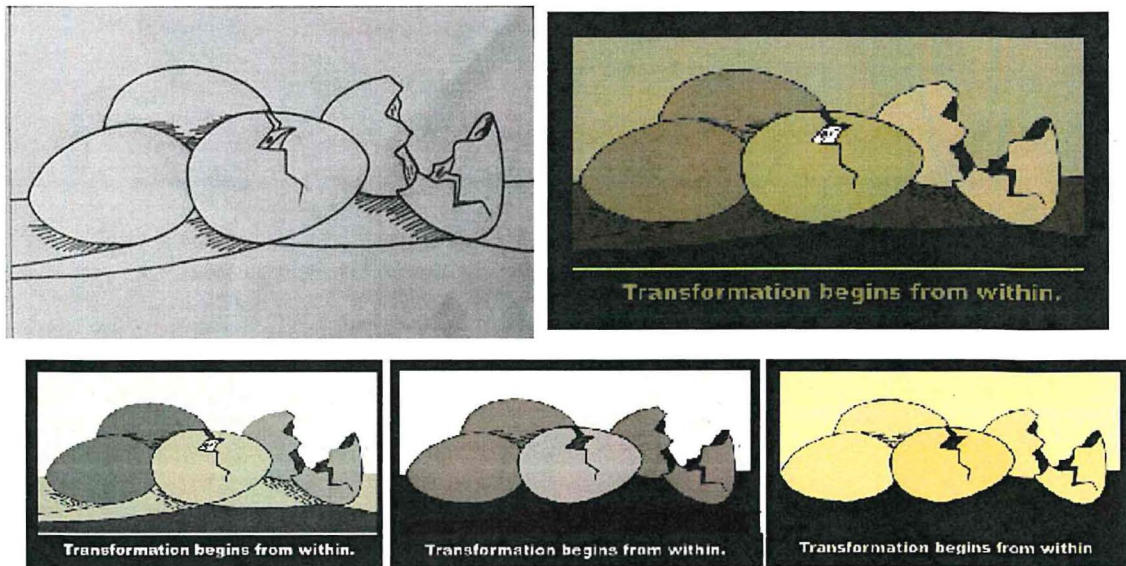


Figure 32b: Transformation begins from within sketches & Colour Suggestions

Source: Researcher

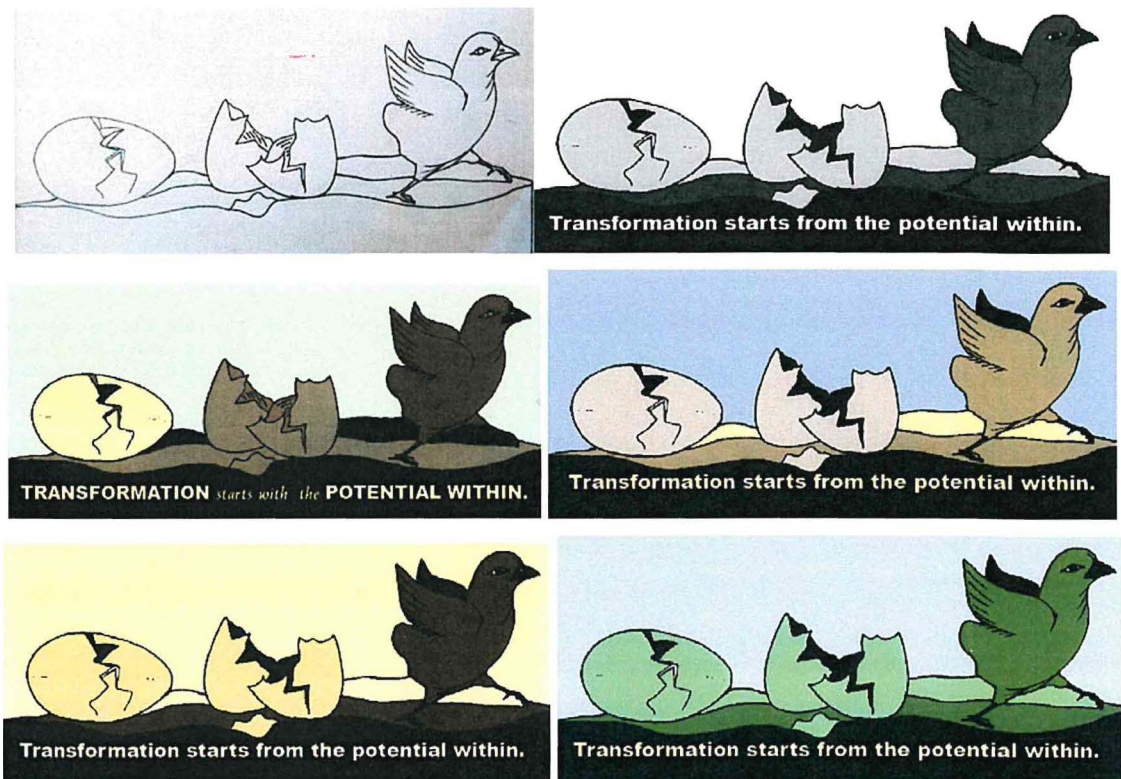


Figure 32c: N'ezikokolima sketches & Colour Suggestions

Source: Researcher

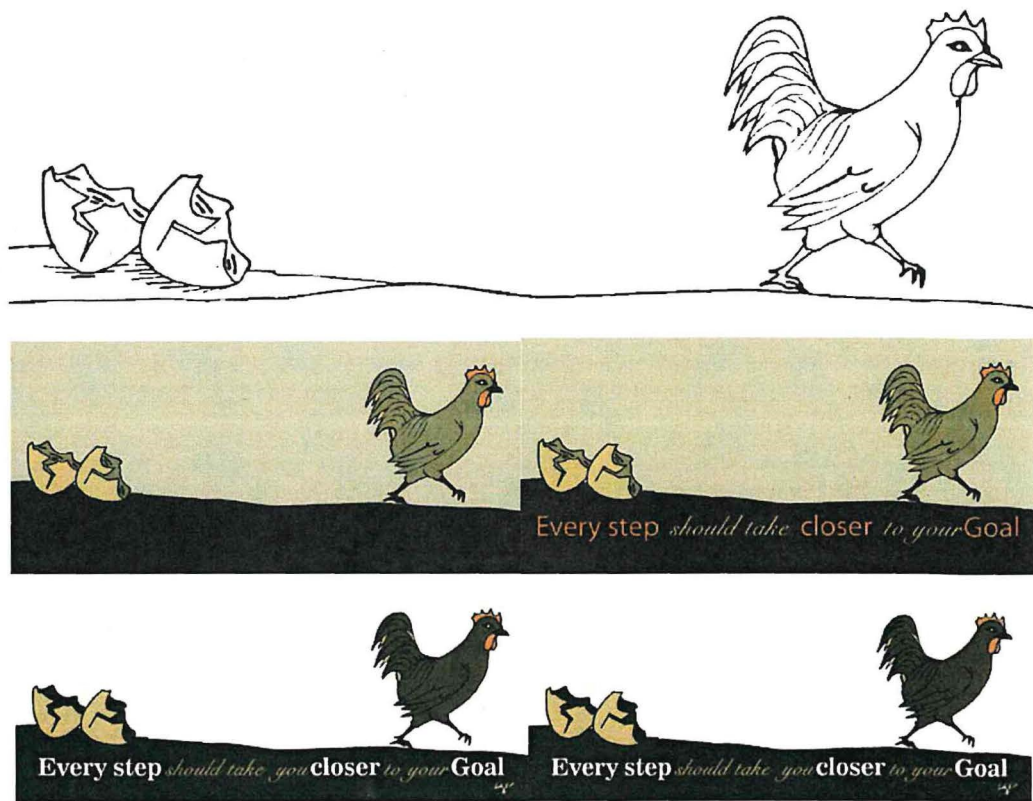


Figure 32d: Every step Sketches & Colour Suggestions

Source: Researcher

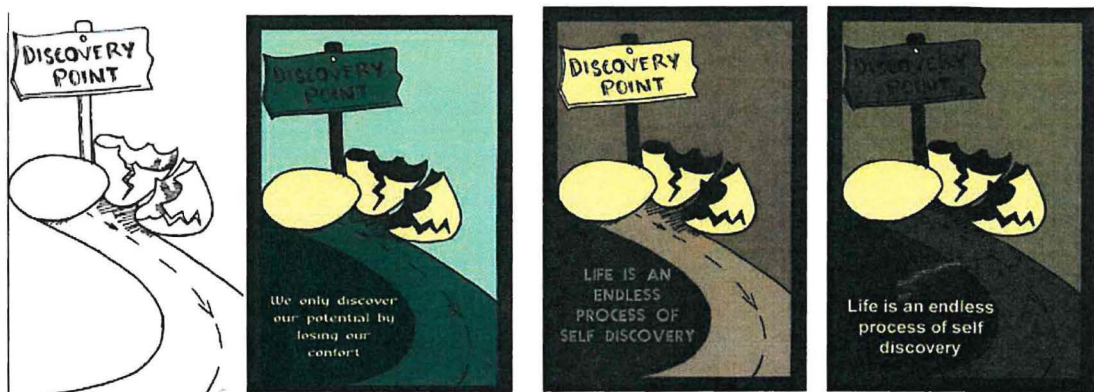


Figure 32e: Discovery point Sketches & Colour Suggestions

Source: Researcher

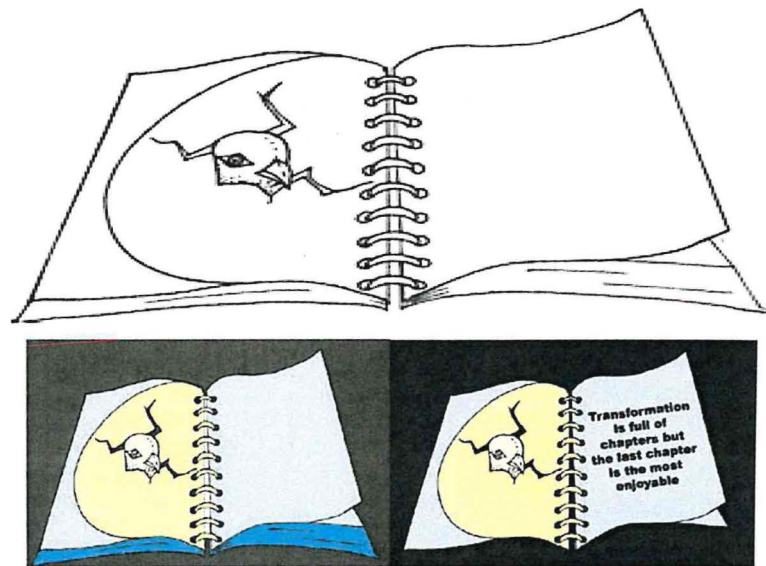


Figure 32f: Chapters of transformation Sketches & Colour Suggestions

Source: Researcher

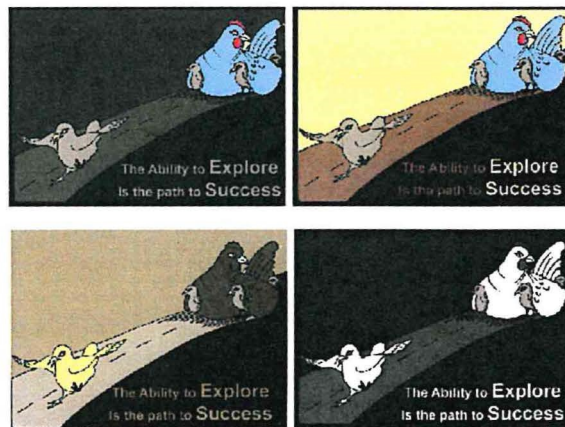
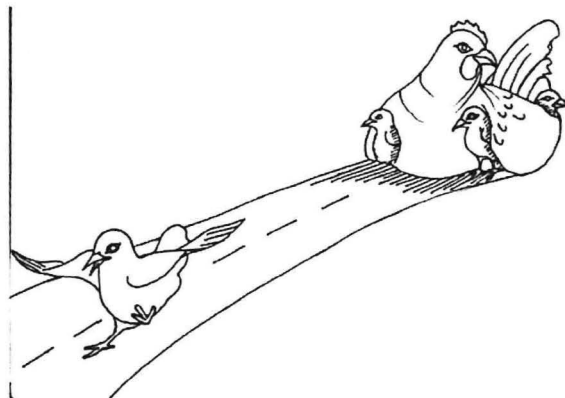


Figure 32g: Exposure is success Sketches & Colour Suggestions

Source: Researcher

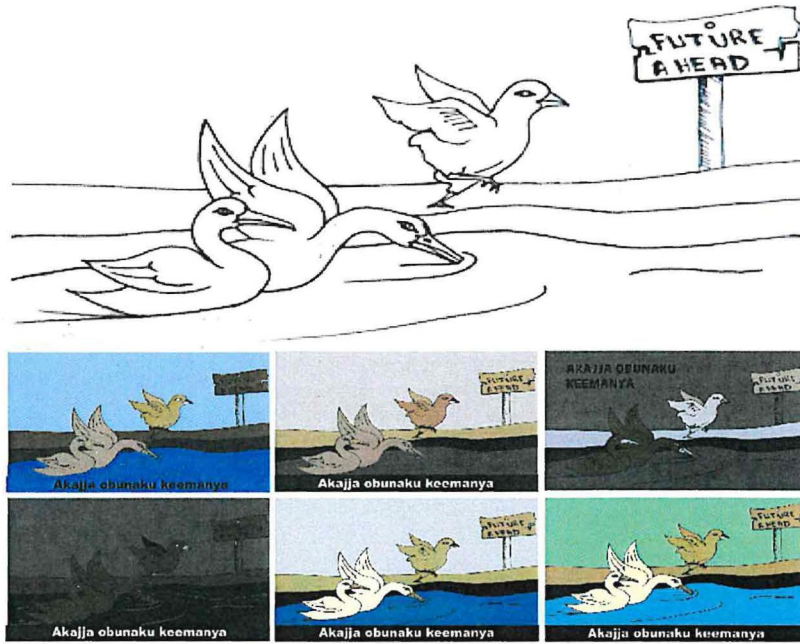


Figure 32h: *Akajja obunaku keemanya* Sketches & Colour Suggestions

Source: Researcher

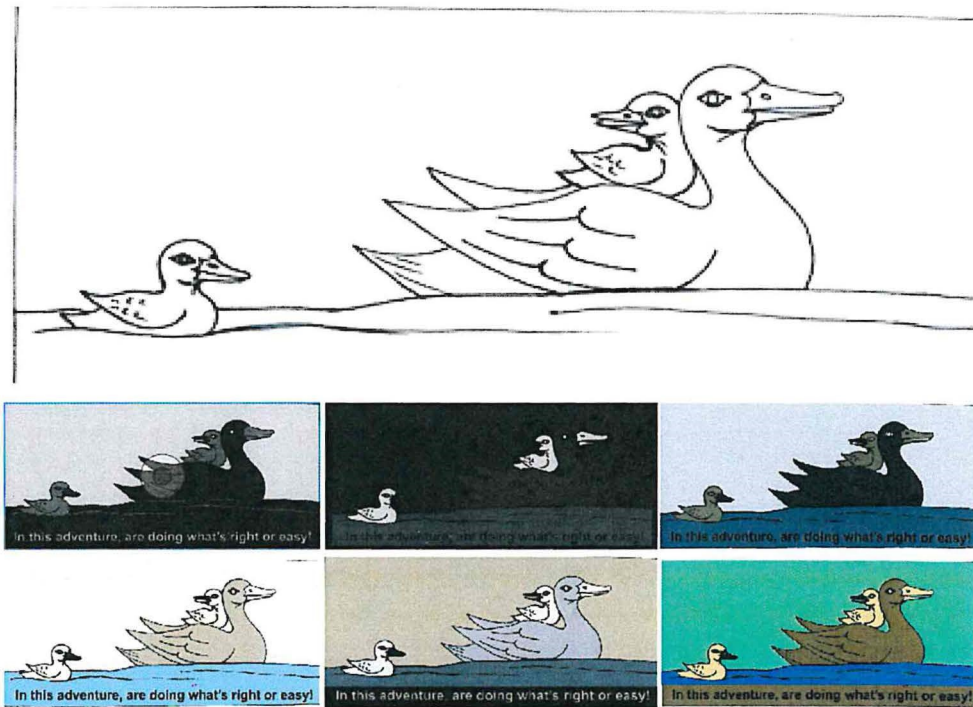


Figure 32i: Do what is right Sketches & Colour Suggestions

Source: Researcher

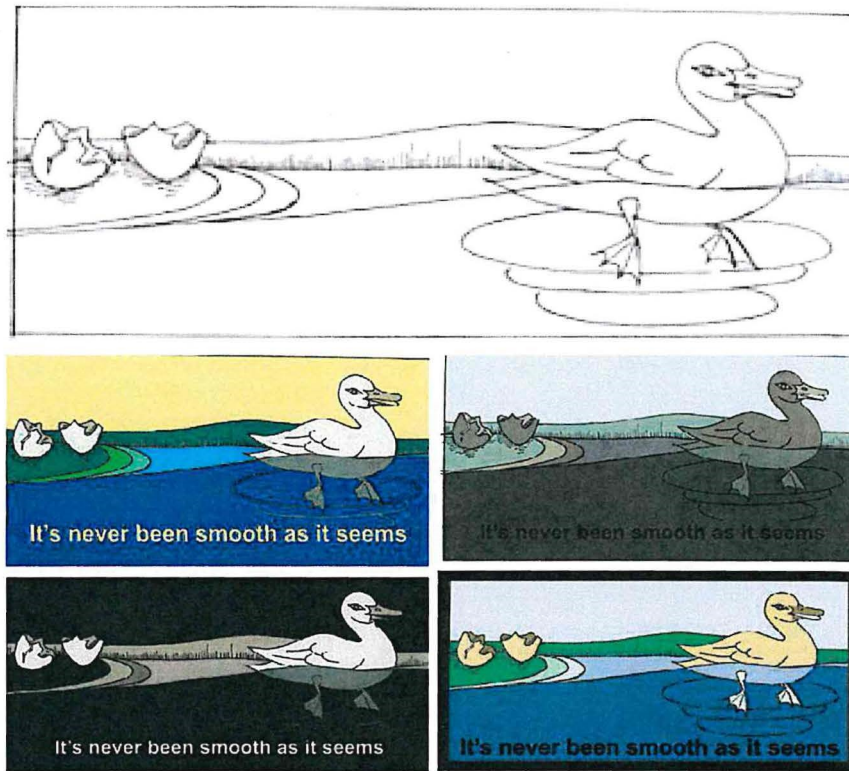


Figure 32j: Transition is never smooth, Sketches & Colour Suggestions

Source: Researcher

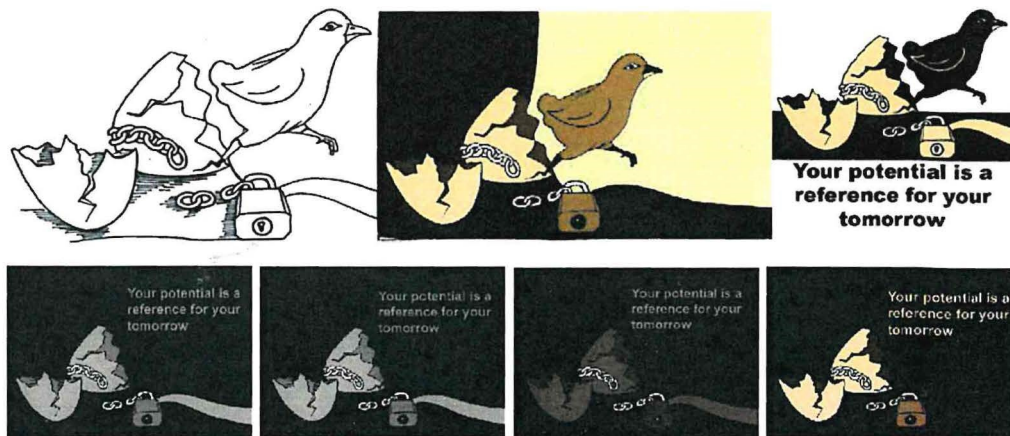


Figure 32k: Potential is a reference for tomorrow, Sketches & Colour Suggestions

Source: By the Researcher

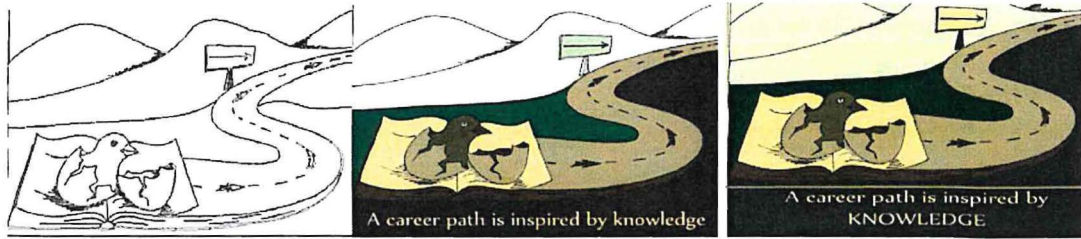


Figure 32l: N'ezikokolima Sketches & Colour Suggestions

Source: By the Researcher

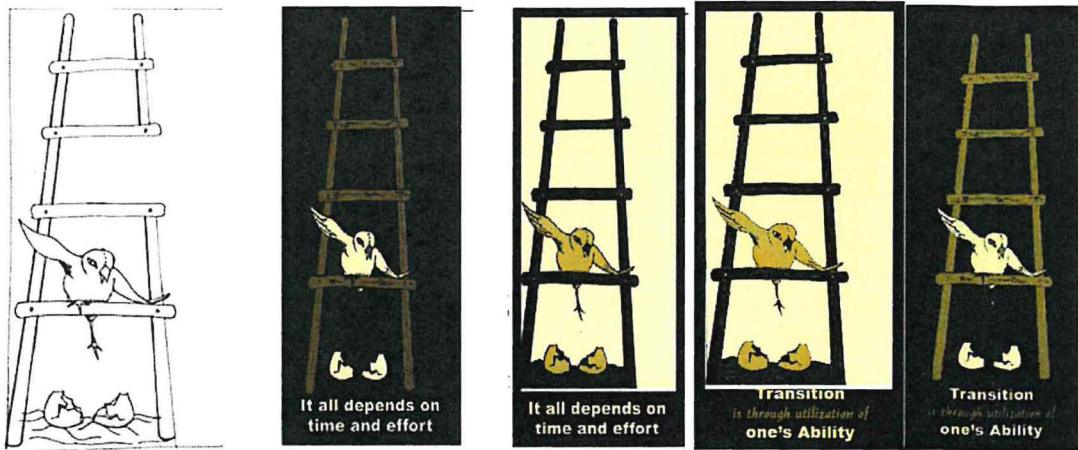


Figure 32m: N'ezikokolima Sketches & Colour Suggestions

Source: By the Researcher



Figure 32n: N'ezikokolima Sketches & Colour Suggestions

Source: By the Researcher

3.14.2 Initial stages for the visuals of *Nkoba Zambogo* (The strings made from buffalo hide, get themselves out of a pit)

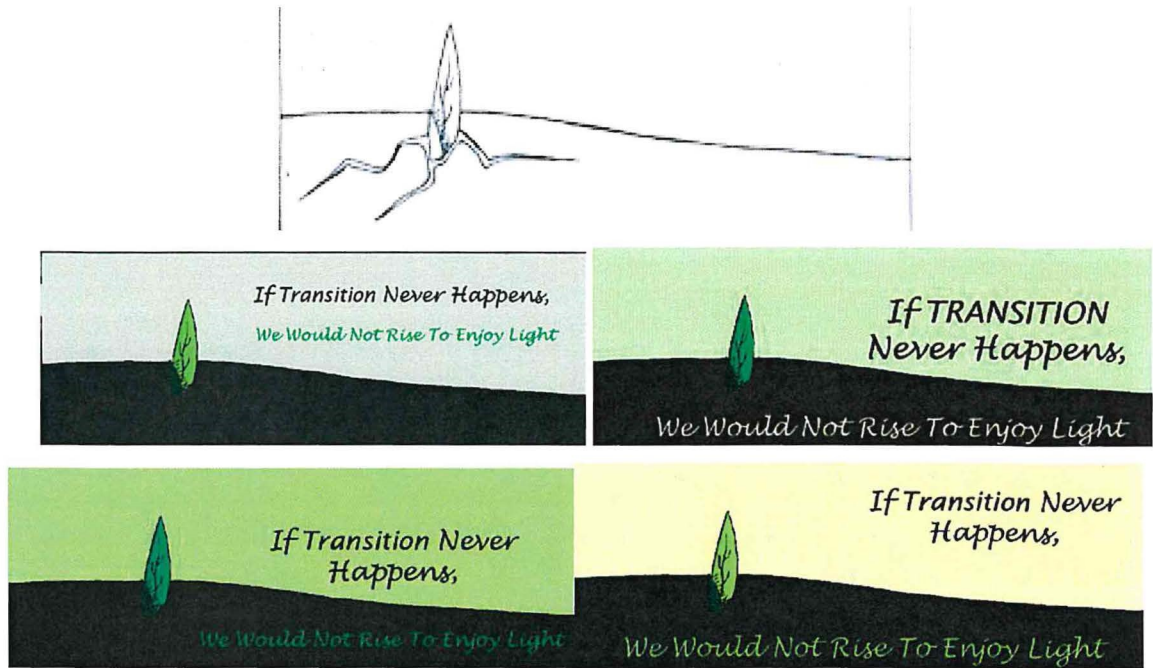


Figure 33a: Nkoba za Mbogo Sketches & Colour Suggestions

Source: By the Researcher

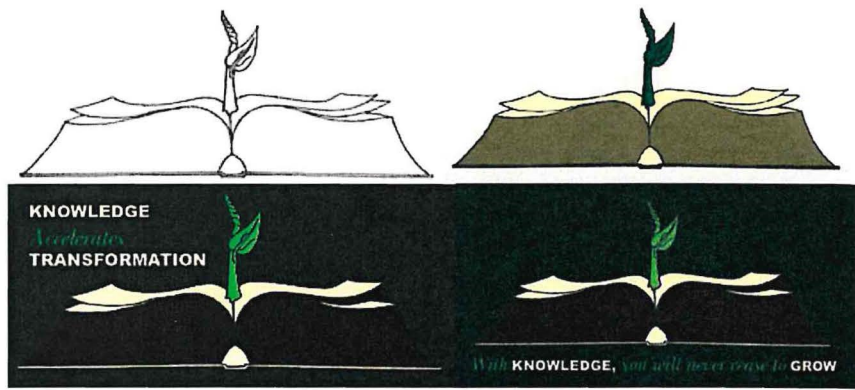


Figure 33b: Nkoba za Mbogo Sketches & Colour Suggestions

Source: By the Researcher



Figure 33c: Nkoba za Mbogo Sketches & Colour Suggestions

Source: By the Researcher



Figure 33d: Nkoba za Mbogo Sketches & Colour Suggestions

Source: By the Researcher

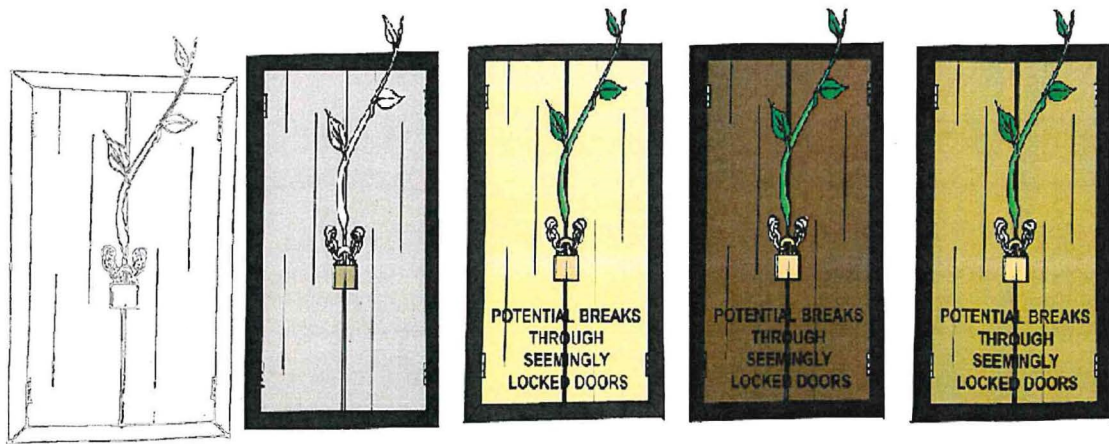


Figure 33e: Nkoba za Mbogo Sketches & Colour Suggestions

Source: By the Researcher

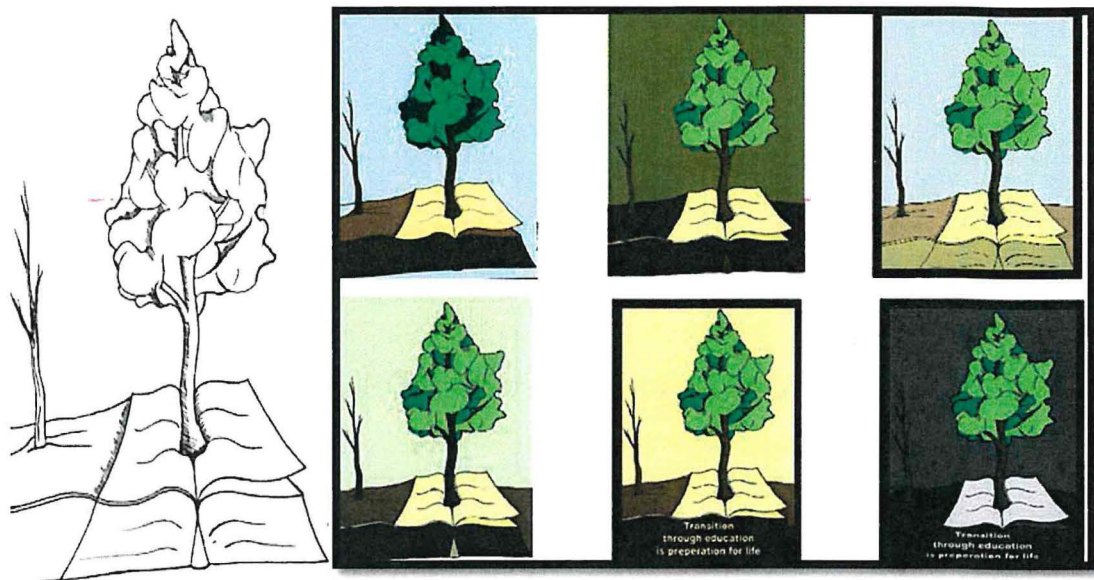


Figure 33f: Nkoba za Mbogo Sketches & Colour Suggestions

Source: By the Researcher

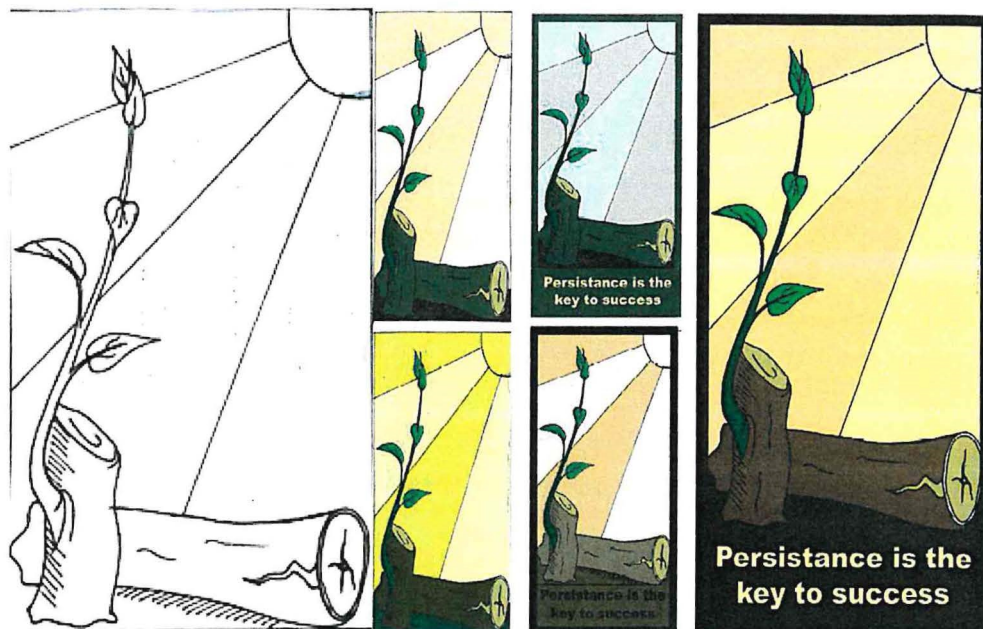


Figure 33g: Nkoba za Mbogo Sketches & Colour Suggestions

Source: By the Researcher

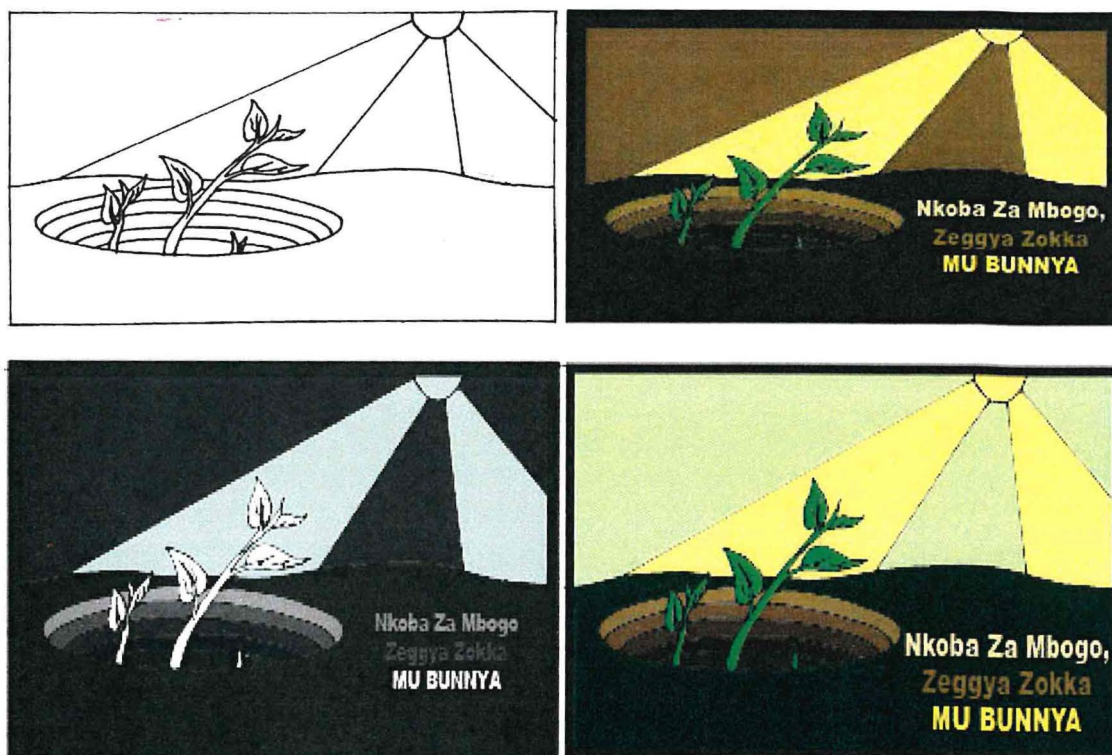


Figure 33h: Nkoba za Mbogo Sketches & Colour Suggestions

Source: By the Researcher



Figure 33i: Nkoba za Mbogo Sketches & Colour Suggestions

Source: By the Researcher

3.14.3 Initial stages for the visuals of *Atalutambudde* (One, who has not undertaken a journey, thinks that the journey is easy)

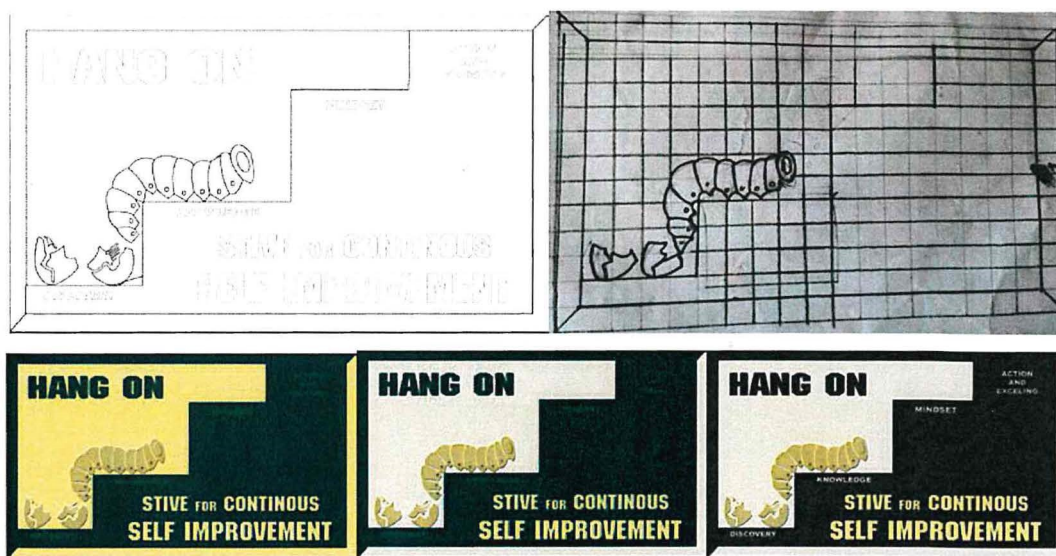


Figure 34a: Atalutambudde Sketches & Colour Suggestions

Source: Researcher

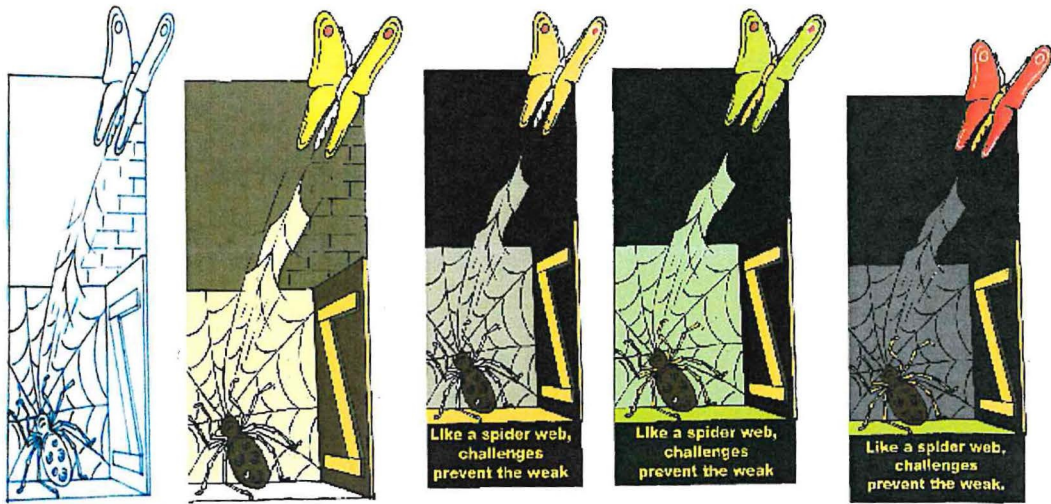


Figure 34b: Atalutambudde Sketches & Colour Suggestions

Source: By the Researcher

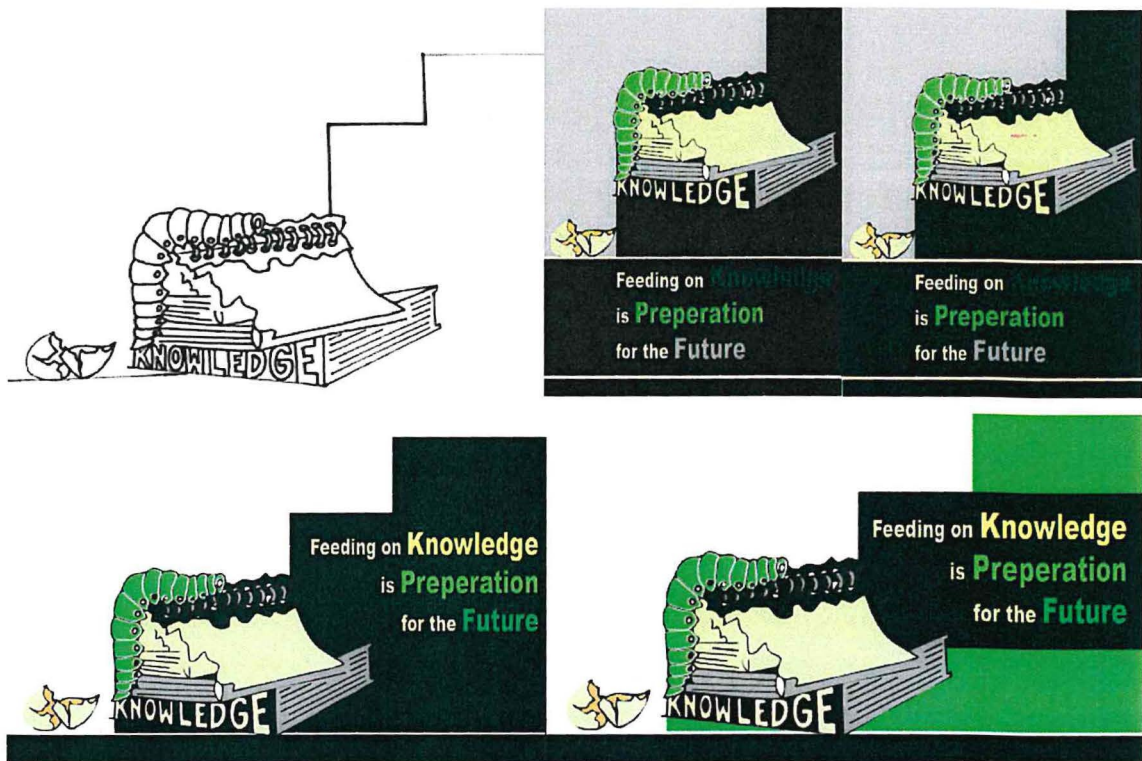


Figure 34c: Atalutambudde Sketches & Colour Suggestions

Source: By the Researcher

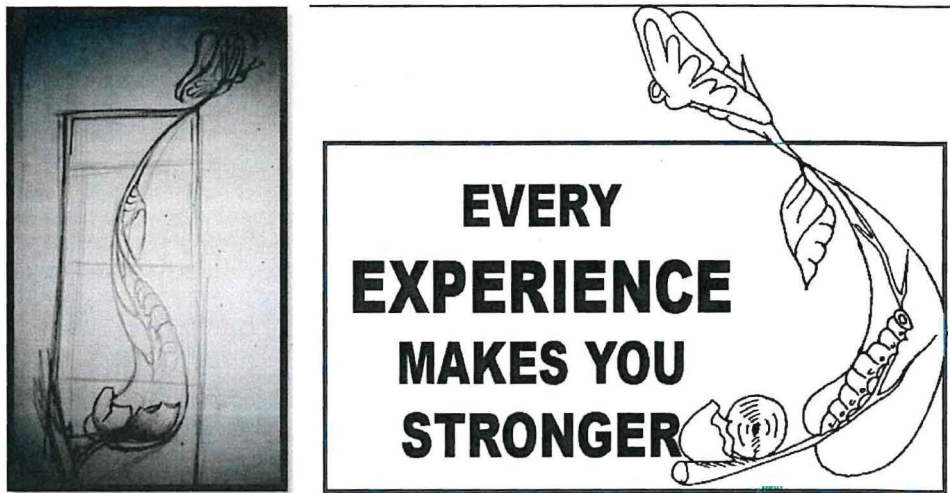


Figure 34d: *Atalutambudde* (One, who has not undertaken a journey, thinks that the journey is easy)

Source: By the Researcher

### 3.15 Review

This chapter presents the research design followed by the procedure on how each sample used in this study was arrived at. It has well presented the selected respondents specifying their role. It provided how instruments specified were administered. Studio findings and studio practice procedure are also provided. Within this studio practice, the creative design process of each copy is provided. However, details of each copy (copy analysis) are provided in the following chapter.

## CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF STUDIO FINDINGS

### 4.0 Overview

In this chapter, the researcher presents the analysis of each copy with technique and material used designers' intention, influence of design principles and elements and the relationship between subject matter and the content.

### 4.1 Studio findings

The findings from the studio exploration were to enhance Career Guidance and counselling through the production of visuals inspired by “N’ezikokolima gali magi, Nkoba Za Mbogo Zeggya Zokka Mu Bunnya and Atalutambudde Yaluyita Olwangu”. These are Ganda proverbs that communicate the meaning of transition as a component of career development.

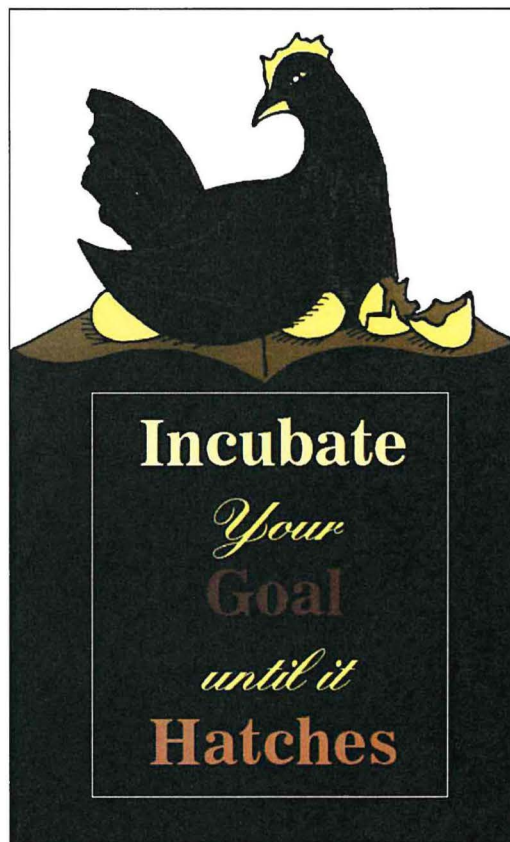


Figure 35: Incubate your goal (September, 2016)

Source: By the Researcher

**Technique:** Computer aided graphics

**Material:** Digital print on PVC

**Composition:**

The incubating mother hen with eggs being incubated. Incubation takes time before the eggs are hatched. The hen will always be patient and it will only leave the incubation area after realizing that the eggs have hatched. Below the incubating hen, there is a simplified book which is symbolic to source of knowledge. The broken egg symbolizes a new life or a new beginning.

**Design intention:**

Like the mother hen, the designer intended to show that one should never quit before he/she realises the outcome of his/her input. In relation to education, it takes time for one to achieve his or her intended goal but he/she should hang on until value is realised.

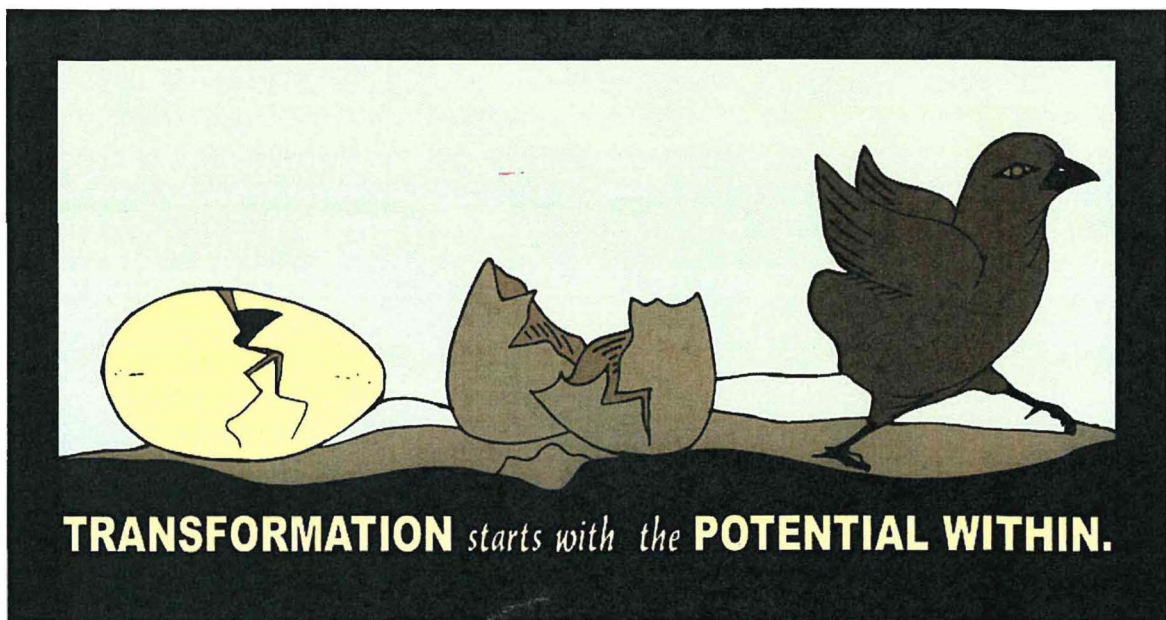


Figure 36: Transformation begins from within (September, 2016)

Source: By the Researcher

**Technique:** Computer Aided Graphics

**Materials:** Computer aided graphics on photo paper

**Composition:**

The shell of the egg is broken by a hatching chick inside it. The need for transformation forces the chick within the egg to struggle for the next step. The

brown colour looks stronger than other colours to depict the strength of the chick inside the shell.

**Design intention:**

The layout intends to show that for any individual to transform him/herself, it must be the potential, ability and persistence within him/her. An individual can never change unless he /she uses the ability within.



Figure 37: Your potential is a reference for your tomorrow (September, 2016)

Source: By the Researcher

**Technique:** Computer Aided Graphics

**Materials:** Computer aided graphics on photo paper

**Composition:**

The broken egg symbolises a new life. It is evidence that depicts the change from one step in life to another which is created by the struggle to transform before it completely hatched.

**Design intention:**

The layout was intended to show that one's effort today determines his fate in the days ahead of him.

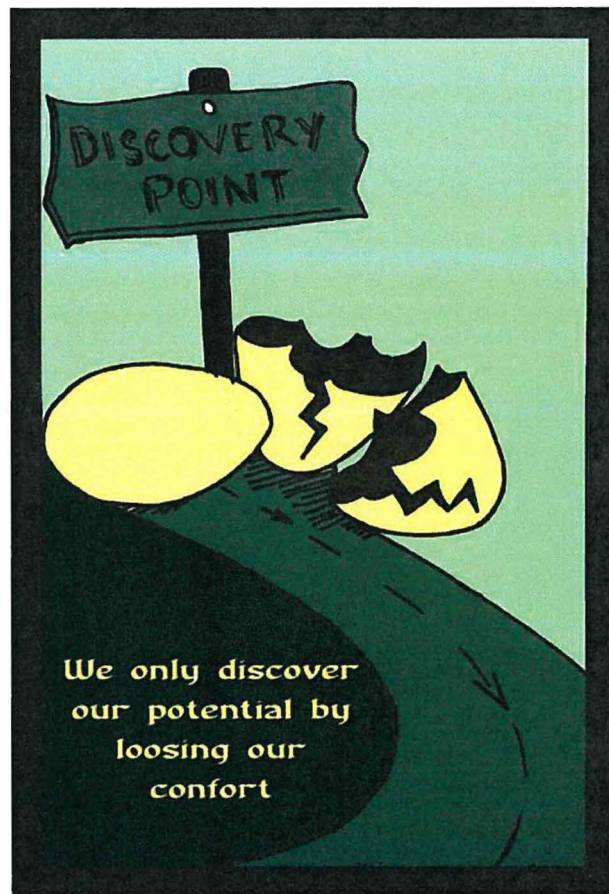


Figure 38: We discover our potential by losing our comfort (September, 2016)

Source: By the Researcher

**Technique:** Computer Aided Graphics

**Materials:** Digital print on photo paper

**Composition:**

The composition shows the hatched and intact egg at the beginning of the road which is symbolic to the journey. One can never discover his/her worth if he remains comfortable. If the egg does not hatch, it can never develop into a cock. One should emulate the egg by always struggling for better achievements.

**Design intention:**

This layout intends to show the importance of not settling for less. If an individual feels comfortable with what he/she has, he/she will never fully utilize his/her potential to transform into a better person.

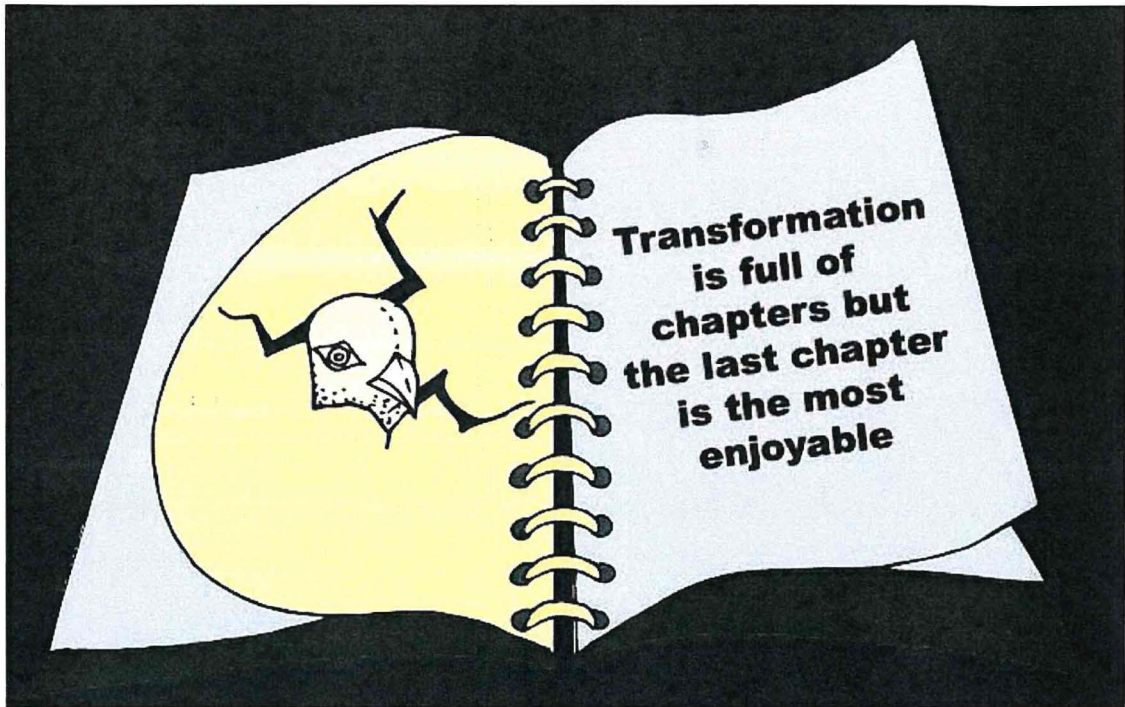


Figure 39: Transition is full of chapter (September, 2016)

Source: By the Researcher

**Technique:** Computer Aided Graphics

**Materials:** Computer aided graphics on photo paper

**Composition:**

It takes time for the chick to hatch and turning into a cock is a transition that takes time and experiences. The book is a symbol of knowledge with learning experiences in the different chapters.

**Design Intention:**

To depict how achievement is related to a book with chapters that get more interesting at the end. If an individual is to benefit from career transition, he/she must consider each chapter as a learning experience.



Figure 44: It's never smooth as it seems (September, 2016)

Source: By the Researcher

**Technique and materials:** Computer aided graphics on photo paper

**Composition:**

The composition shows the duck seemingly enjoying sailing as seen on top of the water but with the unseen struggle below. This depicts that transition is full of challenges that might not be seen by the other person who is not experiencing the situation.

**Design intention:**

This layout was intended to show that transition might seem simple to the viewer but it is always a struggle to the person trying to transform himself into a better individual. Like the duck sailing, it is always hard to know what happens below the water since it seemingly appears to be sailing softly.

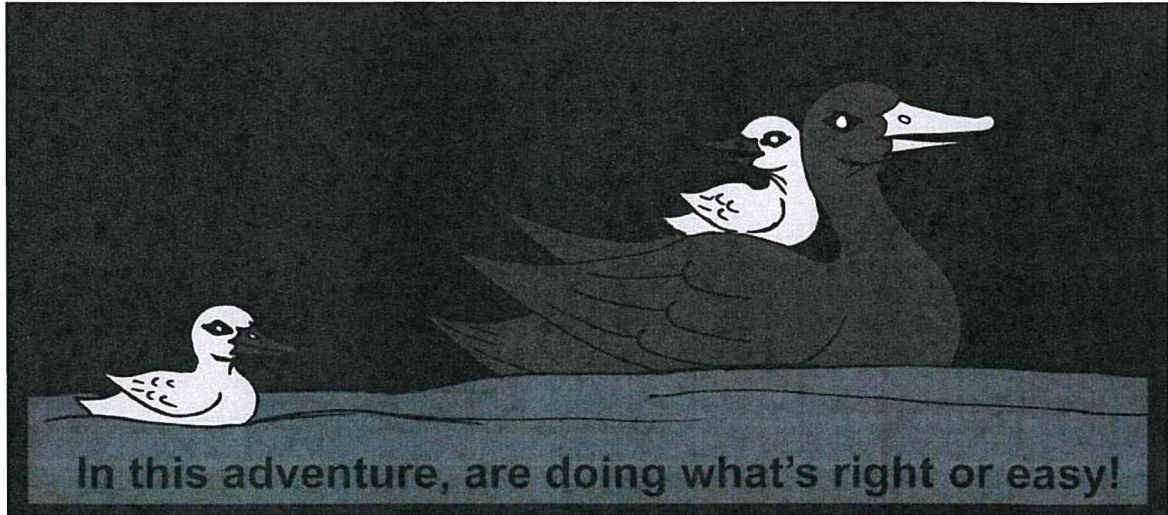


Figure 40: One's ability leads to transition (September, 2016)

Source: By the Researcher

**Technique:** Computer Aided graphics

**Material:** Digital print on ivory paper

**Composition:**

The layout comprises of a hatched egg which is the first stage of a cock and a chick struggling to climb the ladder. The ladder is related to anything that can aid an upward movement or elevation.

**Designer's intentions:**

The layout was intended to show that for any person to move to the next level, there is need to struggle and use his or her ability to achieve higher levels.

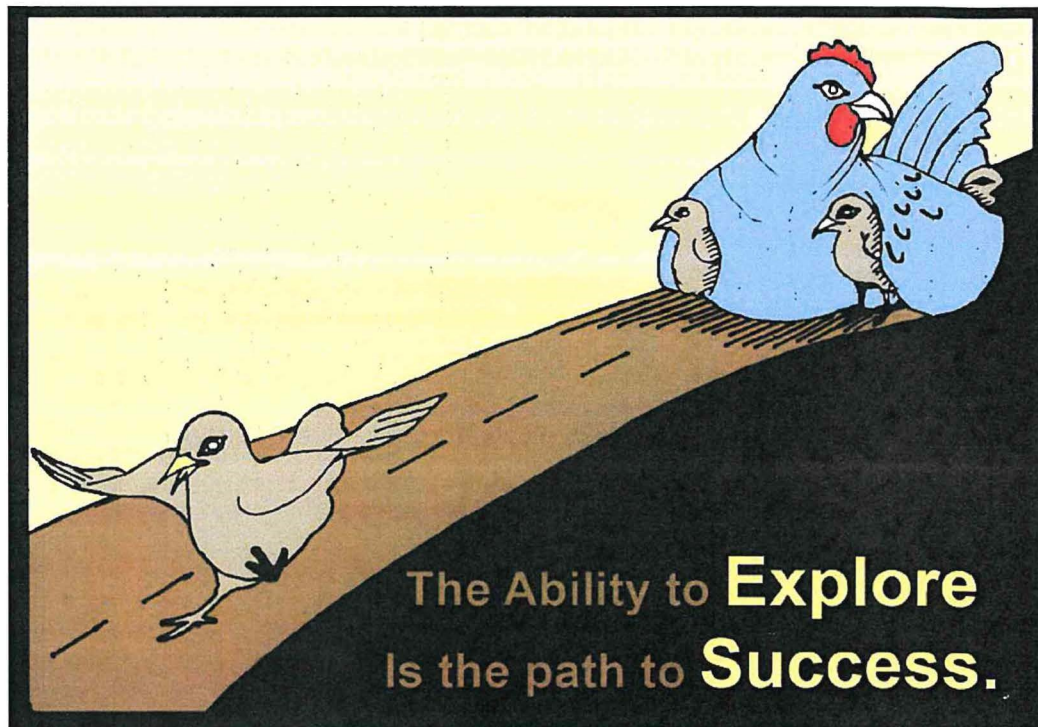


Figure 41: The ability to explore is the path to Success (September, 2016)

Source: By the Researcher

**Technique and materials:** Computer aided graphics on photo paper

**Composition:**

The composition depicts the chicks being shielded by the mother hen but one running away to explore beyond the mother hen's comfort zone. The size of the running chick is bigger compared to the shielded chicks to create emphasis. The words "explore and Success" were contrasted with size and colour to give meaning to the running chick.

**Design intention:**

The layout was intended to show that for an individual to benefit from a career path, he or she must leave the comfort zone and explore what is beyond his/her knowledge.

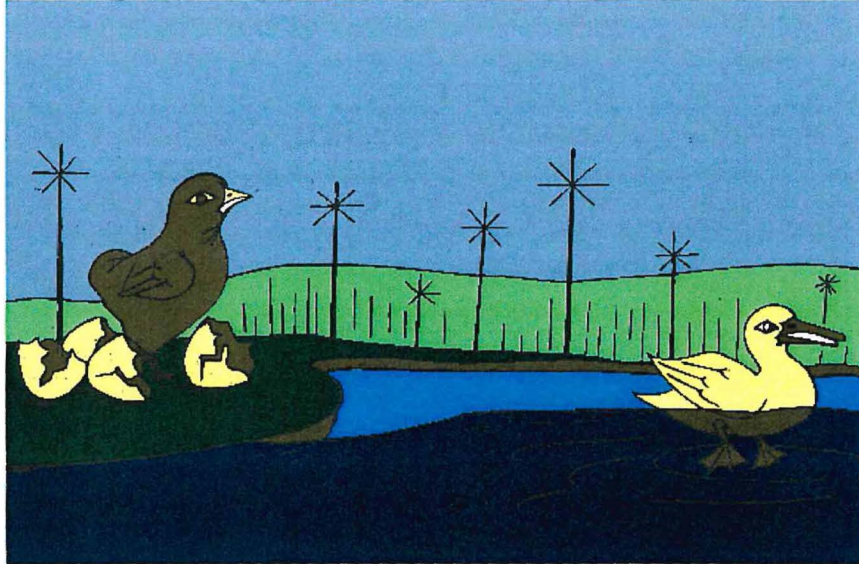


Figure 42: It is not simple as it appears (September, 2016)

Source: By the Researcher

**Technique:** Computer Aided Graphics

**Material:** Digital print on ivory paper

**Composition:**

This layout comprises of the hatched eggs that symbolize the start of life and the chick admiring the smoothly sailing duckling. The colour blue was chosen to represent water, green, for vegetation. The cream was to stand out from other colours to create emphasis.

**Design intention:**

Like the sailing duckling that appears to be moving smoothly towards its intended direction, the duckling seemingly appears to be sailing smoothly but there is always unseen effort that accelerates its movement. The designer intended to depict that in transition, individuals struggle to transform themselves but the viewer in most cases never knows what they go through during the process.

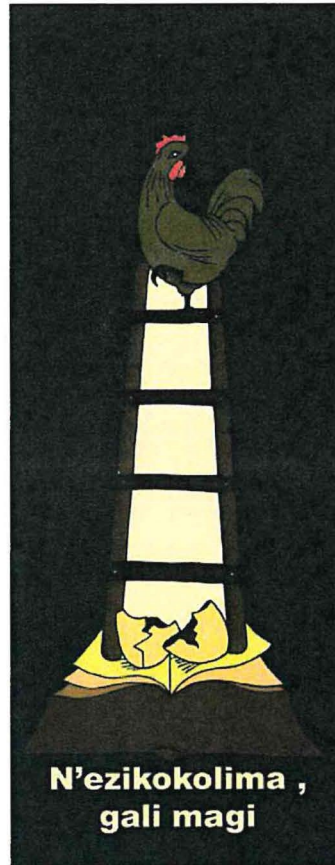


Figure 43: N'ezikokolima (September, 2016)

Source: By the Researcher

**Technique and materials:** Computer aided graphics on photo paper

**Composition:**

The broken egg is a symbol for a new beginning and the book is symbolic to source of knowledge. The cock reached the higher level of the ladder because it had the knowledge as a foundation for its development. The book was highlighted to emphasis the strength of knowledge in goal achievement.

**Design intention:**

This layout intends to show that knowledge is a turning point for an individual. There are steps that are followed before one is to benefit from his/her career path. These can be taken as learning experiences that elevate a person to higher levels.

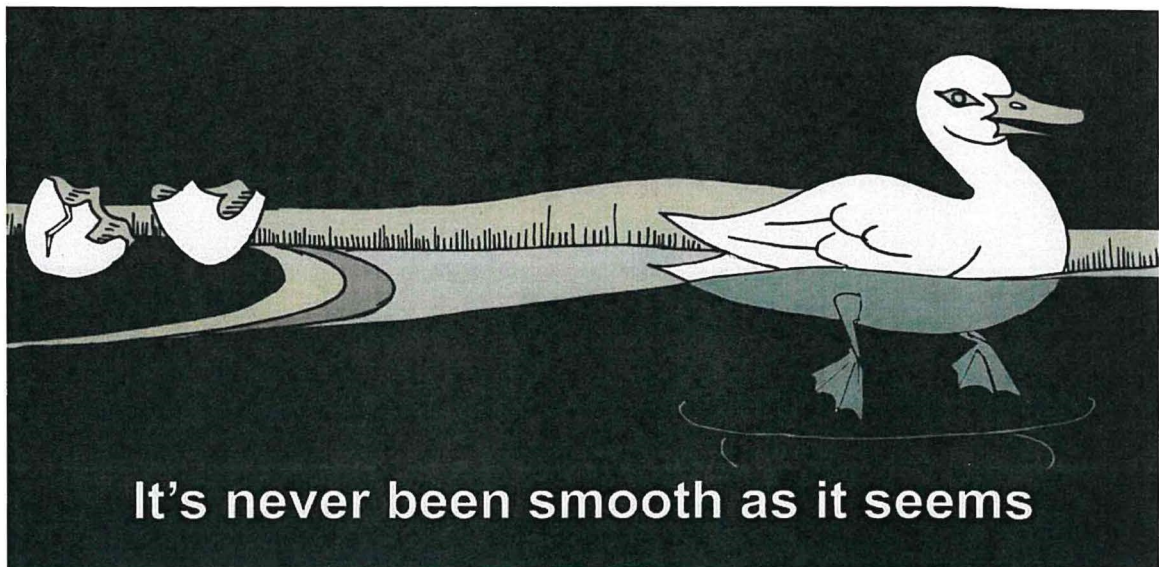


Figure 45: Do not do what is just comfortable (September, 2016)

Source: By the Researcher

**Technique and materials:** Computer aided graphics on photo paper

**Composition:**

The composition shows the duck with its two duckling sailing with one very comfortable at its mother's back and the other learning how beat the tides of the water. This was intended to show what is necessary for an individual during transition. The two ducklings were highlighted with white to catch the viewers' eye.

**Design intention:**

The layout was intended to show that as individuals grow, there are always people to guide them and teach them how to survive. There are always options but it is better to learn through experience how everything is done than being done for you because learning will not take place and life will get harder in the future.

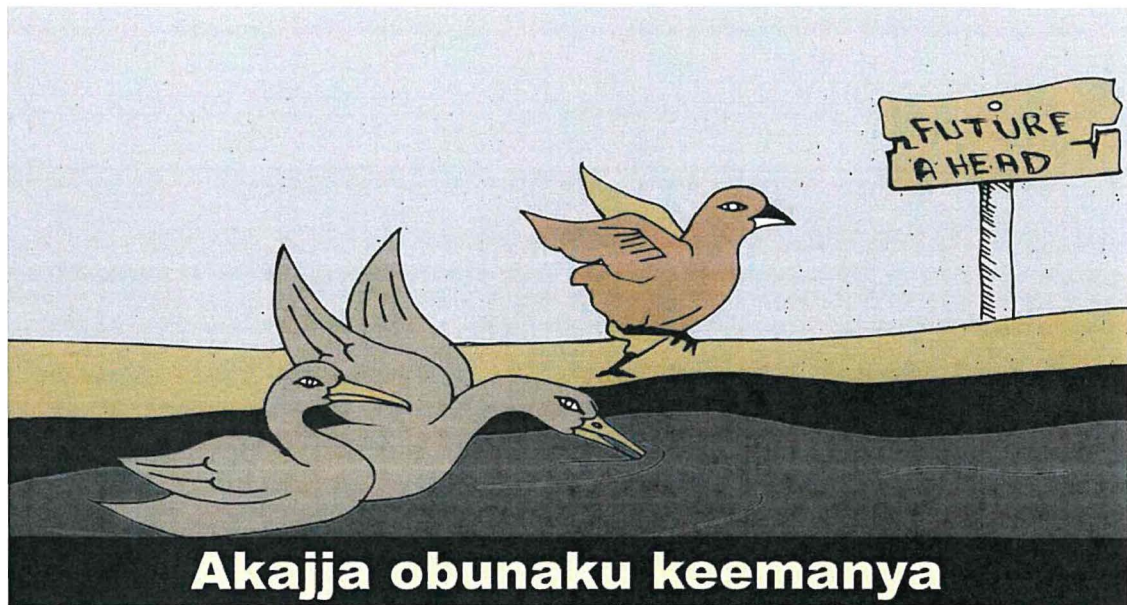


Figure 46: Akajja obunaku keemanya (September, 2016)

Source: By the Researcher

**Technique and materials:** Computer aided graphics on photo paper

**Composition:**

The layout is composed of the duck and the hen. They both have different potentials but each knows where it can use its abilities to accelerate its movement. Ducks are always fast on water unlike the hen which cannot swim. It is very unlikely to find a hen attempting to sail on water because it is aware of where its potential lies.

**Design intention:**

The layout is intended to show that learners have different abilities but it is upon one to know where his/her potential lies. Self-awareness is a key factor to one's performance, transition and success. People ought to choose the right path that can lead them to their intended goals.

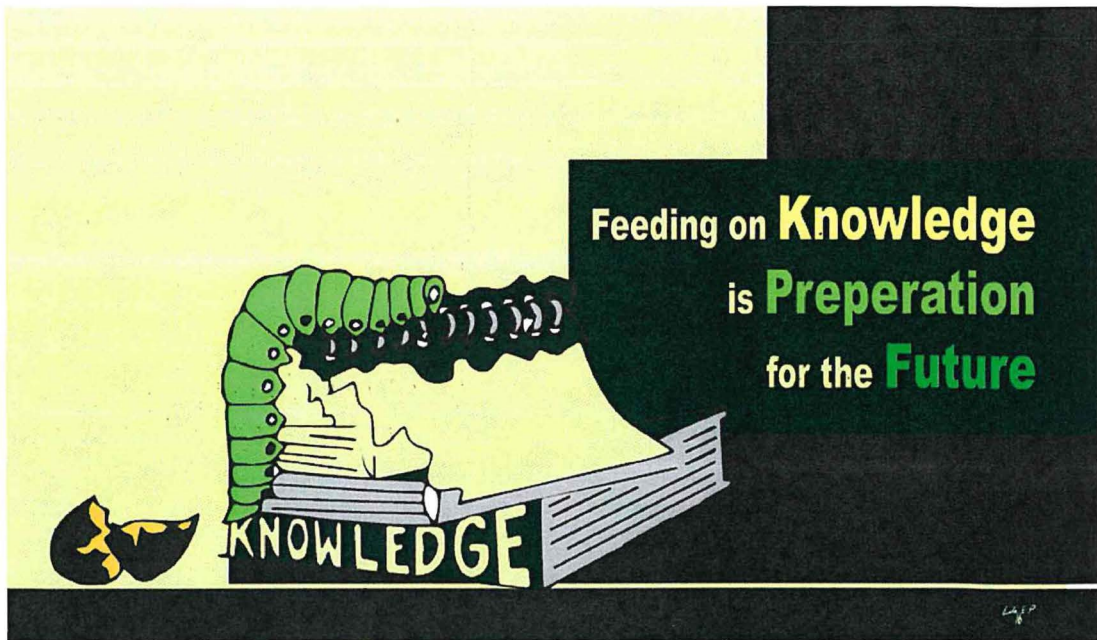


Figure 47: Knowledge is food for the future (September, 2016)

Source: By the Researcher

**Technique and materials:** Computer aided graphics on PVC

**Composition:**

The layout is comprised of the larva moving from one stage to another. The larva is the stage of metamorphosis where the feeding is much in preparation for the next stage in its life.

**Design intention:**

The layout was intended to depict a stage in the learner's transition where he/she has to acquire knowledge that will help him/her live a good life in future.



Figure 48: Strength through experiences (September, 2016)

Source: By the Researcher

**Technique:** Wood carving

**Material:** Rubber and wood

**Composition :**

The layout composed of the metamorphosis of a butterfly. It shows the different transformation levels of a butterfly with each stage appearing different from the other (egg, larva, pupa, and adult).

**Designer's intention :**

Like a butterfly, this visual was intended to depict that success is as a result of a chain of experiences. The career path is full of experiences that are intended to make a learner stronger if he/she is to achieve from his/her education.



**Figure 49: Hang on (September, 2016)**

Source: By the Researcher

**Technique:** Multi-media

**Material :** Rubber, metal, dyer glass on wood.

**Composition :**

The layout comprises half of the metamorphosis of a butterfly climbing steps. The letters painted with gold were used to improve on the image's interpretation and it was put on army green background to make it more visible to the viewer.

**Designer's intention:**

With metamorphosis, there is transformation of a butterfly from one stage to another. Each stage appears different from the other. The steps used in the illustration show that every step puts you to a higher level. The designer intended to show that the different steps in the learner's career path should elevate him or her to higher levels. Therefore, learners should relate transition through education to the life cycle of a butterfly that flies with beautiful colours end of the cycle.



Figure 50: Transitional Challenges are like a web (September, 2016)

Source: By the Researcher

**Technique:** Computer Aided Graphics; faster to work with.

**Material :** Sticker paper on Corex board

**Composition:** This layout comprises of an open door which is symbolic to an opening of opportunities and the spider that has broken through the spider web. It takes strong wings for the butterfly in motion to break through the trap of a spider.

**Designer intention:** To borrow a leaf from the butterfly with strong wings, the designer intended to show that an individual with focus and determination has the ability to overcome the challenges that can seemingly block his/her openings to success. It is only through determination that a learner can overcome the challenges in his /her career path.

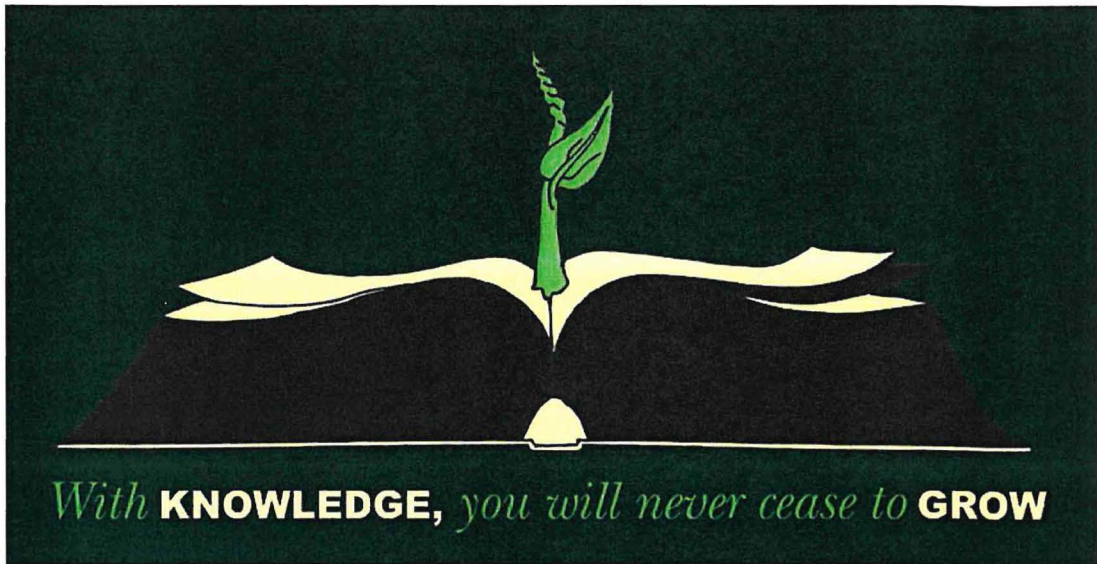


Figure 51: Knowledge as a nutrient for growth (September, 2016)

Source: By the Researcher

**Technique:** Computer aided graphics; faster to work with.

**Material:** Digital print on ivory paper

**Composition:**

The layout comprises of an open book which is symbolic to the source of knowledge and the young tree rooted in the book. The young tree was presented in green to symbolize life, growth and continuity. As plants grow, they need nutrients from the soil to accelerate their growth and development.

**Designer's intention:**

As related to the growing plant, the designer intended to show that for an individual to develop as he/she grows, he/she needs knowledge as nutrients for his/her transition through and after the career path.



Figure 52: Nkoba Za Mbogo (September, 2016)

Source: By the Researcher

**Material:** Digital Print on Ivory Paper.

**Technique:** Computer Aided Graphics Composition; faster to work with.

**Composition:**

This visual involves the sun representing the goal, the plant representing growth towards the goal and the ditch representing low levels. The green colour shows life in the plant and the potential for growth. The shades of brown were used to show depth of the ditch.

**Design Intention:**

As related to the plant growing from the ditch towards the sun, the designer intended to depict that it is upon the individual learner to uplift him/herself in pursuit of his/her goal.

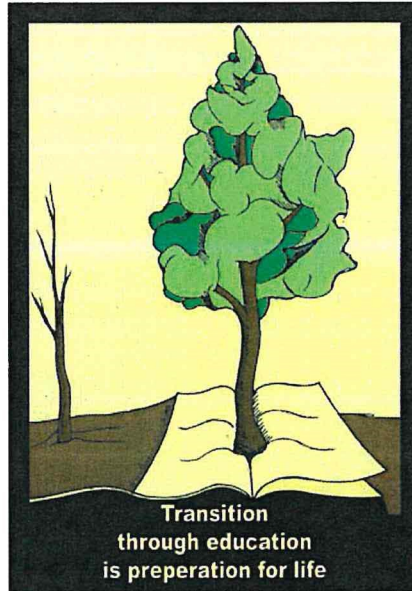


Figure 53: Knowledge is preparation for life (September, 2016)

Source: By the Researcher

**Technique:** Computer aided graphics

**Material:** Digital print on photo paper

**Composition:**

The layout comprises of a book which is a symbol for source of knowledge. The tree with green is symbolic to life and the dry tree is symbolic to death and misery. The green tree is rooted in the source of knowledge which serves as nutrients that facilitates its growth and development. The tree that grew without a source of nutrients could not stand the different weather conditions which resulted into death and misery.

**Design intention:**

Like a tree rooted in nutrients depicted with the source of knowledge (the book), the designer intended to show that the learner should utilize or take education (knowledge acquisition) as a career path that can make him or her sustain /overcome life challenges ahead of him/her.



Figure 54: Failure is an opportunity for a new beginning (September, 2016)

Source: By the Researcher

**Technique:** Computer Aided graphics; faster to work with.

**Material:** Digital on photo paper

**Composition:**

This layout comprises of a tree presented in coffee brown to symbolize hopelessness and the fresh young growth presented in green that symbolizes life and growth. The green colour used for the fresh young growth made it stand out from other colours (brown, cream) for emphasis on the layout. The composition shows that the plant/ tree dried but because it still had the opportunity to get nutrients from the soil, it was able to grow again from another bud.

**Designer intention:**

Like the germinating plant, the visual was intended to show that with opportunity still available, a learner should emulate a plant that re-germinates after the first challenged growth. When an individual loses focus, he/she should always think of new strategies of getting back to achieving his/her set goal.

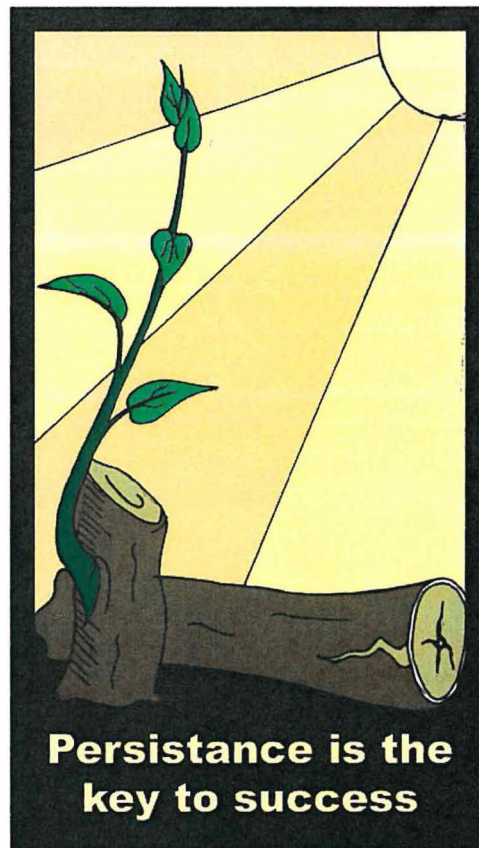


Figure 55: Persistence is a key to success (September, 2016)

Source: By the Researcher

**Technique:** Computer aided graphics; faster to work with.

**Materials:** Digital print on photo paper

**Composition:**

The layout comprises of a tree that was cut but due to the presence of the sunlight and the roots still intact in the soil to provide nutrients, it was able to grow again.

**Design intention:**

The layout was intended to show that despite the challenges a learner might face along his/her career path, if he/she has a goal to achieve and the opportunity is still available, persistence will always be a solution for the seemingly difficult situations.



Figure 56: We need support to keep developing (September, 2016)

Source: By the Researcher

**Technique:** Computer aided graphics; faster to work with.

**Materials:** Digital print on photo paper

**Composition:**

The layout is composed of a stronger tree standing still and growing towards the sun and a climbing plant with a softer stem trying to get support from the stronger tree so as to get the sunlight for its photosynthesis and growth.

**Design intention:**

The layout is intended to show that in the learning environment, there are always differences in strength and weaknesses. Learners ought to get support from those who is stronger and help the weak if they are to achieve their intended goals.

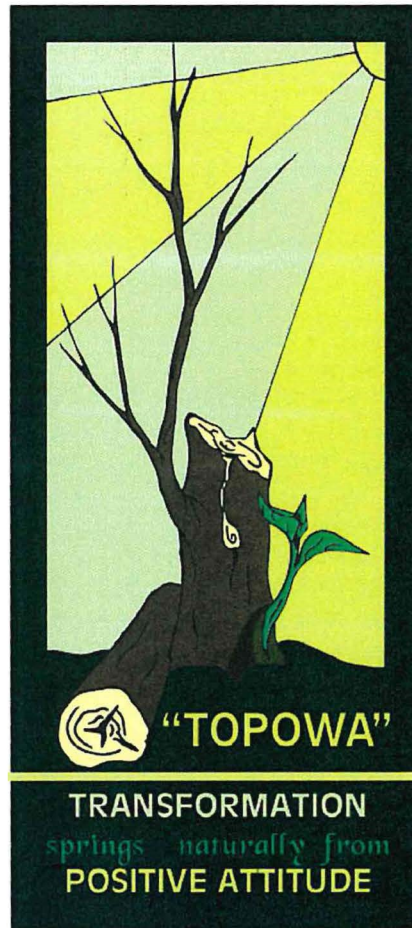


Figure 57: Topowa (September, 2016)

Source: By the Researcher

**Technique:** Computer Aided Graphics; faster to work with.

**Materials:** Digital print on PVC; Can still be used for internal and external use.

**Composition:**

The layout is composed of a tree that was cut. It made another attempt to grow and it dried in the process. Since its stump was not uprooted it has the potential to still grow.

**Design intention:**

The layout is intended to show that one should never lose hope when he/she still has the opportunity. There are so many challenges in ones' career path but it takes a positive attitude that necessitates many trials before one achieves the set goal.

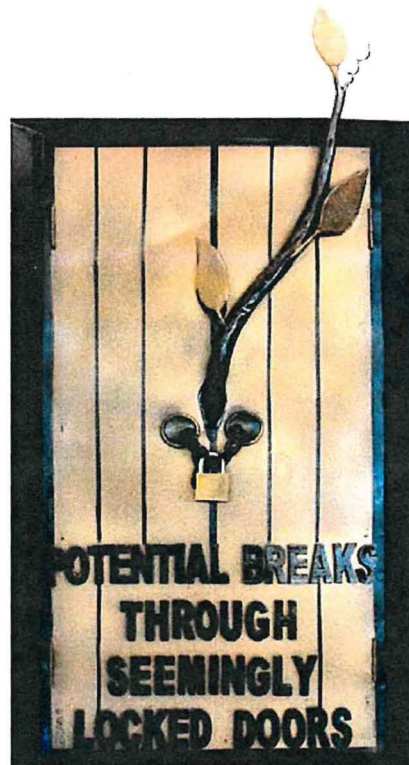


Figure 58: Ssebo aggala miryango (September, 2016)

Source: By the Researcher

**Technique:** Metal fabrication; this technic was good to portray the message to the viewer.

**Material:** Metal and rubber: Easy to manipulate.

**Composition:**

The layout comprises of a plant that penetrated through the spaces that between a locked door. The locked door is symbolic to no opening for opportunities and the padlock symbolizes no exit. In the presence of light, a plant can use any opportunity to penetrate and reach the source of energy for it to make its food.

**Design intention:**

The designer intended to depict how a learner with focus can aggressively use even the smallest opportunity for him to achieve his /her set goal. The learners should emulate the plant and use their set goals as energiser to benefit from even the smallest opportunity in their career path if they are to achieve.

## CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

### 5.0 Overview

In this chapter, the researcher presents the summary of study findings, interpretation of studio findings, discussion, conclusions and recommendations based on the study.

The researcher explored into enhancing career Guidance and Counselling through the production of visuals inspired by selected Ganda proverbs. The researcher was guided by the research questions as seen below:

1. To establish the Ganda proverbs with meaning that address transition as a component of career development.
2. To explore possibilities of depicting transition through symbolic images.
3. To produce Graphic visuals that inform about transition guidance and counselling in secondary schools, Uganda.

### 5.1 Conclusions

While the pre- colonial culture has been researched and analysed, the question of how the cultural approach of using Ganda proverbs for Guidance and Counselling into the formal Career Guidance and Counselling had not been addressed. The pedagogical, instructional and communicative advice embedded in the Ganda proverbs, if integrated into the Formal Career Guidance and Counselling through visual means are to serve as an option for learners understanding of transition as a component of career development.

This study has also revealed that although the power of the word is unimaginable, graphic visuals simplify complex knowledge and ideas which makes the communication more conceivable than text and oral communication.

In summary, the study of proverbs can be seen as old fashioned and retrograde, but we remain convinced that “many problems are caused by lack of cultural pride and values” (Costandius, 2007).

## 5.2 Discussion

The purpose of this study is to enhance Career Guidance and Counselling by fusing pre-colonial cultural proverbs that inform transition as a component of Career development through visual means. The purpose of this study was to establish ways of engaging the wisdom embedded in the Ganda proverbs into to the formal career guidance and counselling by producing visuals that inform transition as a process of career development.

To achieve objective one that required identifying Ganda proverbs with the meaning that address transition, the researcher used documentary survey to identify three Ganda proverbs that inform transition. These included:

*N'ezikokolima, gali magi* which is translated as even the cocks which crow were once eggs. The grown-ups were once children and behaved likewise. The experts of today were once a time inexperienced. This also shows that the people we wish to be were once through the same situation.

*Nkoba Za Mbogo zeggya zokka mu bunnya* which is translated as the strings made from buffalo hide, get themselves out of a pit. The buffalo hide is so strong that they can be used to save a buffalo from the pit. People are expected to emulate these “*Nkoba zambogo*” if one needs to use his/her potential to get out of seemingly difficult situation.

*Atalutambudde yaluyita olwangu* which is translated as one, who has not undertaken a journey, thinks that the journey is easy. One cannot judge the difficulty of the task simply by looking at the results. The sacrifices and related tribulations are perceptible in the results. To emulate this proverb, metamorphosis was thought of as a suitable symbolic situation that describes the journey to success.

The data collected conformed that the Ganda proverbs are a source of knowledge and wisdom based on previous experiences of people and community. The fact that experience is the best teacher makes proverbs vital in describing the career path for learners as Tang Yau Hoong point out “there are many famous proverbs that have become vital for human grooming over the time”.

To achieve objective two which required to explore the possibilities of depicting the selected Ganda proverbs through symbolic images that inform transition, the researcher used observation as a method of data collecting. Transition as the process of changing from one state or condition to another, the researcher studied the transition of a hen/cock, the plants and the butterfly and through documentary review, these were symbolic to the selected proverbs that inform transition. These transition processes of the hen/cock, the plants and the butterfly were developed into symbolic images which served as subject matter for the study. The symbolic images developed were easily interpreted by the respondents because they were selected from the known observations.

To achieve objective three which required the produce Graphic visuals that inform about transition as a component of Career Development, the researcher through studio practise the researcher used the symbolic images as subject matter for the development of Graphic visuals. The development process involved identification of materials and techniques. The researcher employed a Combination of techniques in the production of visuals. This also necessitated for a variety of tools and materials. In same visuals a variety of materials were used on a single layout to create a feeling of mixed media as seen with Figure 49. This exploration created variety in the visuals executed.

Other visuals required borrowed techniques from other Visual Art disciplines. Like for Figure 48, to create the feel of 3D (three dimensions) a wood curving technique as used in sculpture was used. As seen with Figure 57, metal fabrication was used as the execution process.

On addition, the researcher experimented more with computer aided graphics where digital prints were made on different materials like art paper, photo paper and PVC as seen in Figure 40, 41 and 42 respectively.

The graphic visuals produced depicted a visual therapy approach of motivating learners. Chen, 2001 as quoted by Maree, Ebersöhn & Molepo, stresses that the learner needs to be assisted to go through the career path without losing focus.

Wadson (2000) calls for the creation of a new art therapy theory that encompasses psychology, creativity, and the meaning of visual images, including an understanding of the

healing process of art and acknowledging that art can build bridges between peoples' minds (Morrell, 2011). The researcher responded to Morell's study by producing visuals with images that can serve as motivational therapy for the learners. The researcher believes that the studio productions of this study unveiled an alternative visual option that can support learners as they transition through the formal education system.

### **5.3 RECOMMENDATIONS**

Basing on the findings of the study and the drawn conclusions, the researcher strongly recommends;

- The use of proverbs can serve as an alternative approach to enhance career guidance and counselling in secondary schools, Uganda.
- The visual artists in Uganda should borrow the knowledge and wisdom embedded in the indigenous culture as an inspiration for communicative graphic visuals that are relevant to the community.
- The presentations of this study did not exhaust the potential of graphic visuals which is relevant in impacting peoples' lives in the modern societies. On this note, the researcher recommends further exploration into the potential of communicating through graphic visuals.

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## APPENDIX

### Appendix I: Research Questionnaire

**KYAMBOGO UNIVERSITY**  
**FACULTY VOCATIONAL STUDIES**  
**DEPARTMENT OF ART AND INDUSTRIAL DESIGN**

This research is intended to use proverbs as an inspiration for Transition support visuals. (Transition is the process of changing from one state or condition to another). The study is aimed at improving career guidance in secondary schools. You are therefore kindly requested to participate by filling in the questionnaire below and all the information given by the respondent will be treated confidential.

#### STUDENTS' QUESTIONNAIRE

School: ..... Class .....

#### OBJECTIVE:

**To establish possibilities of depicting transition through symbolic images.**

(A symbol is an image that represents a word, concept or an idea and helps one to visualise the meaning of words. e.g. Blue for water, skull for danger etc).

A visual is a picture, map or a film used to make an article, test or a talk easier to understand, memorable and interesting. A visual is used to enhance learning and communication.

1. What is your school motto?

.....

...

2. Can you interpret your school motto?

Yes  No

3. Is there a link between your motto and what you study at school?

Yes  No

4. If you had a chance to translate your motto into an image which image would you use to best fit the message the motto carries?

.....  
 .....

5. As related to the school motto, can proverbs be considered vital in career develop?

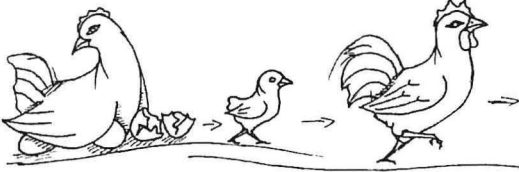
Yes  No

6. Give reasons for your response above.

.....  
 .....

Below are symbolic images developed to address transition as an aspect of career development?

**TABLE: 1**

HATCHING	SYMBOLIC MEANING (TRANSITION)
<ul style="list-style-type: none"> <li>Transition is a process of changing from one state to another. Hatching shows the change from the egg to the chic and later a cock.</li> </ul>	
	<ul style="list-style-type: none"> <li>An egg is symbolic to the unachieved potential or that change that will achieve bright future or life.</li> </ul>

1. Does the image above communicate the change from one state to another?

Yes  No

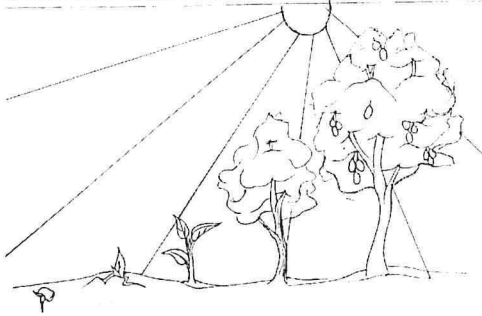
2. If yes, how does it relate to transition in relation to education?

.....  
 .....

3. Suggest any text (wording) that can be used to make the image more meaningful to the viewer.

.....  
 .....

**TABLE: 2**

PLANT GROWTH	SYMBOLIC MEANING
<ul style="list-style-type: none"> <li>Transition is a process of changing from one state to another. Growth in plants depicts transition with harvest at the end.</li> </ul>	
	<ul style="list-style-type: none"> <li>Plants are symbolic to growth.</li> <li>Plants sprout from the ground and grow upwards towards sunlight in order to make enough food that is used for positive change in size over a period of time.</li> <li>Plants are challenged during their growth with dryness, pruning, climbing up etc.</li> </ul>

4. Does the image above communicate the message of transition?

Yes

No

5. If yes, how does it relate to transition in education?

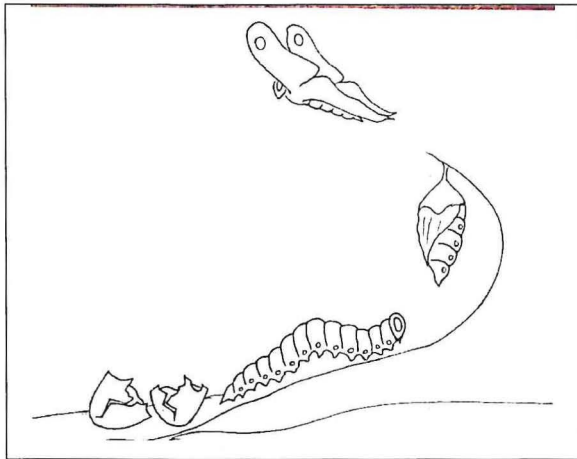
.....  
 .....

6. Suggest any text (wording) that can be used to make the image more meaningful to the viewer.

.....  
 .....

**TABLE: 3**

METAMORPHOSIS	SYMBOLIC MEANING
<ul style="list-style-type: none"> <li>Transition is a process of changing from one state to another. Metamorphosis is another word that stands for transition.</li> </ul>	



- Metamorphosis is the process of transformation from an immature form to an adult form in two or more distinct stages.
- Metamorphosis is associated with change and transition in one's life and personality. The butterfly as the end of the cycle is associated with liveliness and brightness.

7. Does the image above communicate the change from one state to another?

Yes

No

8. As a student, how does this image inform you about the journey as a student?

.....  
.....

9. Suggest any text (wording) that can be used to make the image more meaningful to the viewer.

.....  
.....

10. Are there any other symbols / images that can be applied to signify transition?

Yes

No

11. If yes, give examples.

.....  
.....  
.....

Appendix II: Data Collection Introduction Letter



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**FACULTY OF VOCATIONAL STUDIES**

**DEPARTMENT OF ART & INDUSTRIAL DESIGN**

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8<sup>th</sup> October 2015

**TO WHOM IT MAY CONCERN**

**SUB: INTRODUCTION OF MR LULE EMMANUEL PATRICK - (12/U/488/GMID/PE)**

This is to introduce to you Mr. Lule Emmanuel Patrick to your organization. He is a student pursuing Masters of Art and Industrial Design at Kyambogo University; mastering in the field of Graphic Design. At the moment he is collecting Data for his research at various institutions/ organizations.

Please avail all the necessary assistance that would permit him collect his data effectively.

Thank you.

Yours sincerely,



Mr. Wathum Edwin  
**Postgraduate Studies Coordinator**  
**Department of Art and Design**  
**Kyambogo University**

cc: H.O.D. Art and Industrial Design

Appendix III: Collection of other works

