

The Career Development Industry in Uganda

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In this paper a description of the status of knowledge and practice related to career development in Uganda is given. A candid critique of the status quo of the industry, touching on the gaps, strengths and opportunities in/for the industry, is offered and the possibilities for transformation and change that promote the optimal career development are suggested. In particular, the paper calls for capital investments in human and financial resources in career guidance activities that will realize integral human resource development and successful global market competition and lifelong career planning and adaptability to changing workforce demands.

Keywords: Career guidance, Youth unemployment, Education reform

Introduction

The background to the discussion is rooted in President Museveni's remarks on the apparent lack of effective career guidance in schools to influence proper work decisions among the youth. The president's remarks are made 50 years after Uganda got independence reflecting similar sentiments about the poor state of guidance counselling services in our schools that were echoed by Ejulun in 1973 just eleven years after Uganda's independence! Isn't it time now to address this endemic and cyclic situation? The president's remarks initiate a debate that is aimed at addressing the career development industry in Uganda.

The president's perception of career guidance reflects the traditional views of vocational guidance which were aimed at facilitating the transition from school to the labour market, at preventing poor matches between employee and position, and at keeping employment rates high (Watts & Fretwell in McWhirter & McWhirter, 2012). This position has been since then out dated but revisited and enriched to mitigate the challenges in the ever changing world of work.

Today career development is part and parcel of human resource development and successful global market competition and lifelong career planning and adaptability to rumbling and changing workforce demands. This implies that career guidance efforts must be planned, train personnel, and ensure that quantity and quality of educational and career related information is available to the public. There must be a well developed public policy on career which informs the provision of services that involves multiple stakeholders, spelling out the roles of government and non-government counterparts, the utilization of

technology, and developing of an evidence base of demand, cost, and impact of services (Watts & Fretwell in McWhirter & McWhirter, 2012)

The discussion will show that government itself has not invested enough in developing the career industry. So the ball goes back to the president to sit on the drawing board to invest handsomely in career development so that what he has observed in schools and the unemployment rate among the youths are addressed once and for all.

Definitions

Career counselling

Career counselling is the process of helping a person to develop and accept an integrated and adequate picture of him/herself and of his/her role in the world of work, to test this concept against reality and to convert it into a reality with satisfaction to him/herself and benefit to society (Super, in Maree & Beck, 2004)

Career development industry

It conceptualized in this paper as the efforts/services initiated by different stakeholders in the transformation of Uganda society through offering career counselling services to the public.

Career

The term career is defined by Super (in Gladding, 2006) as the course of events that constitutes a life; the sequence of occupations and other life roles which combine to express one's commitment to work in his or her total pattern of self development; the series of remunerated positions occupied by a person from adolescence through retirement, of which occupation is only one. A career includes work-related roles such as those of student, employee, and pensioner together with complementary vocational, familial, and civic roles. Careers exist only as people pursue them; they are person centred. (p.346)

Stimulus for Attention to Career Guidance in Uganda

Rumbling influences on world labour markets and social structures are greatly impacting low- and middle-income countries (Hansen, 2006). Among these include the changing job demands and pressures arising from imagined or actual international competition; plant closures

leading to mass layoffs; workforce changes like downsizing of the work force and unemployment; new technologies (Fouad et al. 2012). The rapid technological changes demand that the worker force in Uganda may have to update continually its knowledge, skills, and abilities or risk becoming outdated. This is a fertile ground for career guidance.

There is a big question mark regarding Ugandans' motivation and attitudes (values) toward work and the organizational climate of career development which factors can contribute to choices regarding career development (Sterns & Dosertt, 1994).

The quagmire in the labour market in Uganda has been reflected in President Museveni's call for effective career guidance activities in the Ugandan society. He blamed Uganda's unemployment on poor career guidance in schools to young people who fail to take better study careers that can earn them favourable competition in the labour market (Uganda News Channel, 2012).

The government's promise to allocate billions of shillings to youths as an economic incentive (UGpulse (a), 2012), all the eye brawl raising over jobs by the youth Members of Parliament (The Monitor, 2012) and the youth contemplation of mass demonstration for failure of government to deliver money (UGPulse (b), 2012) on the Ugandan youths' silver plates are an indication of the neglect of the career guidance development services in Uganda. Government is giving a fish to the hungry youths who are readily awaiting an emergency but which cannot guarantee tomorrow's survival.

What government should endeavour to do is to invest heavily in the career development industry in the country. The most evident outcome of this project would be that the youths in and out of school, the semi employed, semi-skilled and non skilled, dislocated individuals, the retiring professors and civil servants will gain the basic skills to find where they can fit in the ever changing world of work.

The profession of career guidance / guidance counselling is relatively young in Uganda (Nsereko, 2012), and its practice is largely confined within the school system. McWhirter & McWhirter (2012) have observed that what happens in the education system has the greatest effects on, and the greatest potential for improving, adolescent career development outcomes. However in countries like Uganda where there are massive numbers of unschooled or school drop outs other effective channels of career development activities should be looked into.

Career guidance outcomes are an important milestone in the consideration of the overarching debate on career development. Hansen (2006) quoting Watts & Sultana (2004) has summarized the Career guidance outcomes under three goals.

- 1) Lifelong learning goals: Combating early school leaving and ensuring an adequate knowledge and skills base to meet the challenges in creating knowledge-based societies in the context of economic globalization, and promoting adequate linkages between education, training and the world of work.
- 2) Labour market outcomes: Reducing mismatches between supply and demand for labour, dealing with unemployment and improving labour mobility.
- 3) Social equity and social inclusion goals: Promoting reintegration of marginalized and at risk groups into education, training and employment and mainstreaming of excluded groups into general training programs and labour market services

Such influences have provided added stimulus for attention to career guidance debate in Uganda.

Documented Information about Career Guidance Services in Uganda

The most available documented information about career guidance services in Uganda are from resource materials of the Ministry of Education in particular, other Ministries, independent stakeholders in career outcomes and the defunct East African Community reports of various departments. For instance the Ministry of Education published "Choosing a Career-May, 1965", "Careers Newsletter-May 1965", Signpost-January and May, 1966; May 1968; September, 1969; January and June, 1970, Vocational Rehabilitation in Uganda-February, 1969 (Ministry of Culture and Community Development, Shaping the Future-(East African Posts and Telecommunications Corporation), Careers with East African Airways- October, 1969 (East African Airways). These sources and many others offer theoretical approaches and information to clients and counsellors on issues of career guidance. The materials were prepared by personnel well versed in the field of guidance. However since by the time of writing the materials, there was no formal training of counsellors in Uganda it is more plausible that these authors might have been trained overseas.

The career guidance services in Uganda were started in 1965 under the Ministry of Education. The majority of those who were working as career personnel in schools obtained the skills from seminars organized by the Ministry of education and not from a university program in Uganda for training career guidance counsellors (Ministry of Education, 1973). The Ministry, organized materials for use in career guidance, e.g.

“101 openings for senior four leavers”, (December, 1965), “Choosing a Career”, “Careers Newsletter”, (May 1965).

Ejulun, E. in her paper to the school participants in a seminar on Careers and Guidance organized by the Ministry of Education in 1973 made the following remarks. “that there is lack of a sufficient number of trained personnel [guidance counsellors] and funds to carry out these services [in schools]” (Ministry of Education, 1973, p. 42). She continues to note that teachers and administrators in schools should stand in for guidance counsellors because of the lack of enough trained counsellors to carry out the counselling duties.

In his speech the Permanent Secretary in the Ministry of Education, Mr. A.B. Adimola while opening the “Careers and Guidance Seminar” in 1973 said, *“I notice from previous records that many of you have been interested in career guidance for quite a long time. You have been attending meetings like this one to gain the basic tools and ideas on how to go about guiding the young people in your care since 1965”* (Ministry of Education, 1973).

There is little evidence to suggest that the participants implemented such good ideas like career teachers knowing what jobs most of the students in senior four and senior six are interested in or, accessing occupational information since the information itself was limited or whether career teachers followed up the school leavers from their schools (Ministry of Education, 1973). The most common career activities in schools were and are still confined to providing forms for candidate classes to fill for the next level of education and to invite guest speakers to address candidate classes or to hold single career days for specific classes. From such career guidance practices it seems that career guidance activities/training were by far and large left in the seminar rooms organized by the Ministry.

Formal Training in Guidance and Counselling

Makerere University started a formal training for guidance counsellors in 1994 at Masters Level with the purpose of creating resource people in guidance issues for schools. Those who were recruited for the program were teachers in secondary schools sponsored by government. The program was scrapped shortly afterwards in favour of the clinical psychology program.

With the opening of private universities from 1988 we see the introduction of the guidance and counselling programs in some public and private universities. Among these we have Kyambogo University; Nkumba University which started counselling courses at both the

undergraduate and postgraduate levels. Mbarara University of Science and Technology also started a diploma of science in counselling. Other post secondary institutions have since then started training programs in counselling (Nsereko, 2012).

Department of Guidance and Counselling

To date the Ministry of Education and Sports has a Department of Guidance and Counselling at the headquarters. Leadership in the field of Career guidance principally rests with government under the Ministry of Education and Sports. The Department of Guidance and Counselling is not for profit entity, providing a voice for the career industry and a focal point for the government of Uganda in promoting a career development culture in Uganda. It has recently launched a guidance and counselling journal to disseminate information about its activities and other useful guidance information. It has started to send some limited career information to schools as well. In its current operations it is mainly engaged in placement services for students entering tertiary and university education. And most of its operations are embedded in the more traditional approach of education placement and occupation choice services, single-handedly which practices have already undergone elsewhere a career approach metamorphosis in order to engage the new challenges in career counselling.

However it should be noted that “career guidance is not a narrowly defined, easily categorized function or set of activities that can be compartmentalized in a single profession and overseen by a single government authority; it is a function provided by practitioners with a variety of training and credentials in a variety of organizational settings” (Hansen 2006, p.15). The implication for Uganda is that viable career services must embrace an array of players, those in the public domain e.g. Government, (Ministries, Uganda Revenue Authority, Immigration Department and other parastatals), those in the private sectors e.g. service providers in education etc., business community, individual initiatives, Non Government Organizations etc.

Challenges to Career Development in Uganda

The career development situation in Uganda and the life experiences of many young people in society somehow resemble what was happening in America and Europe more than 100 years ago. What was happening?

There was stagnation and wastage for those who were in schools and those outside schools because of lack of guidance services especially in schools.

Stagnation arose because some learners could not be helped to choose the right courses appropriate to their ability e.g. someone could do a course in technology but because there was no readily available guidance he would end up doing what was familiar with him in his locality. There was rampant student underachievement in schools that was reflected in large numbers of ungraded candidates. There were significant learning problems e.g. retardation, , truancy, youth delinquency, hand capped children, school leaving youth and disorientated, redundant ex service men from world war, unemployed out of school youth and the challenges in the choice of vocations etc. (Rao, 2006; Nsereko, 2012).

Unlike the Ugandan situation, in the USA one Frank Parsons being moved by the scenario of the career needs among the youths in general and learners in particular started a vocational guidance movement in 1908. It offered educational, vocational and placement services and later on counselling services to all sorts of youths including war veterans in an effort to reorient them in society and gain survival skills including joining university (Nsereko, 2012).

In spite of the widely acclaimed Kajubi Education Review Commission of 1987 which among other things recommended the establishment of guidance services in all schools, guidance counselling and career counselling in particular is still a myth in Uganda.

Even in higher institutions of learning where incidentally guidance and counselling courses are being offered, career guidance services to their own students are in total slumber in those institutions. The reasons to explain this scenario are a myriad. However it can be speculated that there is a low literacy level of career services conceptualization among stake holders given their past lack of these services in their school time etc.

The Department of Guidance and Counselling which is the overseer of the career guidance activities in the country under the Ministry of Education and Sports is faced with a number of challenges in the provision of career services. In the first place it lacks effective public policies that facilitate large scale career service provision; it lacks human resource to brace up with the technical and professional demands of carrying out career activities. This situation affects the necessary commanding influence to see to the implementation of viable career services down to the schools and other environments where individuals should be assisted to integrate and apply an understanding of self and

the environment to make the most appropriate career decisions and adjustments.

There exist limited professional training programs specializing in career guidance. Those who have training in guidance activities may not necessarily have specialized in career guidance or being facilitated to ensure proper career activities are done in schools. And besides, they may or not be members of the Uganda Counselling Association. In any case they have no professional allegiance to the Guidance and Counselling Department in the Ministry. Coupled with the inherent problems facing the young Uganda Counselling Association, the members doing guidance work in schools and elsewhere lack the mandatory supervision to ensure professional competence.

The failure to command a membership that carries out career activities on the ground is a serious omission. Consequently the Department of Guidance and Counselling may not ensure professional expediency among those doing a semblance of career activities. Quite often those in charge of such activities are handpicked by the head teacher for whatever consideration to do career guidance in schools. They usually have nothing in terms of professional preparation.

Professional career guidance activities in schools are almost nonexistent. This can be evidenced from the present practices in schools, the school budget allocations, the actual imbursement on the career activities and the absence of the required tools for assessment of clients to enhance informed guidance. School administrators are often not too keen to facilitate the career program activities. And besides, practically in all the schools in Uganda there are no assigned/ appointed guidance counsellors let alone career specialists on the ground. It must be an uphill task for the Department of Guidance and Counselling to initiate career counselling services in schools without the equitable resource persons available.

In the dispensation of career activities, the application of psychometric tools or instruments is a necessary procedural routine especially in western countries. These include among others: the Academic Self-Efficacy Scale, The Vocational Skills Self-Efficacy Scales, the Career Decision Outcome Expectations scales, the Perceptions of Educational Barriers Scale, the Career Aspirations Scale etc. The instruments have been proven for their efficacy in deriving desired results in career counselling. Unfortunately in the Ugandan situation not only do we lack Eurocentric instruments in our career services but also there are no developed culture specific instruments to assist in career services. This handicap demonstrates the existing paucity of

intervention and outcome research in the area of career guidance that should have informed best practices in Uganda.

Where limited career services are offered it is usually in urban and first world schools leaving the rural and remote schools and communities, the out of school youths, the culturally diverse groups with no option to these services. All these groups constitute a latent economic force for the country. Yet the missed opportunities to career development will end in inactive engagement in economic activities that suite their ability. This is a recipe for poor mental health aggravation, social discontent and poor contribution to the economic well being of the country.

The above mentioned challenges make career development considerations not viable yet in providing all the skills needed by young people; school drop outs due to various problems, retiring and retired professors, civil servants, retrenched and out of action ex service men, adult and mature age clients to fit in today's world of work.

The poor structures and the most inadequate career services in Uganda have caused colossal damages in terms of human resource, economic development and compromised mental health and in other developmental ventures of the country and individuals in particular. The more vivid manifestations of these consequences are the brain drain phenomenon, the mismatch between skills acquisitions and actual employment status, the graduates looming the streets of Kampala from graduation day through endless graduation anniversaries in search of a job, the urban influx of young people from the rural bread baskets of the sprawling conurbations all over the country, the unbelievable phenomenon of young people being attracted to 'boda boda' cycling industry, the emotional outburst and frustrations among the youth and even members of parliament for handouts from the power that be, the ever growing mad investments in political leadership as a life or death affair by contenders. The list of self damaging compromised life occurrences is endless.

Salient Features in establishing Effective Career Guidance Services

Felt Need for Career Services

The road to effective career guidance service is still a long way. However as the Chinese intimate that a journey of 1000 miles is embarked on by single step so should the career guidance services in Uganda. This adage supports the fact that career guidance

improvement is not just a single day's activity. It is a process involving distinct but interrelated elements and players.

In Uganda there is a felt need to plan career guidance improvements at the national level in order to reflect changing skill requirements in the labour market, education and training systems and the emerging oil economy. In order to develop career guidance services that are relevant, integrated and cost effective a number of influential factors are to be put in perspective.

Evolution in Career Development Perspectives

Presently career guidance has been evolving in two fundamental ways. First, career guidance is moving away from its focus on assisting individuals to make education, training, and occupational selection decisions at the beginning of a working life. It is moving toward a more flexible focus on the continuous construction of choices about working life over a lifetime (Hansen, 2006).

Second, the work/life choices individuals make are multifaceted. They are made not only in the context of labour market factors but of human growth and development factors throughout a lifetime. Today it is not only the school-to-work transition of youth considered important, but also transitions that take into account family formation and support, ageing, and disability accommodation which would encompass the whole political spectrum. In this perspective, individuals in every country make continuous choices about their working life, whether conscious or not. The range of freedom within which decisions can be made and the availability and accessibility of useful information upon which to base decisions are primary considerations (Hansen, 2006).

Ugandan Contextual Factors and Career Guidance

The country has embraced a market economy away from a planned (labour allocation) which embeds the following characteristics: divestiture of government control of means of production into private entrepreneurs, free enterprise and no market controls and it is profit motivated production and survivor of only those with competitive skills in the world of work.

Uganda is slowly making a transition to democracy which will reflect changes in its political and social patterns. This implies that individual rights are protected and guaranteed by government. This will include rights of the citizens, immigrants, disadvantaged groups etc. the rule of

law especially in the fight against the endemic culture of corruption and impunity.

Uganda is faced with brain drain of already trained professionals and other categories of potentially labour force to neighbouring and distant countries. Already there are immigrating labour forces to the country, some with dubious credentials that threaten the work opportunities of the indigenous work force in terms of poor remuneration or unfair market competitions. So the country is forced with a demand to come up with a policy that will assist its citizens to make appropriate work choices in unfamiliar circumstances, or to strive to retain its labour talent in the country or risk an aggravated brain drain and capital flight to favourable environments.

Uganda is transiting from traditional economic bases to mineral exploration. This new phenomenon has its implications either as a move to economic glory or the proverbial curse of African countries with oil wealth.

The contextual information about Uganda (Uganda Bureau of statistics, 2010) reflects what most Low Income Countries experience in terms of limited economic, educational and social choices. It has been observed that such limitations in choice lead to different attitudes toward change and adaptability. The often observed slow pace of economic, political and social change particularly in rural areas, often discourage personal initiative to evolve and progress (Hansen, 2006) leading to massive urban migrations. Survival among Ugandans would demand an ability to adapt to the somehow precarious conditions.

Culture in Career Guidance

Hansen (2006) states that the cultural values of a society towards work and the role of the individual in relation to work have a lot to tell about the success of the career development programs. Values motivate people and shape the institutions that form societies. They are also the filter through which individuals process information.

Language is the ultimate medium through which culture and its values are comprehended, internalized and expressed. The mother tongue is the epitome of self esteem, confidence building, a fine discrimination between values and a manifestation of independence.

One owns and appreciates what mother tongue has committed to the bones and marrow. That is why an individual cannot use vulgar language in mother tongue without feeling remorse or out of place yet in another language the level of culpability is just remote.

In Buganda tribesmen who intended to inflict harm and robbery would comfortably use the proverbial expressions such as “sit down on the floor’, open the door’ ‘bring money’ etc. in another language to camouflage culpability and ease of conscience which would not have been done with ease in one’s mother tongue.

Language serves as the stepping stone to learn other languages, internalize skills and translate them in effective end products. Technology and other developments abound mostly in those countries that teach, use indigenous languages than those who adopt foreign or second languages for acquiring knowledge and skills. When all variables are held constant those who study in a foreign language may not have superior comprehension of knowledge and skills as those who study in a mother tongue.

The importance of developing career aspirations via an indigenous language cannot be overemphasized. This calls for the promotion of local languages by encouraging their proficiency through study, teaching, writing, oral expression, research and doing and reporting scientific studies in them.

Ugandan Cultural Values have been known to be deeply rooted in the cultural and religious values of its people producing a rich and diverse cultural heritage of its sixty five indigenous communities with unique characteristics, different beliefs and traditions. Lamentably the New Age error (Modernization, globalization and social change) has compromised and led to a breakdown in traditional social systems and values in Uganda. The most vivid manifestation of this phenomenon include complaints of moral decadence, breakdown of moral standards, ethics and loss of the much cherished traditions and values especially among the youth. The sad story of high levels of moral decay, prevalence of unethical conducts and lack of integrity in the management of public and social affairs is partly attributed to the breakdown of traditional values (Uganda National Commission for UNESCO, 2012).

Twinoburyo (Twino Speaks, 2012) has said Uganda can be understood through its cultural dimensions because culture plays a vital role in the community. He says that Ugandans are known to have a strong belief in hierarchy orders instead of being independent initiators. They tend to be collectivistic in culture which sometimes runs counter to the individualist culture which stresses high aspirations for an individual in spite of his / her humble past. Thus Ugandans may not easily break away from what their surroundings offer. It is a truism to find that the majority of Ugandan families may have two or one or none

out of its eight children on average who have escaped the spiral home economic and educational miserable status.

He continues to see Ugandans on an index of short-term orientation which is characterized by personal steadiness and stability, protecting your 'face', and reciprocation of greetings, favours, and gifts. The implication of this index is that individuals may sustain the culture of being soft, lacking assertiveness on what ought to be, provided one tips you for anything say an economic favour, position of leadership and for "*mere ya leero*" attitude.

Notwithstanding the lack of evidence for methodological rigour in the conclusions about the changing cultural values of Ugandans deduced above, it suffices therefore in planning career guidance activities to take cognizance of the values that give direction to Ugandans. Shouldn't the first step be the reorientation into the acceptable ontological values of truth, respect, justice, fair play, responsibility, magnanimity, staying unmerited and insatiable pleasures; and the promotion of just systems in an effort to build a solid base for career development in Uganda?

Practical Steps in Evolving Career Development

The evolving understanding of career development and other unique Ugandan local circumstances would imply that the major institutions of society and particularly public policy-makers in government should endeavour to institute a career guidance policy that reflects the central themes of pursuing democratic governess, social justice, promoting the welfare of its communities in general and disadvantaged groups in particular, promoting independent career decisions and altering the status quo of society especially the emerging moral decadency and poor work ethics, the higher school certificate syndrome, university syndrome, the Makerere Campus syndrome, the public university syndrome, the white collar job syndrome.

Optimum Career guidance in Uganda needs to see to the overhauling of the education curriculum to suit the endowments and opportunities and challenges of Uganda, the diversity of its peoples, the potentials of individual students, the changing global economy, or the advances in technology that shape the current situation.

In my opinion the curriculum should stress the technical and vocational skills acquisition. At 'A' level there should be introduced two concurrent areas of study of either humanistic/scientific or professional/technical education. Those who wish to do either or at 'A' level may find a better preparation for further training in post

secondary institutions. This scenario would assist greatly students who opt for an early professional study choice, those who find practical studies more appealing than the purely academic and those in less privileged schools who have to labour to pass the current humanistic/scientific studies at 'A' level in order to qualify for post secondary studies.

The current overseer of career development services -the Department of Guidance and Counselling- should as a matter of urgency embark on the a process of developing and dissemination of career information on institutions of learning, job opportunities, qualification requirements etc. to the public; the promotion of work choice, job search and maintenance skills development; develop organization capacity of service delivery; staff development to support service delivery; and improved governance and coordination in career services.

In particular the Department of Guidance and Counselling must introduce and enhance career guidance programs in the schools or institutions of learning. Liaise with institutions of learning in establishing counselling centres, set up career Information Centres which provide free career information and resource service at convenient sites in major centres, introduce career service programs on media.

The Ministry of Education and Sports should initiate collaboration with other ministries to promote long life learning and workforce preparation. This may include the expansion of apprenticeship training initiatives, increasing the technical and labour skills of the workforce including for 'A' level students, mature age workers and out of school youth. Very many youth and mature age workers lack competitive skills to fit in the ever changing world of work in Uganda. Some did not complete the school cycle of at least secondary level. Efforts should improvise secondary education to them.

The use of internet today should be exploited in offering education, job etc. information. For instance specific well designed websites proving information on transition to work and connecting prospective workers with open positions for a wide variety of occupations or further study should be initiated.

The Department of Guidance and Counselling should liaise with training institutions to start special training programs tailored to the needs of career development practitioners in a variety of professional settings.

The idea of having a class room teacher to combine guidance work with teaching prospective student clients is unprofessional and unethical in the field of counselling. It risks falling into dual relationship

issues that will jeopardize proper service delivery and utilization. What does this ask for? It calls for government to employ guidance counsellors directly and separately for guidance work in schools.

The Guidance and Counselling Department together with the National Council of Higher Education and the Uganda Counsellors Association should ensure that professional standards are held by career counsellors. This should include an appreciation of counsellor competence in the field of career guidance.

The Department of Guidance and Counselling should engage other interested parties to initiate career related services and training programs for career specialization in an effort to develop a more comprehensive career industry. Outsource competent resource personnel in developing the career industry. Otherwise the onus of providing career services for the country is too much on its plate.

And above all career guidance activities should embrace a more pragmatic move away from its focus on assisting individuals to make education, training, and occupational selection decisions at the beginning of a working life toward a more flexible focus on the continuous construction of choices about working life over a lifetime. And to include human growth and development factors unique to our society that impinge on individual choices throughout a lifetime.

The Department of Guidance and Counselling should come out with a kind of package to be included in the national curriculum that spells out key work and life skills (U.S. Department of Labour, 1991; World Health Organization [WHO], 2012). It should be time tabled and taught across all schools from upper primary classes through secondary school level by professional guidance counsellors. The content should include among other things: career interests and vocational guidance, physical and mental health, work and school behaviours and attitudes, social, citizenship and life skills. Citizenship skills include problem solving, critical thinking, and respect for differences, sex education, civic education communication, and leadership (McWhirter & McWhirter, 2012). The department should put in place mechanism for monitoring its quality, content, or implementation at the school level.

Conclusion

In conclusion, the prospects of career guidance for a cross section of Ugandans and the eventual placement in the meaningful labour market are still a myth unless the government through the Department of Guidance and Counselling spearheads leadership in this aspect. It will not be possible to fight unemployment in Uganda unless career

guidance is addressed in its entirety. This calls for capital investments in human and financial resources in career guidance activities that will realize integral human resource development and successful global market competition and lifelong career planning and adaptability to changing workforce demands.

The transformation of the political, economic and social realities of Uganda in the post 50th independence anniversary will greatly be determined by how much effort will be put in career development. The greatest gift Government can give the country as a commemoration of the independence anniversary would be the investment in career development.

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