

Journal of GUIDANCE & COUNSELLING



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Journal of Guidance & Counselling

Volume 1, Issue 1

Editor

W.G. Opiro

Contributing Writers

Harriet M.Ajilong

Enock G. Bongyeirwe

Rose Nalwanga

Connie Nshemereirwe

Kelly Hill

Charles Onencan

W.G. Opiro

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MESSAGE FROM THE COMMISSIONER GUIDANCE & COUNSELLING



I welcome you to this first Volume of the *Journal of Guidance & Counselling*, which is intended to be an information dissemination resource and reference material on policies, policy guidelines, practices and feedback on school G&C services.

The main objectives of the school G&C programme are to: create a friendly environment that benefits learners of all categories and help them to develop LifeSkills, acquire intellectual, emotional and social intelligences and grow into responsible citizens; help direct and link learners' classroom/school knowledge with the world of work (i.e. making education relevant for the world of work and informed by the ever-changing demands and experiences of world of work). School Guidance & Counselling programme is, therefore, to consequently

recognize and build on changing social, economic and political trends. It also builds on advancement in technology and the importance of psychosocial health to learning and productivity and that of supportive environment in education achievements of learners, cognizant of their developmental age.

Ministry of Education and Sports, therefore, puts emphasis on the following six major areas of focus for school G&C programme:

- a) *Career and Vocational Guidance*, which is a programme to help students make realistic educational and career choices; and eventually choose an occupation, prepare for it, enter it and develop it.
- b) *Personal & Social Guidance*, designed to help students to know how to behave with consideration towards others and to understand themselves better, know how to get on well with others, learn manners and etiquettes, pursue leisure time activities, practice social skills and understand social roles and responsibilities.
- c) *Educational Guidance*, which provides assistance to pupils in their choices in, and adjustment to, the curriculum and school life in general.
- d) *Psychosocial Care and Support Services*, aimed at promoting learner's personal and social development and to foster positive attitudes, through the quality of teaching and learning; through the nature of relationships among pupils and teachers and adults other than teachers and through arrangement for specific care and support structures and systems.
- e) *Counselling Services*. This aims to create for the provision of help or self-realisation, in an interactive and confidential relationship, in a manner that facilitates expression of care and concern towards the learners with problems and to facilitate that learners' growth and bring about change, through self-knowledge.
- f) *School Social Work Services*. The provision of welfare services to learners, whose capacity for responding to the demands of life is strained. It is programmed to help learners deal with life challenges which could be impacting on their education, engage in growth-producing activities, and make effective decisions. It links clients to services, resources and opportunities, which might provide them with the help they need.

To implement the above, the Sector is focusing on implementing strategic activities to ensure that:

- a) Guidance and Counselling is adequately provided by competent personnel.
- b) Information and resource materials are developed and disseminated to schools/institutions and other relevant stakeholders.
- c) Private providers of G&C services are guided and monitored.
- d) A strong service feedback mechanism and M&E system developed and applied.
- e) Adequate resources and personnel are provided for.
- f) Consultation with stakeholders on policy options and sensitization programme on their roles and responsibilities are carried out periodically.
- g) Policies and policy guidelines are developed and disseminated.

I wish to thank all the contributors to this Volume and our partners and stakeholders for their invaluable support and guidance.

W.G. Opiro.

ABOUT THE DEPARTMENT

G&C is Now a Department in the MoES

The Restructuring Exercise carried out by the Ministry of Public Service in 2008 of the Ministry of Education and Sports saw the creation of new Departments and Directorates. Among them is the creation of the Department of Guidance and Counselling.

Until then, Guidance and Counselling was a Division in the Department of Special Needs Education, Guidance and Counselling. This Division, manned by five technical personnel, was created by the previous restructuring exercise of the ministry of 1998. We are happy that 10 years down the road, this critical service sub-sector gained significant recognition and given a Department of its own. This would give us more bargaining power, to ensure that G&C services are better facilitated, better monitored and the personnel doing the job given technical support so as to be more efficient.



Members of staff of G&C Department

Previously, the activities related to G&C was handled by a desk officer from the then Inspectorate Department of the Ministry. The first 'desk office' was created in 1968 and the situation remained until 1998 when it gained a Division status.

When all the staff are recruited, the Department will have 12 technical staff members. The other new thing which came with this restructuring is the creation of two Divisions within the Department: G&C (responsible for Career, Social, personal and Psychosocial care and support) and School Social Work. This will make it possible to ensure that all aspects of G&C are effectively handled at schools and

every stakeholder is involved and play their roles effectively.

Mandate and Key Functions of the Department of Guidance and Counselling

The mandate of the Department is to plan, formulate, analyse, monitor, evaluate and review policies; provide technical support and guidance, and set national standards for Guidance and Counselling for Education and Training Sector.

The role of the Department is to provide the requisite strategic and technical leadership, guidance, advise and set strategies on all matters regarding guidance, counselling and any psychosocial concerns, support and services within the Education and Training Sector, in collaboration with the relevant Bodies/Stakeholders.

Key functions are to:

1. Develop, formulate and review policies, plans, programmes, strategies, standards and guidelines for guidance and counselling in the Sector, monitor and evaluate their implementation in collaboration with relevant stakeholders.
2. Advocate and carry out sensitization programmes to create awareness about the needs and magnitude of issues regarding guidance and counselling.
3. Advise government and other stakeholders on all matters of guidance, counselling and psychosocial issues in the Sector.
4. Carry out research on all issues of career guidance, counselling and psychosocial challenges and deviant behaviours with the view of recommending possible remedies and appropriate interventions.
5. Initiate and ensure implementation of strategies/programmes to address the cross-cutting/peculiar issues of deviant behaviours, delinquency, trauma, stress, safety in schools, peace, gender, environment, human rights and culture.
6. Initiate and coordinate all initiatives on HIV and AIDS care, prevention and mitigation for staff/pupils/students in the Education Sector

7. Advise and develop guidelines for the entire Sector, on provision of appropriate training materials relevant for guidance and counselling and related referral services.
8. Advise government on all matters of guidance and counselling including staff development, financing and equipping the schools and training institutions.
9. Ensure establishment of collaboration mechanisms between parents/guardians, Local Governments, religious bodies, communities and the schools/training institutions, including universities and other stakeholders.
10. Organise and support National Annual Career Expo and Fair, regional and school career days and events, and develop jobshadow programmes to strengthen career exploration and awareness.
11. Establish and maintain an up-to-date information system on HIV and AIDS, psychosocial issues and trends and services as well as career information.
12. Monitor, evaluate and carry out plans, programmes and regulations on guidance and counselling on the performance of the Sector.
13. Provide technical support and support supervision to education and training institutions, Local Government and other stakeholders involved in the delivery of guidance and counselling to students/learners.
14. Establish and maintain an up-to-date data bank and information management and communication system/strategy about guidance and counselling services in the Sector.

STRATEGIES AND PLANS

Plans for Strengthening Guidance & Counselling Services in Institutions of Learning

The Ministry of Education and Sports has taken major strides towards strengthening G&C services in institutions of learning. This is a response to the many school children who experience psychosocial difficulties and yet do not know where to turn to. Others are not even aware of why they are in school and the role education plays in shaping their future work and social life.

The creation of the Department of Guidance and Counselling within the Ministry is such one positive one. 'It is a confirmation that Government recognizes the role counselling services plays in shaping the lives of the learners.' The new Department, whose vision is to work towards aligning the provision of G&C services in all educational institutions, is targeting beginning with problem identification, needs analysis and materials and resources appraisal. 'We are working towards standardizing G&C practice in all education institutions. We expect, in the foreseeable future, to have standardized, preventive, developmental and professionally delivered services in all institutions of learning,' says George Opiro, the Acting Commissioner G&C.

After baseline surveys, the Department expects to have gained adequate information and collected

adequate data and so will embark on developing the G&C Strategic Plan, aligning it to the Education Sector's Strategic Investment Plan, (2005-2014). Mr. Opiro observed that there are many issues requiring G&C and everything is urgent as of now. We shall accordingly prioritise even these urgent things since resources are inadequate', he said.

Already, the Department has prioritized materials production, especially for Career Guidance purposes. This will be followed by training or orientation of teachers who are currently delivering the services, mainly the SWT/SMT, Career Masters/Mistresses, DoS



Field meeting with UMECS Executives during baseline survey to determine school level needs.

and school counsellors, where they exist. 'Capacity development is very critical and funds permitting, it is a priority area, which we must embark on urgently. We shall also talk to our partners to finance some of these programmes. For instance, USAID has been very positive in helping the Sector with psychosocial services in the North and also with the process of standardization of Primary School G&C Practice', said Opiro.

ADB IV to Finance Strengthening G&C Services in 59 Schools

The African Development Bank, in its Education Project Four (ADB IV Education Component) is financing the Department of G&C to implement activities, meant to streamline the practice of G&C in 59 secondary and technical schools.

Under the sub-component of the project, dubbed 'software components', the Department of G&C will be facilitated to develop training materials and to train Career Guidance personnel from these ADB supported Secondary and Technical schools. It will also print and distribute supportive materials for both the learners and teachers, in aid to Career Guidance service delivery at school level.

Other key components include the development of advocacy materials and setting up Career Resource and Counselling Centres in these institutions.

The Goal of Career Guidance in Higher Education

Career Guidance practice hinges on a range of activities. These activities are intended to enable the beneficiary, of any age and at any point in their lives, to identify their capacities, competencies and interests and to make meaningful educational, training and occupational decisions. It is also intended to guide individuals to manage their life paths in learning, work and other settings in which these capacities and competences are learned and or used. The individuals and or learners are central in the provision of such services.

The goal of career guidance in higher institutions of learning is therefore to create a bank of highly productive educated people to manage the emerging economy and to contribute to poverty alleviation by directly influencing production of skilled human resources that consequently produce wealth.

It should also focus on creating awareness to students, prospective students, and the general public on course requirements, vacancies available, job prospects and related fields of studies to avoid students over applying for limited number of programmes, among others.

The services of career guidance are based on the principle that the foundations of career management, for example, decision making, self-awareness and self-confidence skills, are developed at an early age. It is also based on the universal assumption that the choices that

individuals make at early years of life and education have major implications for later education and work options for them.

It is therefore a service to empower young people to make a smooth transition from all educational levels to work and through the ladders of work and occupation changes, to retirement.



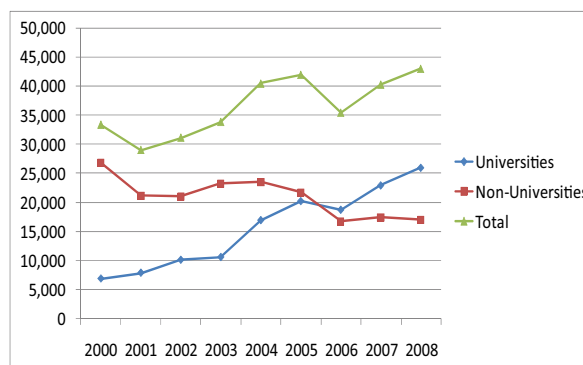
Students like these need to be supported to understand the implications of participation in education programmes to work life and their own future social roles and responsibilities.

Career development is:

- * an individual responsibility. People are expected to manage their own working lives and this starts with education.
- * on-going and a lifelong cycle. It affects an individual's life cycle and economic status.
- * increasingly demanding flexibility and adoptability at an individual level, which calls for graduates and workers to have personal skills, qualities and attributes to compete favourably.

The number of graduates exceeds the capacity of the labour market to absorb them. As a result, competition for jobs has become stiffer and the prestige and professional and social status associated with certain paid up employments are diminishing. Skills for adjusting expectations in life are therefore crucial.

Growth in Graduate Output 2000-2008



FIELD ATTACHMENTS

Internship, Job Placement and Jobshadowing for Students

Wirefred George Opiro

There has been increased cries from unemployed graduates, seeking employment over requirements for entry into a job, which exclude them on the basis of having 'no experience'. Equally, the employers have also continued to voice concerns over newly recruited graduates, for lack of practical knowledge, work ethics and shoddy performance of tasks.

The Ministry of Education and Sports, has now come out with a programme for job placement for students in higher institutions of learning, as a measure to ensure they gain practical knowledge of work even as they are still studying. This is now part of most courses/programmes in tertiary institutions and universities, where students are attached to relevant Organisations for a specific period of time, of between one to two months, to enable them gain experience and practice their learnt knowledge. At the end of the placement, the internees are expected to make a report to their faculties/schools and this report is formally assessed.

Job placement is a good innovation to address this problem on both sides (job seekers/employers) and students on job placements have to take it seriously.

At the secondary school level, jobshadow programme applies. This is to give a chance for students to explore different occupations/careers of their interest, as they move to concretise on their career decisions. It is exploratory and takes a shorter time. It involves basically walking a student through the routines of a job by a competent worker

whom a student will observe and ask questions about the job, pay, working conditions, etc.



An intern from the university of Vernabilt, USA with students of Kapyejong SS, Bukwo

Junior Achievement Uganda, a private organisation affiliated to JA Norway is also working with Ministry of Education and Sports in piloting Junior Achievement projects in a number of Secondary schools.

This programme is aimed at making students become aware of opportunities surrounding them and also take advantage of them. It is also to enable them develop entrepreneurial skills, based on their areas of interests. The other aim of Junior Achievement is to make students gain financial intelligence and experience adult world of work, even as they learn.

Field Attachment: My Personal Experience of Working in the Department of Guidance & Counselling

Kelly Hill, University of Vanderbilt, USA.

During the June to September 2009, I had the opportunity to serve the Ministry of Education and Sports on the basis of field attachment in the Department of Guidance and Counselling. As a student on field attachment, I was lucky to have Joan, a Ugandan student from Kyambogo university, as my counterpart in order to gain insights that I might have missed as just a visitor. Together, we shared and reflected upon our field experiences as we participated in a school census, PIASCY program monitoring, and attended PIASCY teacher training workshops.



Kelly Hill and some students of Kasarem S.S., after holding a discussion session with them

I particularly enjoyed interacting with the students during interviews regarding the various student support services available at each school. After the end of each interview, Joan and I often asked students if they had any questions or comments for us.

The students asked us to share our own experiences in university.

Thus, we were able to give advice and encouragement to students who saw us as their peers. Many times, the questions students asked challenged our own perspectives surrounding issues such as education, HIV/AIDS, and socioeconomic class.

These interactions with my counterpart, Joan and students at the various school sites have given me personal experiences and unique perspectives from which to approach issues of development and education policy.

It was a wonderful experience, doing my field

attachment work in Africa, (in Uganda, with Ministry of Education and Sports-Department of G&C).

COLLABORATION & PARTNERSHIP

MoES Pilots G&C and Peace Education Curriculum in Secondary Schools in Northern Uganda

By Charles Onencan

On November 30, 2009, the Ministry of Education and Sports, in conjunction with United Movement to End Child Soldiering (UMECS-Uganda) officially launched Guidance and Counselling and Peace Education as a pilot programme in seven secondary schools in Northern Uganda. The programme, funded by SPRING/USAID, is being piloted in Gulu, Amuru, Kitgum and Pader districts and NTC-Unyama. This is part of the Peace, Recovery and Stability programme for war-affected communities in Northern Uganda.

Major goals include addressing the psychosocial needs of war-affected students in Northern Uganda, creating a systemic approach to Guidance, helping to build a culture of peace to prevent new wars, and create peaceful schools and communities. An overarching goal is to eventually roll out this initiative throughout schools in Northern Uganda. Pilot school selection sought a representation of mixed, single sex, government aided, private, day school and boarding schools.

The launch at Gulu College initiated the certificate level trainings, conducted by Makerere University Institute of Adult and Continuing Education, of 88 teachers and NTC-Unyama lecturers.



Opiro George, Ag. Commissioner Guidance and Counselling,

Keynote speaker Commissioner George Wirefred Opiro observed the need for psychosocial programmes at all schools to help deal with stressors students affected by war exhibit. He cited particularly as urgent and the reason for the programme, the numerous deviant behaviours among students. He observed that Peace Education and understanding the concept of peace is critical as communities enter post-war period, both for survival and for preventing further conflicts.



*Dr. Openjuru Ladah
Director LACE, Makerere University*

‘You survived the war, but are you going to survive the peace that is available now?’ He observed, making reference to Cyprian Ekwensi’s masterpiece novel, “Survive the Peace”, which is based on the Nigerian experience of post war period in Biafra and an attempt by Ekwensi to show that ‘virtues, which are kept in the tense atmosphere of wars, may not necessarily survive the peace that follows.’ He said that individuals who lead a reckless life, yet they survived the worst of times during the war needed support. ‘One cannot now decide to drink a potent gin, for instance, in the name of peace, and die in a reckless manner, yet has survived ambushes, landmines, etc.’ He said, the Ministry has for a long time included Guidance and Counselling in school programmes, but the problem has always been implementation. ‘We have promoted a structural approach to Guidance & Counselling and it’s embedded within school programme’. He said, while launching this pilot to rejuvenate Guidance and Counselling in secondary schools, adding that peace education is needed to address problems in a non-violent way, and to promote reconciliation and peace-building.

The trainings concluded on December 21st 2009 with a Certificate Award Ceremony. The Chief Guest was Assistant Commissioner Secondary Education, Mr. Uma Francis Agula who emphasized that Peace Education, and Guidance & Counselling should become systemic

programmes to ensure continuity. He urged the trained teachers to use the knowledge obtained in the trainings to create a peaceful, social and academically sound learning environment.

Mr. Cosmas Okech, Deputy Headteacher of Lira Palwo Senior Secondary School, Pader noted “The trainings have given us the competencies to help our teachers and students address the academic and social challenges we experience in our schools.” Ms. Patricia Olum, from Gulu College added: “You cannot talk of being an accomplished secondary [school] teacher without having the skills in Peace Education and Guidance & Counselling.”



Some of the participants during a one months training

Mr. Michael Obote-Obwoyo, the in-charge Guidance and Counselling at Gulu High School observed: “This has been more than a training. The opportunity created a strong bond of brotherhood and created cadres of peace builders, Guidance & Counselling educators throughout Northern Uganda.”



Charles Onencan, Director UMECS-Uganda

GCYDC for Africa has introduced a Diploma Course in Guidance and Youth Development

The Guidance, Counselling and Youth Development Centre for Africa (GYCDC), located in Lilongwe Malawi, has introduced a Diploma Course in Guidance & Counselling. The Director of programmes, Dr. Thelma Majela, while announcing this move, stated the programme will address the manpower needs of member countries in tackling youth related challenges.

The first lot of students are already completing this one year course, which combines face-to-face sessions conducted at the centre with country-based sessions, coordinated by the Guidance and Counselling Department. The

Director of the Centre, earlier this year announced the centre will meet part of the tuition cost. This is an incentive to enable more people to benefit from the programme.



Dr. Kenneth Hamwaka (Executive Director), standing in front of the Centre Building

STAKEHOLDERS

Parents Play a Critical Role in Career Guidance and Socialization Process George Wirefred Opiro

The role of parents in the socialization process and determining what children will become in future can no longer be ignored. From the olden societies, parents had been instrumental in the moral upbringing and in mentoring their children into the vocation of their communities or clan. However, with the contemporary career structures, parents have to be more cautious in matters of course choices and career decisions.



Deliberating on strategies for parental involvement

There are now many opportunities and the old ways of choosing a career can no longer work. But parents are still following the approach of traditional job mentoring and are influencing their children to take onto a career of their own desires, often for selfish reasons or for prestige associated with such careers. Often in this case, the results have not been as desirable as of the olden society, when trades were specific to communities, e.g., cattle rearing and blacksmithing.

There are a number of factors that determine a suitable career for any individual in the contemporary society. First, the interest of the individual in such an area. If one has no interest in working with machines, that person will not be a good mechanical engineer, for instance. Even if one did an engineering course, his/her outputs in this field would not be optimal. He/she may also eventually opt to change career after such a heavy investment in the 'wrong field'. Simple, the trade was not meant for him/her.

Apart from interest, one's personal characteristics also determines what kind of career suits such an individual. Ability to perform duties of a particular nature is also critical. For instance, one who is not good at calculations or careless in measurement may not necessarily be a good draughtsman or an architect because this trade requires a lot of measurements and accuracy/precision.

In order to know a suitable career category for your child, constant monitoring of the child's activities is important, even if it is play.

Many children 'portray' what they are gifted in through imaginative pretend plays at home and at school. What are the products of your child's plays? Is it always toys, drawings, dramatizing teaching/'treating a patient', 'supervising others'? What is it? Be keen. Also engage your child in the day-to-day activities of the home. Many parents, especially the urban affluent parents don't take this seriously as they employ the services of maids to do even simple things in the house, like

shining shoes, laying beds. You are, in a way, denying your child opportunities to learn and also yourself chances for knowing what work your child can do best.



Feeding students is an important role, which parents must play.

PRACTICAL GUIDANCE

Guidance to P.7 Candidates on Making Choices of Post-Primary Institutions Harriet Ajilong & Enock Bongyeirwe

Pupils of P.7 and their parents/guardians are normally provided with information guide booklet on making choices of post primary institutions. This should be carefully studied, with the guidance of a career teacher, before making any choice.

The Parents or Guardians together with the candidates should contact the Head of the School so that they may decide on whether the child should put a **SECONDARY SCHOOL OR TECHNICAL SCHOOL AS FIRST CHOICE** and the order of choices for the secondary schools and also for the technical or farm schools.

In the booklet, Secondary Schools are categorized as Universal Government Aided Secondary Schools, Non-Universal Government Aided Secondary Schools, Universal Private Partnership Secondary Schools, and Non-Universal Private Secondary Schools.

For the secondary schools, the Candidate should make **FOUR CHOICES** of his/her order of interest, but should always take into consideration the popularity of such schools. They may all be Boarding or Day or Both. **NOTE:** Past experience has shown that many candidates with reasonably good aggregates fail to gain admission into schools of their choices. The main reason for this is that these candidates select only popular schools such as Kisubi, Mwiri, Ntare, Budo, Teso College, Comboni, Layibi College, Namagunga, Gayaza, Tororo Girls, Mary Hill, Makerere College, etc.

These popular schools always have a large number of applicants that the competitions for them is so acute and the places are usually filled up with the candidates of Division 1 and (as for last year) only those of aggregates 4 - 6.

Therefore, candidates are advised that if the 1st choice is among these schools mentioned above, second, third and fourth choices should be in less competitive schools. Candidates should consider all the four choices equally important. A general guide is for the average pupils to choose a wide range of schools even if these schools may not be so famous or even if they may not be boarding schools.

Candidates are advised to select even those schools in places where they can find accommodation. Private schools have now been included and applicants are free to include any of them among their choices.

Make **FOUR CHOICES FOR TECHNICAL SCHOOLS** as well. Change of choices will not be accepted once the entry forms have been submitted to the Uganda National Examinations Board (UNEB) Office.

Selection for Post Primary Institutions will be based only on the Choices that appear on the U.N.E.B entry (P.L.E.) forms.

Selection is based on 1st choice, but other choices are equally important.

Exactly the same choices you make on the P.L.E

entry forms should be the ones to be entered on the Ministry of Education and Sports Application "Form X". Every school is advised to keep a copy of the entries in order to cross check with choices to be put on "Form X".

Heads of Schools should make sure that four characters are used when entering codes of Secondary Schools on entry forms. **CODES** of Secondary Schools have been changed by giving them **SELECTION CODE NUMBER** for example: **KING'S COLEGE BUDO, 2587; NTARE SCHOOL, 2099; IGANGA SECODARY SCHOOL, 1304; SIR SAMUEL BAKER, 1260; ST. JOSEPH'S COLLEGE OMBACI, 1056; KABALEGA SECONDARY SCHOOL, 2037** etc. Candidates should fill the new Selection codes and not the UNEB centre numbers of the schools.

SELECTION CODES of Technical Schools

have been changed by giving them Technical School Numbers, for example: **SSESE FARM SCHOOL, 6001; ACABA TECHNICAL SCHOOL, 6014; KAKIKA TECNICAL SCHOOL, 6015** etc.

The categories of Schools are indicated as: **ORDINARY LEVEL (O) & ORDINARY AND ADVANCED LEVEL (O & A), MIXED/BOARDING, GIRLS/BOARDING, BOYS BOARDING, GIRLS/DAY, GIRLS DAY/BOARDING, MIXED/DAY BOARDING, BOYS/DAY AND MIXED/DAY.** Use the most up-to-date information document when making choices. **DO NOT USE THE OLDER EDITIONS.**

CAREER GUIDANCE TO TEACHERS

It is a requirement of the Education Act (2008) that every practicing teacher is dully registered. The process of registration is simple: Go to the Ministry of Education & Sports Headquarters with your transcript and certificate from the university or College, original university or college identity card, O' Level Certificate, A' Level Certificate (where applicable). Registration is done on 4th Floor UDC Building, Teacher and Instructor Education & Training Department. You will have to first open your personal file (for those who don't yet have) from the Open Registry, Embassy Building, Floor Four, Personnel Division. You will be given a UTS File with a personal number (UTS/--/--). This file is always required at the process of registration. So the first step is to get your file from the registry taken to Teacher and Instructor Education & Training Department for them to start the process of registering you. Ensure that you thereafter regularly update your personal file with relevant career related information, e.g., new certificates acquired, appointment letters, as HoD, DoS, etc.

REGISTRATION IS FREE

NEWS AND EVENTS

G&C Staff Retreated at Nabinoonya Resort Beach; Deliberated on Strategic Issues

The Department of G&C held a staff retreat from 18th to 19th December 2009 at Nabinoonya Resort Beach. The main objective of the retreat was to reflect on what has been achieved over the one year of existence of the Department, challenges met and laying strategies for delivering the mandates and functions of the

Department, its strategic direction, and other key performance issues to enhance working relationship of staff and stakeholders.

Speaking at the opening, the Ag. Commissioner, Mr. Opiro said the staff 'have reasons to be proud as they conclude the year', borrowing largely from

what he said the Hon. Minister, Bitamazire told him when she was expressing her excitement over the Career Guidance Handbook, the Department is in the process of printing. He said, there are landmark achievements by the staff, especially in managing to produce a Career Guidance Handbook and other materials. There has been none since 1968. 'When the Department was created in December 2009, there were a number of challenges requiring quick interventions of counselling nature. We touched the ground running and as we mark one year of operation, we are settling down the dust as well.' He said. He thanked the staff for their team spirit exhibited over the year and urged them to continue with the same spirit.

Mr. Enock Bongyeirwe thanked the Commissioner for being open and approachable. This was re-

echoed by other staff as they concluded the retreat. The retreat was also a stress relieving event. It was crowned with a dance. The staff said they would miss Mr. Charles Outeke, Head ERTV Section, who would be retiring in Feb 2010.



Some staff members at end of year retreat

The Big Picture Consult to Reach out to Schools with LifeSkills & Career Education *Connie Nshemereirwe*

Research shows that young people who are able to relate their studies with future career possibilities have higher motivation, which in turn leads to better performance and discipline. The Big Picture Consult, which is a private service provider, acknowledges that getting a good formal education gives a young person a good start in life.

But Big Picture also believes that today's competitive global society demands something more: innovation, self drive and the ability to adapt to change by learning through life. As such, the focus of Big Picture Consult is on both career guidance and life skills training. It also supports schools in the following areas:

- * Providing resource persons and facilitating on Career Days
- * Delivering motivational talks to students
- * Conducting Life skills seminars and teacher seminars on LifeSkills and
- * Career Guidance.

bigpictureconsult@gmail.com

Makerere University to Develop a Policy on Guidance & Counselling *By Rose Nalwanga*

Makerere University Counselling Centre has taken a move to develop a policy on Guidance and Counselling. The Centre has been in existence for 22 years. For the first 20 years, the Centre was under the Dean of Students' Department. Two years back, the Centre was given its autonomy and it now has its own budget just like the rest of the units in the university. It has also come up with a 10 year strategic plan to guide its operations.

As the center embarks on streamlining counselling services in the university, enhancing its visibility and popularizing the services it offers, it realized that it needed a policy.

There are many reasons that justify coming up with a policy, but the critical one is giving guidance to service providers and service recipients to act within boundaries of practice and to act as guidelines to programming, budgeting, and programme implementation .

We envisioned that the policy being developed will come up with viable strategies that will assist potential and present students with making decisions and developing their skills to maximize their learning opportunities, career and personal development.



Students of Sacred Heart S.S. listening to an address on Career Choices

Cabinet Sub-Committee on Youth Unemployment and Career Guidance

Government constituted a cabinet sub-committee to discuss and come up with practical strategies for tackling youth unemployment and strengthening Career Guidance services to school going children. The committee was set in October under the chairmanship of the Rt. Hon. Prime Minister. It concluded its meetings in January 2010.

Several issues were discussed and different sectors and organisations made presentations, which are now being harmonized into a working paper.

However, the committee noted that despite the presence of big numbers of unemployed youth, there are also several opportunities for employment available, especially in the small to medium scale enterprises. The committee also noted lack of guidance services to the youth, but also poor attitude towards the available work opportunity. They also noted that many young persons are still looking for white collar jobs in Government Departments, which has drastically reduced as a result of structural adjustments strategy adopted by most developing economies. Secondly, the education programmes did not prepare these young persons to take up these opportunities.

The major recommendations of the committee are; revitalizing skills training, creating more employment opportunities, developing work ethics, employability skills of young persons and reactivating career guidance services in all institutions of learning.



Youth need to be given opportunities to develop useful skills, which can earn them employment. This starts early in life.

International Interdisciplinary Conference on Rehabilitation and Reintegration of War Affected Children

In celebration of the 20th anniversary of the UN Convention on the Rights of the Child, UNICEF in conjunction with the University of Antwerp, University of Gent, Catholic University of Leuven and Center for Children in Vulnerable Situations, organised an international inter-disciplinary conference on rehabilitation and reintegration of war-affected children. The conference took place at the Royal Flemish Academy, Brussels-Belgium from 22-23 October, 2009.

The objective of the conference was to instigate a holistic, multi-disciplinary approach on rehabilitation of children affected by armed-conflicts, aiming at a sustainable post-conflict resolution. It was attended by a wide range of academicians, researchers and policy-makers from the disciplines of psychosocial, transitional justice, social and global justice and orthopedagogy, from across the globe. It was formally opened by the UNICEF's Chair, Children's Rights, Professor Vandelhove of the Faculty of Law, University of Antwerp.

Ag. Commissioner Guidance & Counselling George Opiro attended the conference and delivered a paper entitled, *'Making the Right to Education a Reality for War-affected Children: The Northern Uganda Experience.'*

Current Publications



Contributors for this Issue:

- WG Opiro, Ag. Commissioner G&C
- Rose Nalwanga, University Counsellor, Makerere University
- Connie Nshemereirwe, CEO Big Picture Consult
- Charles Onencan, Country Director, UMECS-Uganda
- KellyHill, University of Vanderbilt, USA
- Harriet Ajilong, Ag. PEO/GC
- Enock Bongyeirwe G, Ag SEO/GC
- Editing and Design, WG Opiro

We accept articles, comments or letters from all our stakeholders. Send to G&C Department, MoES, P.O. Box 7063, Kampala (U).

The Department of Guidance and Counselling is one of the new Departments in the Ministry of Education & Sports. It came into force in January 2009, following the restructuring exercise. It was previously a Division in the Department of Special Needs Education, Guidance & Counselling, headed by an Assistant Commissioner. Until then, Guidance & Counselling issues in the MoES was handled by a Desk officer from the then Inspectorate Department. This situation had been since 1968.

The mission of the Department is to: Provide strategic and technical leadership, guidance, advice and strategies in all matters of guidance, counselling, including psychosocial care and support services within the entire education and sports sector, in collaboration with the relevant organs/stakeholders.

The overall objectives of the Department are to:

1. Promote, support and ensure the provision of quality Guidance and Counselling including psychosocial services in the entire education sector;
2. Develop & advocate for policies and strategies to effectively address issues of Guidance and Counselling, and psychosocial concerns in the entire sector;
3. Develop and carry out advocacy and sensitization programmes for all education and sports stakeholders;
4. Develop and maintain an up to date National data bank and information system on the issues/status of career guidance, counselling, placement of school leavers and psychosocial trends and services in schools/institutions so as to guide decision-making and advice to stakeholders; and
5. Initiate and coordinate the provision of Guidance and Counselling services in all Government and private schools/institutions.

MAJOR EVENTS OF THE YEAR

- Admission into Post-Primary Institutions
January and February
- Admission into Post-O' level Institutions
January and February
- Admission into University/Tertiary Institutions
July-August. However, some universities/tertiary institutions admit in January and May as well.
- Orientation Week for new students
First weeks from dates of reporting of new students
- Selection of subjects for O' level Examinations
This is usually at end of S.2, i.e., by students joining S.3 at the end of third term (after exams) or during December holiday.
- Class level Career Guidance
Throughout school calendar and also as planned by individual schools
- Careers Days/Weeks
1st, 2nd and 3rd Terms. However, schools are advised to target 2nd term.
- Making School and institutions choices by P.7 pupils
March and April
- Examination Guidance/Briefing
Towards each examination period
- Internship/Job Placement programmes
June-August, but also dependent on a university's or tertiary institutions' programmes.
- Guidance and Counselling personnel/teacher training
As organised by MoES or individual school stakeholders.



Ministry of Education & Sports

Department of Guidance & Counselling

UDC Building, Parliament Avenue
Floor 4: Rooms 4.5, 4.6 & 4.24
Floor 1: Room 1.18
E-mail: opiro66@yahoo.co.uk

We are on the web:
<http://www.education.go.ug>