

The Inclusion of Career Education in the Secondary School Curriculum for Learners with Learning Disabilities in Botswana: A Critical Analysis

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ABSTRACT

Career education has emerged as a critical dimension of contemporary schooling as education systems increasingly seek to respond to labour market uncertainty, technological disruption, and demands for inclusive socio-economic participation. This paper critically examines the relevance of integrating career education into the secondary school curriculum for learners with learning disabilities in Botswana. Drawing on recent scholarship and policy discourse, the paper conceptualises career education as a holistic, developmental, and cross-curricular process that extends beyond narrow vocational preparation to encompass self-awareness, occupational exploration, career adaptability, and lifelong learning competencies. Anchored in key theoretical frameworks from vocational psychology including Super's Life-Span, Life-Space Theory, Holland's theory of vocational personalities, as well as the Social Cognitive Career Theory, the paper underscores the psychological foundations that justify systematic career education interventions, particularly for learners with learning disabilities. Using a multidimensional analytical lens, the discussion interrogates the relevance of career education from legal, psychological, socio-cultural, economic, and educational perspectives within Botswana. The analysis reveals that career education aligns strongly with national visions of human and social development, supports learner wellbeing and self-determination, challenges stigma and exclusion, enhances economic participation, and enriches curriculum relevance. However, the paper also identifies significant structural and implementation challenges that include limited teacher capacity, resource disparities, and poor school-to-work linkages. This discourse concludes that embedding career education as a core curricular component is essential for advancing inclusive education outcomes in Botswana and calls for sustained systemic commitment to realise its transformative potential.

Key words: career education, secondary school, curriculum, learning disability, learners

INTRODUCTION

In contemporary education systems worldwide, career education has increasingly emerged as a foundational curricular component, driven by the growing recognition that schooling must extend beyond academic certification to encompass meaningful preparation for adult economic and social participation. Rapid technological advancement, labour market volatility, and the expansion of non-linear career trajectories have heightened the need for education systems to equip learners with the competencies required to navigate complex and evolving worlds of work. Within this global discourse, career education is no longer conceptualised as a peripheral or optional intervention; rather, it is viewed as an essential mechanism for fostering employability, adaptability, and lifelong learning capabilities (Hooley et al., 2021; OECD, 2023). The imperative for career education assumes heightened significance for learners with learning disabilities, whose educational journeys are frequently characterised by structural barriers, limited access to information, and constrained post-school transition opportunities. Empirical evidence from inclusive education contexts indicates that learners with learning disabilities often graduate from secondary schooling with insufficient exposure to career exploration, limited awareness of vocational pathways, and reduced self-efficacy regarding employment prospects (Mosalagae & Bekker, 2021; Ookeditse, 2025). Consequently, the absence of systematic career education

exacerbates existing inequalities, positioning such learners at an elevated risk of unemployment, underemployment, and long-term socio-economic marginalisation.

In Botswana, national education policy discourse strongly espouses the principles of equity, inclusion, and social participation for all learners, including those with learning disabilities. Policy frameworks aligned with inclusive education emphasise access to schooling, learner support, and skills development as central to national development objectives (Molosiwa & Mpofo, 2024). However, despite these progressive policy orientations, the practical positioning of career education within the secondary school curriculum remains insufficiently articulated and inconsistently implemented, particularly for learners with learning disabilities. As a result, the effectiveness of schooling as a preparation mechanism for post-school life continues to be contested. Against this backdrop, this discussion undertakes a critical examination of the relevance of integrating career education into the secondary school curriculum for learners with learning disabilities in Botswana. The analysis is structured around five interrelated perspectives: policy and legal, psychological, socio-cultural, economic, and educational/practical to provide a multidimensional understanding of the issue. Prior to this analytical engagement, however, conceptual clarity is required. Accordingly, the discussion first interrogates the meaning, scope, and pedagogical orientation of career education, thereby establishing a theoretical and definitional foundation for subsequent analysis.

Conceptualisation of Career Education

Career education is a multidimensional educational construct that transcends narrow vocational preparation and instead encompasses a broad, developmental approach to career learning across the lifespan. At its core, career education refers to a deliberately structured and systematic set of learning experiences designed to support individuals in understanding themselves, exploring occupational possibilities, and making informed decisions regarding education, training, and work (Hooley et al., 2021). Unlike traditional vocational education—which often focuses on job-specific skills for immediate labour market entry—career education adopts a holistic orientation that integrates cognitive, affective, and behavioural dimensions of career development. Contemporary scholarship conceptualises career education as an educational process through which learners acquire self-knowledge (interests, strengths, values), occupational knowledge (labour market structures, career pathways), and career management competencies (decision-making, adaptability, resilience). Lootie (2025) characterises career education as a planned instructional framework aimed at preparing learners not only for initial employment but also for sustained engagement in lifelong vocational development. This perspective underscores the importance of equipping learners with transferable skills that enable them to respond proactively to changing work environments rather than merely training them for a single occupation.

A defining feature of career education is its cross-curricular orientation. Rather than existing as a discrete subject positioned at the margins of schooling, career education is most effective when integrated across learning areas and grade levels that is, from early schooling through post-secondary education and adult learning contexts. This integration ensures that academic content is consistently connected to real-world applications, thereby enhancing learner engagement and relevance (OECD, 2023). For instance, mathematical reasoning may be contextualised within financial literacy or technical trades, while language instruction may be linked to communication demands in professional environments. Such integration is premised on the pedagogical assumption that learning outcomes are strengthened when learners perceive clear connections between present educational experiences and future life opportunities. Importantly, contemporary career education frameworks extend beyond initial career choice or job placement to encompass concepts of career adaptability, lifelong learning, and continuous career self-management. In a global economy characterised by automation, shifting skill demands, and non-standard employment patterns, individuals are increasingly required to navigate multiple career transitions over the course of their lives (World Economic Forum, 2023). Career education must therefore cultivate competencies such as critical thinking, problem-solving, communication, digital literacy, and openness to reskilling. For learners with learning disabilities, this broadened scope is particularly critical, as it recognises diverse pathways to success and affirms the legitimacy of multiple forms of achievement beyond traditional academic routes.

Within inclusive education contexts such as Botswana, career education additionally serves a social justice function by addressing inequities in access to information, guidance, and opportunity. When systematically embedded within the curriculum, career education operates as a bridge between schooling and adult participation, transforming abstract educational attainment into purposeful preparation for independent and productive life roles.

Psychological Foundations and Theoretical Underpinnings of Career Education

Career education is grounded in a substantial body of theory derived from vocational psychology, developmental psychology, and social-cognitive frameworks. These theoretical traditions collectively illuminate how individuals form vocational identities, make career-related decisions, and adapt to changing work environments over time. Importantly, they provide the conceptual scaffolding that informs the design, sequencing, and pedagogical strategies of effective career education programmes. One of the most influential developmental frameworks underpinning career education is Super's Life-Span, Life-Space Theory, which conceptualises career development as a continuous and dynamic process unfolding across the lifespan. According to this model, vocational development proceeds through a series of interrelated stages, that is, growth, exploration, establishment, maintenance, and disengagement—each characterised by distinct developmental tasks and psychosocial demands (Savickas et al., 2022). Central to Super's theory is the notion of self-concept, which evolves through interaction between personal attributes and social contexts.

Career education is particularly salient during the growth and exploration stages, typically associated with childhood and adolescence. During these phases, learners begin to develop awareness of their interests and abilities, experiment with possible future roles, and tentatively align personal identities with occupational possibilities. Educational interventions informed by Super's theory therefore emphasise self-assessment, experiential learning, and guided reflection to support processes of vocational crystallisation and specification. For learners with learning disabilities, these structured experiences are essential for countering restricted career expectations and fostering confidence in their vocational potential. Complementing this developmental orientation is Holland's Theory of Vocational Personalities and Work Environments, which focuses on the interaction between individual personality patterns and occupational contexts. Holland's RIASEC model delineates six personality-environment types—Realistic, Investigative, Artistic, Social, Enterprising, and Conventional—and posits that vocational satisfaction and stability are maximised when there is congruence between personal attributes and work environments (Nauta, 2022). Career education programmes frequently operationalise this framework through interest inventories and career matching tools that assist learners in identifying environments aligned with their preferences and strengths.

For learners with learning disabilities, Holland-based assessments can play a particularly empowering role by shifting attention away from academic limitation and toward interest-based and practical strengths. Empirical studies indicate that vocational congruence is associated with improved job satisfaction, persistence, and psychological wellbeing—outcomes that are critical for inclusive labour market participation (Savickas et al., 2022). Beyond trait- and stage-based theories, career education is also informed by Social Cognitive Career Theory (SCCT), which emphasises the role of self-efficacy beliefs, outcome expectations, and goal formation in shaping career behaviour. SCCT argues that individuals are more likely to pursue and persist in career pathways where they perceive themselves as competent and where anticipated outcomes are valued (Lent & Brown, 2020). From this perspective, career education must actively cultivate self-efficacy through mastery experiences, social modelling, and supportive feedback. Effective career education initiatives therefore extend beyond information provision to include hands-on learning, mentorship, and exposure to relatable role models—particularly for learners with learning disabilities, whose confidence may be undermined by repeated academic challenges. By systematically strengthening beliefs in personal capability, career education enhances learners' willingness to engage with challenging goals and supports their long-term vocational resilience.

Collectively, these theoretical perspectives position career education as a psychologically informed, developmentally responsive, and empirically grounded educational enterprise. They underscore the understanding that career development is not a singular decision-making event, but a lifelong process shaped by personal agency, social opportunity structures, and cognitive appraisal.

Relevance of including career education in the curriculum of secondary school learners with learning disabilities in Botswana

Policy and Legal Perspective

From a contemporary policy and legal standpoint, the inclusion of structured career education within the secondary school curriculum for learners with learning disabilities in Botswana is both strategically justified and normatively mandated. Botswana's education governance framework has progressively shifted from a narrow conception of access toward a more holistic understanding of inclusive education, one that encompasses participation, progression, and post-school outcomes for learners with diverse educational needs. Although foundational documents such as the Revised National Policy on Education and the Inclusive Education Policy articulate broad commitments to equity and inclusion, recent policy analyses stress that these commitments must be operationalised through curriculum content that explicitly addresses transition readiness and employability (Molosiwa & Mpofo, 2024; Otukile-Mongwaketse, 2025). Career education occupies a central position in this policy discourse because it bridges the historically weak interface between schooling and post-school life for learners with disabilities. In Botswana, learners with learning disabilities often complete secondary education without structured guidance on navigating available pathways such as Technical and Vocational Education and Training (TVET), supported employment, or small-scale entrepreneurship. This policy gap undermines the very objectives of inclusive education by limiting learners' capability to translate schooling into sustainable livelihoods. Contemporary education policy evaluations have highlighted that inclusive education frameworks are weakened when transition planning and career development are treated as optional rather than integral components of schooling (Ookeditse, 2025).

Within the national development architecture, Vision 2036 significantly strengthens the policy rationale for integrating career education. Pillar 2—Human and Social Development—explicitly recognises education and skills development as instruments for social inclusion, economic participation, and intergenerational equity, with persons with disabilities identified as a priority population (National Planning Commission, 2023). Career education responds directly to this vision by equipping learners with learning disabilities with labour-market-relevant competencies and informed decision-making skills. From a legal-ethical standpoint, failure to provide such preparation constitutes a form of structural exclusion, whereby learners are technically included in schools but functionally excluded from meaningful post-school opportunities. Furthermore, Botswana's alignment with international disability rights frameworks, including the principles of the UN Convention on the Rights of Persons with Disabilities (CRPD) reinforces the obligation to prepare learners with disabilities for employment and independent living. While Botswana has made notable progress in policy harmonisation, implementation studies continue to report inconsistencies between policy intent and school-level practice, particularly in rural and resource-constrained settings (Molosiwa & Mpofo, 2024). In this context, institutionalising career education within the curriculum offers a legally grounded mechanism for translating inclusive education commitments into measurable learner outcomes.

Psychological Perspective

From a psychological perspective, career education constitutes a critical protective and developmental intervention for learners with learning disabilities, particularly within examination-oriented education systems such as Botswana's. Research in educational psychology consistently demonstrates that learners with learning disabilities are at heightened risk of diminished self-esteem, reduced academic self-efficacy, and impaired future orientation due to repeated experiences of academic failure and negative feedback (Mrstik et al., 2020). In Botswana's secondary school context, where high-stakes examinations largely determine progression and certification, these psychological vulnerabilities are often intensified. Career education addresses these challenges by reframing the construct of success in ways that extend beyond conventional academic metrics. Through structured exposure to vocational interests, skills identification, and goal-setting processes, learners with learning disabilities are afforded opportunities to construct positive self-concepts anchored in competence rather than deficit. Empirical studies conducted in Botswana and comparable contexts indicate that learners who participate in structured career guidance demonstrate improved motivation, clearer vocational aspirations, and greater resilience in the face of academic setbacks (Mosalagae & Bekker, 2021; Ookeditse, 2025).

Psychologically, career education also enhances self-determination by promoting autonomy, informed choice, and internal locus of control. Learners with learning disabilities are frequently positioned as passive recipients of educational decisions, with limited involvement in planning their future trajectories. Career education disrupts this pattern by actively engaging learners in reflective and decision-making processes regarding their strengths, interests, and aspirations. These practices are associated with improved psychological wellbeing and reduced risk of disengagement and early school leaving outcomes of relevance in Botswana, where dropout rates among vulnerable learners remain a policy concern (HRDC, 2025). However, the psychological effectiveness of career education is contingent upon the competence of those delivering it. In Botswana, the shortage of trained guidance teachers and school counsellors has been identified as a significant barrier to providing high-quality psychosocial and career support, especially for learners with disabilities (Ookeditse, 2025). Without specialised training in disability-responsive guidance practices, career education risks becoming superficial or inaccessible. Therefore, from a psychological standpoint, career education must be conceptualised not merely as information dissemination but as a structured developmental process requiring appropriately trained professionals.

Socio-Cultural Perspective

Socio-culturally, the integration of career education for learners with learning disabilities plays an instrumental role in promoting social inclusion and transforming deeply embedded societal perceptions of disability in Botswana. Cultural belief systems significantly influence how disability is understood, responded to, and accommodated within families, schools, and communities. In many Botswana communities particularly in rural areas, disability continues to be associated with dependency, limited productivity, and restricted social roles, despite progressive constitutional and policy frameworks (Molosiwa & Mpofu, 2024). Career education confronts these narratives by repositioning learners with learning disabilities as individuals with agency, potential, and valuable contributions to make to society. This repositioning resonates strongly with Botswana's cultural ethic of *Botho*, which emphasises humanity, mutual respect, and collective responsibility (Otukile-Mongwaketse, 2025). By embedding career education within the school curriculum, learners with learning disabilities are afforded opportunities to demonstrate competence and aspiration, thereby challenging deficit-based assumptions held by peers, educators, and community members.

The socio-cultural impact of career education is further amplified when families and communities are actively involved in the career development process. In Botswana, extended family structures and communal decision-making play a significant role in shaping young people's educational and occupational trajectories. Career education initiatives that engage parents, traditional leaders, and local employers help to align learner aspirations with community realities while simultaneously addressing stigma and low expectations (Mosalagae & Bekker, 2021). Nevertheless, research indicates that such engagement is uneven, with rural schools often lacking the resources and partnerships necessary to implement community-inclusive guidance practices (Ookeditse, 2025). Thus, while career education is culturally consonant with Botswana's values, its transformative potential is contingent upon broader societal sensitisation efforts. Without deliberate strategies to address entrenched attitudes toward disability and work, the socio-cultural benefits of career education will remain constrained.

Economic Perspective

Economically, the relevance of career education for learners with learning disabilities in Botswana must be understood within the context of persistent youth unemployment, skills mismatches, and economic diversification imperatives. National labour market analyses consistently show that young people with disabilities experience disproportionately high levels of unemployment and underemployment, often resulting in long-term reliance on social protection systems (HRDC, 2025). This pattern represents not only a social justice concern but also a loss of potential human capital. Career education directly addresses these challenges by aligning learners' skills and aspirations with labour market demands and national development priorities. Botswana's economic diversification agenda—outlined in Vision 2036—emphasises sectors such as agribusiness, tourism, digital services, and small-scale manufacturing, many of which offer accessible entry points for learners with learning disabilities when appropriate training and support are provided (National Planning Commission, 2023). Career education equips learners with the knowledge required to navigate these opportunities and transition into TVET institutions or entrepreneurial ventures. From a cost-benefit perspective,

investment in career education yields long-term economic gains by reducing dependency on welfare systems and increasing labour force participation among persons with disabilities. However, structural constraints—including limited availability of inclusive TVET programmes and persistent employer discrimination—continue to undermine economic outcomes for this population (HRDC, 2025). These challenges highlight the necessity of system-wide collaboration that extends beyond schools to include training institutions, employers, and policy makers.

Educational and Practical Perspective

From an educational and pragmatic standpoint, the inclusion of career education enhances curriculum relevance, learner engagement, and pedagogical inclusivity within Botswana's secondary school system. Historically, the curriculum has been heavily examination-driven, privileging academic achievement and marginalising learners whose strengths do not align with conventional assessment modalities (Otukile-Mongwaketse, 2025). Learners with learning disabilities are particularly disadvantaged within such frameworks. Career education introduces experiential, applied, and learner-centred pedagogies that support differentiated instruction and universal design for learning. Through work-based learning, project-based activities, and skills demonstrations, learners with learning disabilities are afforded alternative avenues for demonstrating competence and achievement. These approaches have been shown to improve engagement, attendance, and educational persistence among learners with diverse learning needs (Mrstik et al., 2020). Despite these benefits, implementation challenges remain substantial. Inadequate teacher training limited instructional resources, and the absence of disability-sensitive career materials contribute to uneven delivery across schools and regions (Ookeditse, 2025). Rural schools, in particular, face constraints related to staffing, infrastructure, and access to labour market information. Consequently, while the educational rationale for career education is robust, its practical impact depends on sustained investment in teacher professional development and institutional capacity-building.

Empirical Evidence from Botswana to Support the Inclusion of Career Education

Evidence from Policy and Inclusive Education Studies

Botswana has formally committed itself to inclusive education through the Inclusive Education Policy (2011) and the Revised National Policy on Education (RNPE, 1994), which emphasize equitable access and functional relevance of education for all learners, including those with learning disabilities (LDs). However, empirical studies consistently indicate that curriculum implementation has focused predominantly on academic outcomes, with limited attention to career and transition preparedness, particularly at secondary level. A national literature review by Mrstik, Dieker, and Abosi (2020) found that while learners with LDs are increasingly placed in inclusive secondary classrooms, curriculum differentiation and transition-oriented planning remain underdeveloped, resulting in poor post-school outcomes. This gap underscores the need for structured career education within the mainstream curriculum.

Teacher Perspectives and School-Level Case Evidence

Qualitative research conducted in Botswana secondary schools reveals that teachers often lack capacity to support learners with LDs beyond academic accommodation. Mangope, Kuyini, and Major (2020), using interviews and reflective journals with secondary teachers, reported that educators felt inadequately trained to link classroom learning with real-world skills, including career readiness. Teachers acknowledged that learners with learning disabilities struggled to understand subject relevance to employment or vocational pathways. Similarly, Ookeditse and Molemane (2023), in a cross-sectional survey involving 258 secondary school teachers across Botswana, found consensus on the importance of functional and transition skills (e.g., self-determination, life skills, and work-related competencies), yet reported that these were not sufficiently embedded in the curriculum. This study provides strong empirical support for the systematic inclusion of career education as part of secondary schooling for learners with disabilities.

Evidence from Career Guidance Studies

Empirical career guidance research in Botswana further strengthens the argument. Rukewe and Oats (2020), in a qualitative case study involving four senior secondary schools in Gaborone, found that career guidance programmes were largely absent or ineffective, even for mainstream learners. Given that general learners lack access to meaningful career education, learners with LDs are even more disadvantaged, leading to higher risks of dropout, unemployment, and social exclusion. Ntumy (2025) also linked inadequate implementation of inclusive education strategies—including individualized guidance and career planning—to increased dropout rates among learners with disabilities in Botswana secondary schools.

Practical Implementation Strategies for Career Education in Inclusive Secondary Schools

Career education in Botswana secondary schools should be implemented as an integrated component of everyday teaching and learning rather than being treated as a separate or isolated subject. Infusing career education across the curriculum allows learners with learning disabilities to see clear connections between what they learn in the classroom and real-life work opportunities (Lootie,2025; OECD,2023). For example, Mathematics can be taught through practical applications such as basic budgeting, small-scale entrepreneurship, and skills relevant to technical trades, enabling learners to understand how numeracy functions beyond examinations. Similarly, English and Setswana lessons can intentionally focus on workplace communication, report writing, customer interaction, and interview skills, which are essential for employability and successful participation in the labour market. Subjects such as Design and Technology and Agriculture are particularly well positioned to provide hands-on vocational pathways by incorporating practical production tasks, problem-solving activities, and exposure to self-employment options that are relevant within Botswana’s socio-economic context. This approach resonates strongly with findings from Botswana-based studies, which indicate that teachers and learners benefit more from functional and applied learning than from abstract academic instruction alone (Mosalagae & Bekker,2021).

In addition to curriculum integration, Individualised Education Plans should play a central role in operationalising career education for learners with learning disabilities (OECD,2023). Transition goals related to future employment, enrolment in Technical and Vocational Education and Training institutions, or supported work opportunities should be clearly articulated within IEPs from the junior secondary level onwards (Lootie,2025). Embedding career goals early allows schools to provide systematic and progressive support that aligns learners’ strengths, interests, and support needs with realistic post-school pathways (Human Resource Development Council,2025). This approach also encourages collaboration between teachers, guidance personnel, parents, and learners themselves, ensuring that career planning is personalised and responsive rather than generic or reactive.

The adoption of skills-based curriculum models further strengthens the case for inclusive career education (Lootie,2025). Botswana’s recently developed Functional Curriculum for learners with severe and profound disabilities demonstrates that it is both feasible and effective to prioritise life skills, employability competencies, and independence within formal schooling. Although originally designed for learners with higher support needs, the principles underpinning this curriculum can be adapted for learners with learning disabilities in mainstream secondary schools. Such adaptation would support the development of practical skills, self-determination, and work readiness, reinforcing the relevance of schooling to learners’ future lives while remaining consistent with national inclusive education goals (National Planning Commission, 2023).

Successful implementation of inclusive career education is, however, highly dependent on teacher preparedness and ongoing professional support (Mosalagae & Bekker,2021). Empirical research in Botswana repeatedly identifies limited teacher training as a significant barrier to effective inclusive practice and to meaningful career guidance for learners with disabilities. There is therefore a need for structured in-service training programmes that equip teachers with knowledge and practical strategies for delivering career education to diverse learners. These programmes should focus on inclusive career development, differentiated instruction, the application of Universal Design for Learning principles, and transition planning that is informed by local labour market realities (OECD,2023). Alongside in-service training, reforms in pre-service teacher education are necessary. Institutions

such as the University of Botswana should continue to incorporate compulsory modules on inclusive career education and school-to-work transition planning to ensure that newly qualified teachers enter the profession with the competencies required to support learners with learning disabilities. At school level, collaborative professional learning through school-based communities of practice can further enhance implementation by enabling guidance teachers, special educators, and subject teachers to jointly design, reflect on, and refine career-focused learning activities (OECD,2023).

At an institutional level, school-based career guidance models must also be strengthened to ensure inclusivity (Mosalagae & Bekker,2021). Evidence from Botswana suggests that effective models are those that are collaborative and contextually responsive. Multidisciplinary career support teams comprising guidance teachers, special education specialists, class teachers, and parents can provide coordinated and holistic support to learners with learning disabilities. These teams are better positioned to monitor progress, address barriers, and align school-based learning with post-school opportunities. Furthermore, partnerships between secondary schools, local employers, and TVET institutions are critical, particularly considering Botswana's Vision 2036 emphasis on skills development and employability (Lootie,2025). Such partnerships can facilitate career talks, workplace visits, and practical exposure that demystify employment pathways for learners with learning disabilities (Human Resource Development Council,2025). Career awareness activities, including job-shadowing, school-based enterprises, and adapted work experience placements, provide learners with authentic opportunities to develop confidence, apply their skills, and make informed career decisions. When implemented thoughtfully and inclusively, these models help ensure that learners with learning disabilities are not only present in secondary schools but are meaningfully prepared for life beyond schooling (Mosalagae & Bekker,2021).

CONCLUSION

In conclusion, the inclusion of career education in the secondary school curriculum for learners with learning disabilities in Botswana is highly relevant when examined through policy, psychological, socio-cultural, economic, and educational perspectives. It aligns with national policies, supports learner wellbeing, promotes social inclusion, contributes to economic development, and enhances curriculum relevance. Nonetheless, significant structural and implementation challenges remain. Addressing these challenges requires strengthened teacher training, improved inter-sectoral collaboration, and sustained commitment to inclusive practices to ensure that career education fulfils its transformative potential for all learners.

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