



Republic of Zambia
Ministry of General Education

PARTICIPANTS' HAND-OUT IN GUIDANCE AND COUNSELING

March, 2016



RTS Learner Support & Services Series # 3



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Contents

GUIDANCE	1
COMPONENTS OF GUIDANCE.....	1
Educational Guidance	2
Vocational Guidance	2
Personal Guidance	2
Social Guidance.....	2
Career Guidance.....	2
CHARACTERISTICS OF A COMPREHENSIVE GUIDANCE PROGRAM.....	3
Guidance and Counselling Programmes in Institutions of Learning.....	3
COUNSELING	4
Educational Counselling.....	5
Vocational Counselling.....	6
Personal Counselling.....	6
Social Counselling.....	6
Skills Required in Child Counselling	6
Conditions that Facilitate Counseling	7
Skills of a Good Counsellor	8
Some Useful Skills in Communicating with and Counselling Children.....	8
The Process of Bereavement and Grief	9
Strategies for Dealing with Loss and Separation	9
Peer Education	9
Advantages of Peer Education	9
Proposed Structure of School Guidance Services	10
STAFFING IN GUIDANCE AND COUNSELLING	11
Teaching of Guidance and Counseling in Schools and Colleges.....	12
Guidance Personnel in Schools.....	12
Procedure for Appointments	12
Roles of Position Bearers in Guidance and Counselling.....	12
Principal Education Officer – School Guidance Services.....	12
Senior Education Officer – Administration and School Guidance	12
District Guidance Coordinator	13
Class Teacher or College Lecturer	13
School Counsellor or Guidance Teacher/College Counsellor	13

Head-teacher or Principal14
Deputy Headteacher or Vice Principal 14
Other Officers who Provide Support Services to the G & C Services 15
Guidance and Counseling Committees 15
Advisory Council 16
Collaboration 17
Monitoring, Evaluation and Research 19
Documentation and Records Management..... 20
Reporting in Guidance and Counselling 23
Guidance and Counselling Checklist..... 23

BACKGROUND AND GOALS

GUIDANCE

Guidance as a concept involves the utilization of a point of view to help an individual accept and use his or her abilities, aptitudes and interests and attitudinal patterns in relation to his or her aspirations. As an educational construct, it involves the provision of experiences which assist individuals to understand themselves and as a service or programme refers to organizational procedures and processes that help to achieve a helping relationship.

Guidance can also be seen as a programme of services to people based on individual needs and an understanding of their immediate environment, including the influence of such environmental factors on the individual. It must be noted that each individual is greatly influenced by unique features of each school. Guidance is therefore, designed to help an individual to adjust to their environment, and to develop the ability to set realistic goals for themselves in order to improve their entire education programme. Guidance should never be regarded as a single or simple process, but one that involves a series of actions or steps progressively moving towards a desired goal. Guidance services can be isolated into four major components; *educational, vocational, personal and social guidance*.

The following are the purposes of Guidance:

- ❑ Helps meet the needs of learners
- ❑ Enables learners to make well informed choices at various stages of their educational careers.
- ❑ Helps the learners to choose and prepare adequately for future careers
- ❑ Helps learners to make adjustments to various situations in and out of school
- ❑ Motivates the learners to work hard towards their goals.
- ❑ Helps to identify learners in need of special assistance in academic and social life.
- ❑ Helps in ensuring proper utilization of time spent in and out of class
- ❑ Helps to minimize the incidences of indiscipline.

COMPONENTS OF GUIDANCE

Learners are people that come from different backgrounds and adapting to a new way of life in a school setting is not always easy. In the course of interaction, they face challenges in forming new social relationships and in the acquisition of academic knowledge. The identity crisis (who am I?) is synonymous with adolescence. What to do after one completes school (career path) is also a source of concern to learners.

The process of guidance has therefore got five (5) approaches or components to help tackle the issues raised above. These are:

Educational Guidance

This involves the provision of assistance to learners in their choices in adjusting to the school curriculum and school life in general. This is an essential element in counselling services provided in the schools, and helps to guide young people in pursuing the right type of education in which the right balance for accommodating human resource needs for a country is met.

Vocational Guidance

This process involves helping an individual to choose an occupation, prepare for the chosen occupation and enter into the progress of reaching that goal. Future happiness and vocational satisfaction requires that a person's interests, aptitudes and personality be suitable for one's chosen work. Vocational guidance is therefore, important in providing individuals with a comprehensive understanding of the world of work and essential human needs. This also helps an individual to understand the importance of dignity, labour issues and work value.

Personal Guidance

This helps an individual to understand oneself, including improvement of manners and life etiquettes and recreation activities.

Social Guidance

This is the process of helping an individual to improve their behaviour patterns in relationship with other people, and helps an individual on how to get along with others with improved social skills, family and family relations. This also helps one to understand their masculine and feminine roles.

Career Guidance

Career Guidance is the process of helping an individual to choose an occupation, prepare for it, enter it and progress in it, and relate personal skills, interests and abilities to their careers. This also aims at helping learners link what they do in school with the world of work.

CHARACTERISTICS OF A COMPREHENSIVE GUIDANCE PROGRAM

A comprehensive Guidance programme is characterised by the following aspects:

- ☞ It is developmental because it focuses on the progression, advancement and the sort of programmes to be offered at different levels of a child's educational development.
- ☞ It is preventative as it prepares individuals for life before they make mistakes, preventing bad situations from taking place.
- ☞ It is remedial or corrective because it equips the individuals with strategies to help them avoid further mistakes (they are already in problems-correct the situation then prevent).
- ☞ It is an integral part of the entire schools programme complimenting other school activities.
- ☞ It is balanced, encompassing the four fundamental field/areas of Guidance; educational, personal, social, career and counselling.

Guidance and Counselling Programmes in Institutions of Learning

The following are some of the guidance and counselling programmes that should be found in every school:

- ☞ **School Guidance and Counselling Lessons** (Learning to live, Learning to learn and Learning to work).
- ☞ **Orientation Service:** introducing learners to a new school situation and acquainting them with the school's procedures and requirements.
- ☞ **A Pupil Information Service:** collection of essential pupil data and maintenance of records.
- ☞ **A General Information Service:** educational information (study skills, time tabling, exam preparation), career information – choose an occupation, prepare for it, enter upon and progress in it, interest, and abilities and personal and social information (intra and interpersonal relationship).
- ☞ **Assessment Service:** analysis of achievement tests, administration, scoring, analysis and interpretation of other tests such as; interest inventories, aptitude, attitudinal, intelligence.
- ☞ **Counselling Service:** this includes individual counselling, group counselling and peer counselling.
- ☞ **Placement Service:** This involves engaging an individual into a particular profession, career or vocation. It includes a careful scrutiny of the individual's strengths,

weaknesses, matching them with occupational specifications and engaging the individual into productive life in society.

- ☞ **Referral and Home-based Counselling Service**
- ☞ **Research service:** researching on emerging and contemporary issues on guidance and counselling
- ☞ **An Evaluation Service:** to determine the effectiveness of a guidance programme

COUNSELING

Counselling is a relationship between a concerned person (counsellor) and a person with a need (client). Counselling aims to help the clients come to terms with the problem and helps the client with skills to solve their current and future problems.

Counseling is essentially concerned with bringing about desirable personality changes voluntarily and consciously in the client. The counsellor provides a warm and non-evaluative atmosphere to help or stimulate the client to make suitable choices while thinking aloud in various alternatives open to them.

Purpose of Counselling

The purpose of counseling is to create an environment in which the client feels encouraged and begins to relate or behave more effectively. Through counselling a person is able to; develop an understanding and owning problems and issues, acquire new behaviours or actions and develop meaningful relationships.

Types of Counseling

There are different types of counselling and some of these include the following:

- ☞ **Crisis Counseling:** This is the type of counseling that requires immediate and urgent intervention on the part of the counselor. The main aim of the counselor is to alleviate the crisis as soon as possible. There are numerable types of crisis that can be experienced by different people, such as child abuse and attempted suicide.
- ☞ **Preventive Counseling:** this is structured and is based on a specific program with specific goals such as HIV and AIDS Prevention. This type of counseling involves giving information to an individual or group.
- ☞ **Developmental Counseling:** This type of counseling is not problem-oriented; it focuses on the total person and the development stages. The person is helped to adjust to developmental changes and its main aim is to achieve personal growth through the process of self-understanding and self-acceptance.

- ☞ **Facilitative Counseling:** this is sometimes called adaptive counseling or remedial counseling. The individual is perceived to be moving from a position of maladjustment to adaptive behaviour. The client is helped to identify her problem and to explore, clarify and understand it.
- ☞ **Bereavement Counselling:** this type of counselling helps the client to identify and express feelings and adjust accordingly following a loss.
- ☞ **Psychosocial Care and Support:** this encompasses the values, principles, actions, hopes and dreams that a group of people have for themselves and others and is expressed through caring and nurturing relationships.
- ☞ **Psychological Testing**
This is designed to measure characteristics of human beings that pertain to behaviour is either be overt (seen) or covert (not directly observed) and can therefore predict past, current and future behaviour. Some of the tests that are used in guidance and counselling include; achievement tests that measure the learner's knowledge and competence in a subject after being taught, aptitude tests- that measure a learners potential, personality tests that are used to study how a learner's personality can influence their attitude towards schoolwork and interest inventories which measure the things that learners like to do.

In the counselling process, the helper expresses care and concern towards the person with a particular problem, in order to facilitate that person's personal growth and positive change through self-understanding. Counselling is usually involves a relationship between a concerned person and a person with a need, and is more often a person to person relationship, although it may involve more than two persons depending on the nature of the problem in question. Counselling is designed to help affected individuals to understand and clarify their views in life, and to learn to reach their self-determined goals through meaningful and well informed choices, and resolution of problems that may either be of an emotional or interpersonal nature. Depending on the individual being handled and the circumstances, counselling may have different meanings to different people. The major services of counselling include educational counselling, vocational counselling, personal counselling and social counselling.

Educational Counselling

This assists learners in their curriculum and school life choices. This also helps the learners to understand the value of education, study skills, time management and preparations for tests and examinations. Educational counselling helps learners to plan for life after school. It is important that all teachers get involved in the process of educational counselling, even without specialized training.

Vocational Counselling

The counsellor's main task in this is to facilitate the counslee's career development process. In vocational counselling, the learner's problems are addressed as regards to the aspirations and ambitions for the future vocational choices. This process helps the learner to be aware of the many occupations available for exploration, and to decide which occupation to take on after school. Apart from the guidance and counselling teacher, the class teachers are well placed to provide this service, since they know the learners' academic strengths and weaknesses. The fact that the class teachers know the interests and aptitudes of their learners, places them in the best position to assist learners in deciding for their aspired vocations.

Personal Counselling

This involves counselling on very personal problems that learners encounter. This deals with emotional distress and behavioural difficulties that may arise when an individual struggles to cope with developmental issues. It must be noted that some of the developmental facets can easily be turned into personal adjustment problem. In this case, individuals may encounter exceptional difficulties regarding various challenges that may include stress and anxiety, identity crisis, poor self-image or low esteem, anger, insecurity, depressive feelings when bored, excessive guilt about serious mistakes in life, lack of assertiveness and confidence and even failure in examinations.

Social Counselling

This mainly involves counselling on matters concerning interpersonal relationships, which may include family problems, inability to make friends, academic problems and peer pressure, grief over loss of loved persons, loneliness, conflict with other learners or teachers and relationship problems.

Counselling involves helping individuals to cope with various developmental tasks that may include self-definition and independence. In this case therefore, attention should be given to an individual's assets, skills, strengths, and personal development. Particular attention should be made towards an individual's present conscious material (individual's personal awareness) including historic and symbolic materials which relies on the reactivation of the unconscious. The later should be conducted by qualified counsellors that may understand psychotherapeutic approaches and processes.

Skills Required in Child Counselling

- **Attending Skills:** make the child feel comfortable and welcome. Ensure that you prepare a conducive environment for the process. Ensure that there is adequate privacy.
- **Active listening:** always pay attention to the child as he or she narrates the problem without interrupting and be able to ask open ended questions or paraphrasing for clarity and understanding of the situation at hand.

- **Probing:** Dig deeper into the child's problem by asking open ended questions, but do not appear to interrogate the child.
- **Empathy:** identify yourself mentally with intention to help the child by placing yourself in the shoes of the person being cancelled.
- **Confidentiality:** Ensure that you build trust and confidence within the child, which will help them to open up without feeling uncomfortable.

Conditions that Facilitate Counseling

A variety of internal and external conditions facilitate effective counseling internal conditions include:

- **Respect:** this means accepting the client as s/he is and appreciating the individual as a person
- **Empathy:** this means sharing another's feelings or putting oneself in another's shoes. This ability is necessary to accurately understand a client's experiences and communicate that understanding to the client.
- **Attentiveness:** this means paying attention to another person. It implies the use of verbal and non-verbal communication to assure the client that the counsellor hears what s/he is saying
- **Honesty:** this means being honest and sincere when communicating with a client

External Conditions

- **Physical setting:** the room should be comfortable and attractive with appropriate lighting and ventilation
- **Seating arrangement:** sitting should be arranged so that each person has a personal space in which s/he is comfortable. Factors may affect how closely people sit together including cultural background, the relationship between the two parties, client and counsellor gender and conversation topic. Setting should be arranged so the counsellor can observe the client easily.
- **Privacy:** this is very important in counseling, since clients will refuse to open up if they are afraid that they will be overheard. To maintain privacy, counsellors must ensure that clients will not be seen or overheard during the counseling session.
- **Confidentiality:** this is a necessary ingredient in counseling and the counsellor should assure clients that nothing they say will be told to other people without their consent. In cases where there are limits to confidentiality, counsellors should discuss legal and ethical constraints with clients early in the counseling session.

Skills of Good Counsellor

- *Patient*: Should listen and record what the client says without much interference
- *Genuine*: Should not hide their feelings about the problem but to say whatever is helpful in an open and honest manner in order to safeguard the well-being of their client.
- *Approachable*; Must be approachable if they are to find out more about the client's problem.
- *Empathic*: Must see things the things that the client does, feel the way the client feels without necessarily expressing so much sympathy (too much sympathy is harmful to the learner)
- *Pragmatic*: should suggest workable solutions only and not offer empty solutions in an attempt to impress the client.
- *Spontaneous*: Must be active and skilful and should not hesitate but act accordingly, avoiding worsening the client's situation.
- *Non-judgemental*: should not interrogate the client but listen carefully to what the client is saying before making any conclusion.
- *Good conduct*; Must be a model in society and must always try not to do the opposite of what society expects of him.
- *Communication*: Must be able to effectively express one-self fully and clearly during interviews with clients.

Other qualities include warmth, care, tolerance, creativity, democratic, confidentiality, listening, sense of humour, self-respect and respect to others, and observes the ethical principles of confidentiality.

Some Useful Skills in Communicating with and Counselling Children

- *Take a lower position* when dealing with a child by showing that the child knows about certain things than you do as an adult.
- *Develop good listening and attention skills*; do not interrupt the child during sessions, ask follow up questions, and be willing to sit in silence and listen.
- *Use minimal encouragers*; Use brief words and gestures to encourage the child to go on talking without interrupting.
- *Be as present as possible*; Give the child your full attention.
- *Externalize problems*; Separate the problem from the child without labelling a child as a bad person.
- *Call the child by first name*.
- *Encourage enactment*; this involves asking the child to show by acting, what happened when the problem arose. This is often useful with children who may have problems expressing their feelings using the word of mouth.
- *Summarize*; This means repeating back to the child what you understand what the child has said to you, in order to affirm and validate the importance of what the child has said and that it has been perfectly understood.
- *Reframe (re-label)*; this involves restating the situation the child has already described in a more positive way.

- *Clarify*; helps to understand what the child means by any given information or situation through open ended questions (when you said this, did you mean....)

The Process of Bereavement and Grief

- Shock and disbelief; Not believing that loss has occurred
- Anger; Annoyance to loss expressed through crying, feeling helpless
- Guilt; A feeling that you are partly responsible for what has happened
- Bargaining; Looking for a source of the loss
- Depression; Excessive anxiety and fear due to the loss; feeling empty and powerless – tired
- Acceptance; coming to terms with what has happened, and accepting that the loss is normal – adopting the new environment.

Strategies for Dealing with Loss and Separation

The strategies used in helping the learners to deal with the effects of loss and separation are aimed at helping to deal with the psychological, educational and economic consequences that may include

- Bereavement counselling
- Peer counselling
- Self-help projects
- Home visits
- Sponsorship projects
- Foster care and adaptation
- Children's homes

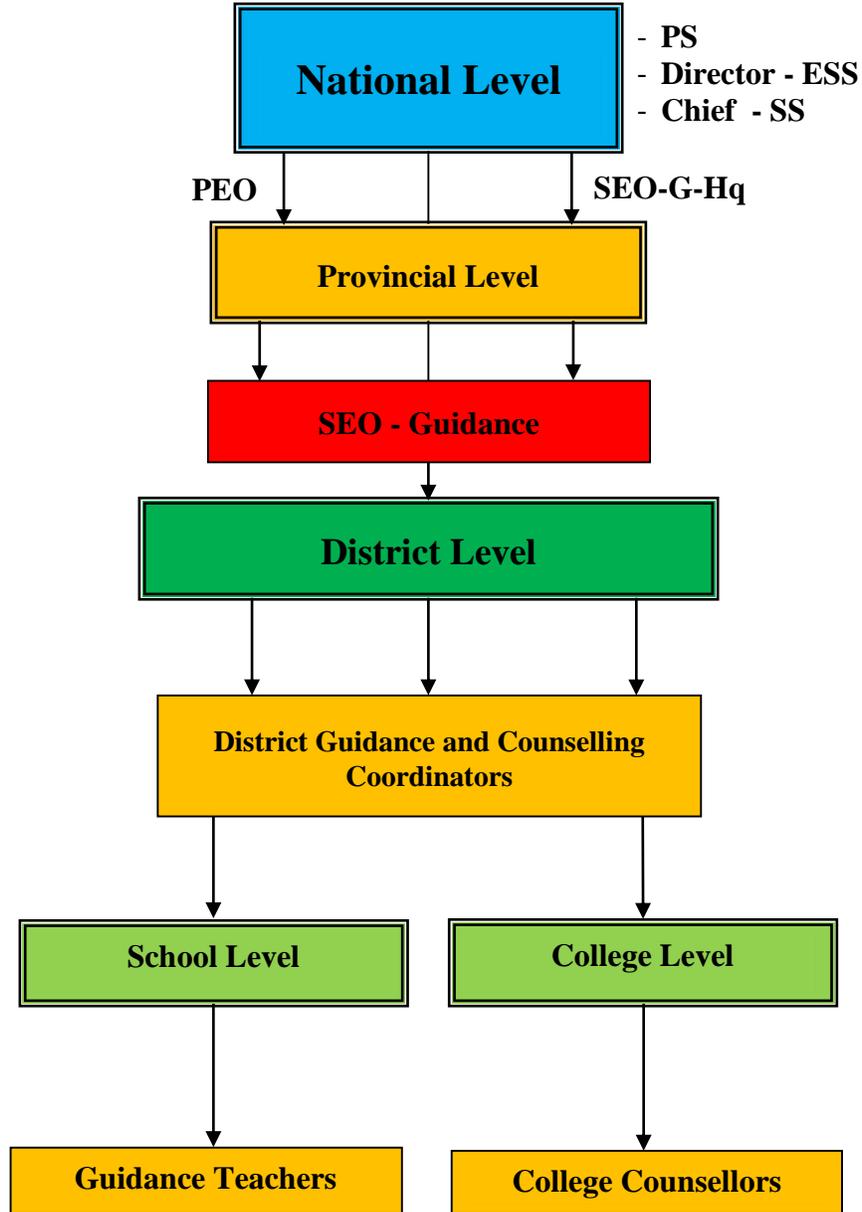
Peer Education

Peer education involves the identification and use of the persons of the same age or same background to convey messages to a targeted group. Peer educators are engaged in endorsing healthy practices, norms, beliefs, and behaviour patterns within their own groups, and challenging those which are unhealthy. Both teachers and pupils can be peer educators.

Advantages of Peer Education

- It is more cost effective
- Peers are perceived to be credible source of information
- Utilises an already established means of sharing information
- Peers are more successful than professionals in passing and sharing information
- Empowers those who are involved
- Peer educators act as positive role models
- Can be used to educate those that are far or not easy to reach
- Peers can reinforce learning through on-going contacts
- Communication strategies used provoke discussion on key issues such as HIV and AIDS and human rights.

Proposed Structure of School Guidance Services



STAFFING IN GUIDANCE AND COUNSELLING

Staffing in Guidance and Counselling

- ☞ Guidance and Counselling is managed at national level by the Principal Education Officer who is assisted by the Senior Education Officer- Career Guidance.
- ☞ At Provincial level, Guidance and Counselling is managed by the Senior Education Officer-Administration and School Guidance.
- ☞ At District level the implementing Officer for Guidance and Counselling shall be the Education Officer- Guidance. However, the Ministry through the Education Specialised Services Directorate is making use of a District Guidance Coordinator (DGC), stationed at the DEBS office to coordinate and implement guidance and counselling programmes.
- ☞ At College level, College Counsellors will be identified and appointed to implement Guidance and Counselling programmes.
- ☞ Each Primary and Secondary school should have a Guidance teacher or school counsellor to implement guidance programmes.

The staffing in the Guidance office at a school or College of Education shall be as follows:

☞ **Grade 1 School or College of Education (4 teachers or 4 lecturers)**

The school shall be staffed by:

- (a) Two male Guidance teachers or lecturers or school counsellors or college lecturers and;
- (b) Two female Guidance teachers or lecturers or school counsellors or college counsellors.

☞ **Grade 2 School (3 teachers)**

The school shall be staffed by three teachers or school counsellors: two males and one female or two females and one male.

☞ **Grade 3 School (2 teachers)**

The school shall be staffed by one male and one female Guidance teacher.

All Continuing Education Centres shall be staffed by one female and one male Guidance teacher or instructor.

Teaching of Guidance and Counseling in Schools and Colleges

- ✦ At primary school level, guidance and counselling shall be offered as a cross cutting issue in appropriate study areas.
- ✦ At secondary school level the programme shall be taught and time tabled.
- ✦ In the colleges of education, guidance and counselling shall be taught and shall be a stand-alone under the education study area and be examinable.
- ✦ Guidance and counselling shall also be offered as a service which will be implemented through the counselling centres in the schools and colleges.

Guidance Personnel in Schools

In the implementation of Guidance and counselling, there are school counsellors, Guidance teachers and College Counsellors involved.

Procedure for Appointments

- ✦ The Head teacher or Principal will identify among the teaching staff, suitable officers with necessary attributes for the job of Guidance teacher or College counsellor and make a written recommendation according to preferences to the District Education Board Secretary/Provincial Education Officer for approval and onward recommendation to the Provincial Education Officer in the case of schools.
- ✦ The Provincial Education Officer will ratify the appointment and recommend for an allowance or salary scale upgrading.

NB: *For ethical reasons the Guidance Teacher/college counsellor should not serve on a school's/college's Disciplinary committee.
The Guidance teacher or college counsellor should, however, be consulted before, during and after the disciplinary process.*

Roles of Position Bearers in Guidance and Counselling

Principal Education Officer – School Guidance Services

The roles of the Principal Education Officer – School Guidance Services will be to:

- ✦ co-ordinate the work of Guidance and Counselling in the Ministry;
- ✦ lobby for resources (human, financial and material) to facilitate the smooth running of guidance programmes in the country;
- ✦ provide policy direction for guidance and counselling in the Ministry;
- ✦ monitor guidance and counselling activities at national, provincial, district, college and school levels;

Senior Education Officer – Administration and School Guidance

The roles of the Senior Education Officer – Administration and School Guidance will be to:

- ✦ monitor the progress and operations of guidance and counselling programmes in the schools or colleges of his or her area of jurisdiction;
- ✦ co-ordinate the work of district guidance co-ordinators in the province;

- ✦ facilitate guidance and counselling activities in schools and encourage schools or colleges to develop guidance and counselling activities for their learners;
- ✦ be a resource person for guidance programmes for schools or colleges in his or her area;
- ✦ ensure that all the areas of guidance, namely: educational, personal, social, vocational and counselling are equitably offered to learners;
- ✦ interpret guidance and counselling policy and translate it into practical activities;
- ✦ collaborate with staff in other directorates in the province;
- ✦ create linkages with line ministries and NGOs in the province;
- ✦ ensure that guidance teachers are appointed in all schools and colleges in the province;

District Guidance Coordinator

The roles of the District Guidance Coordinator will be to:

- ✦ co-ordinate guidance activities in the district;
- ✦ monitor guidance activities in schools
- ✦ ensure that all the areas of guidance, namely: educational, personal, social, vocational and counselling are equitably offered to learners;
- ✦ orient new guidance teachers to the work of guidance;
- ✦ ensure that qualified guidance personnel are appointed to run guidance activities in schools

Class Teacher or College Lecturer

There are a number of teacher's or lecturer's functions that are part of a guidance programme as the teacher or lecturer comes in daily contact with learners. The teacher or lecturer should:

- ✦ provide guidance and counselling services to his or her class by providing the learners with relevant information, counselling, assisting the learner with personal development, knowledge of their abilities, interests, values, needs, aptitudes, know and understand their environment;
- ✦ integrate guidance and counselling, that is, occupation or vocational, educational, personal and social information into his or her regular subjects;
- ✦ make referrals to other specialised service providers.
- ✦ Sensitise other learners on how to care and support those with HIV and AIDS so that they are not stigmatised and discriminated against.
- ✦ provide support to learners living with HIV and AIDS and those affected at home and deal with emerging and contemporary issues such as substance abuse, and child abuse.

School Counsellor or Guidance Teacher/College Counsellor

The day-to-day programme of a School Counsellor or Guidance teacher should include the following:

- ✦ offering guidance and counselling services in a school while ensuring that all the areas of guidance, namely: educational, personal, social are covered
- ✦ orientating new learners to a school situation.
- ✦ organise career guidance related activities such as career talks and career exhibitions

- ✦ up-dating of learner personal files with current tests and other information.
- ✦ guiding learners regarding school curriculum courses and further training, and writing pupil testimonials.
- ✦ complete Annual Guidance and Counselling forms and submit to the district.
- ✦ assist in the formation and reviewing of the school curriculum (subject combination) in accordance with requirements of institutions of higher learning.
- ✦ ensure that learners living with HIV and AIDS and those affected are not stigmatised and discriminated against and provide the necessary psychological support for them
- ✦ deal with emerging and contemporary issues such as substance abuse, and child abuse and underage drinking.

Head-teacher or Principal

The roles of the Head teacher or Principal will be to:

- ✦ set the tone of all guidance and counselling activities in the school or college.
- ✦ introduce and establish the guidance programme in the institution.
- ✦ co-ordinate the guidance programmes, in collaboration with guidance personnel, to enhance teaching and learning.
- ✦ monitor all school activities including guidance and counselling.
- ✦ provide physical facilities and resources needed for the smooth running of the programme.
- ✦ collaborate with and solicit co-operation from all members of staff.
- ✦ give advice on policy issues affecting the school and the programmes in particular.
- ✦ identify and recommend the appointment of a Guidance teacher or College Counsellor who should have relevant training and committed to the programme.
- ✦ provide community linkages with the school, familiarise parents with Guidance and Counselling and make provision for parents involvement in the school.
- ✦ ensure that contemporary and emerging issues such as, HIV and AIDS, gender, and anti-drugs abuse are disseminated to teachers and learners.

Deputy Headteacher or Vice Principal

The Deputy Head Teacher or Vice Principal shall take the place of the Head Teacher or Principal in his or her absence respectively.

- ✦ He or she shall assist the Head Teacher or Principal in the day to day running of the Guidance programmes.

Other Officers who Provide Support Services to the G & C Services

Standards Officers

- ✦ Standards Officers shall monitor and evaluate the implementation of Guidance and Counselling activities in schools and colleges of education.

Resource Centre Coordinators

- ✦ They shall facilitate In-Service training in Guidance and Counselling.

Matrons, Patrons and House Masters

- ✦ They shall help counsel and advise learners on the school policies and expected behaviours.

Guidance and Counseling Committees

Guidance Committees

Guidance services in learning institutions have, for a very long time, been left in the hands of teachers or lecturers who are already over-loaded and without training in the area of guidance and counselling. Even in the case where an institution has trained guidance personnel, the provision of the guidance and counselling services should not be left in the hands of one person.

The provision of Guidance services would be effectively and efficiently implemented when the activities are planned and coordinated by a team. It, therefore, follows that each and every institution must have a guidance committee in place.

Composition of the Committee

The composition of the guidance committee in an institution shall include the following:

- ✦ Deputy Head Teacher or Vice Principal as chairperson;
- ✦ Guidance Teacher, School Counsellor or Lecturer as secretary;
- ✦ 2 other teachers or lecturers (male and female);
- ✦ 2 learners (male and female) and;
- ✦ 1 PTA or Board representative.

Functions

The functions of the Guidance Committee shall include the following:

- ✦ Planning guidance programmes;
- ✦ Identifying challenges faced by learners or need assessment;
- ✦ Mobilising resources required to carry out the activities;
- ✦ Ensuring that guidance activities are carried out and;
- ✦ Liaise with other stakeholders in carrying out the guidance activities.

Advisory Council

National Level

The council shall be composed of:

- ✦ all Directors at Ministry of Education headquarters,
- ✦ Chief Education Officer – Specialised services and Principal education Officer – School Guidance Services,
- ✦ one guidance and counselling lecturer from School of Education, University of Zambia,
- ✦ one guidance and counselling lecturer from Zambia Open University and any other university that will offer training in guidance and counselling.

The Council shall be responsible for policy formulation. It shall also monitor and evaluate the implementation of Guidance policy in the education system.

Provincial Level

The Provincial Council shall be composed of:

- ✦ Principal Education Standards Officer,
- ✦ Senior Education Officer – Administration and School Guidance,
- ✦ Representative of the Heads’ association, Senior Education Officer – Open and Distance Learning,
- ✦ Senior Planning Officer,
- ✦ Education Officer -Teacher Education,
- ✦ Senior Education Standards Officer – Special Education,
- ✦ Regional Accountant
- ✦ a prominent member of the community and
- ✦ Colleges of education that offer training in Guidance and Counselling.

The council shall be responsible for interpreting the policy as well as monitoring and evaluating guidance activities in the province.

District level

The District council shall be composed of:

- ✦ District Education Standards Officer,
- ✦ District Guidance Coordinator (Education Officer),
- ✦ Education Standards Officer – Special Education,
- ✦ Education Standards Officer – Open and Distance and a representative from the District
- ✦ Education Board who is not a Ministry employee and
- ✦ Representative of the Heads’ association.

The Council shall be responsible for interpreting policy as well as monitoring and evaluating guidance activities in the District.

Multi-sectoral network of services

It is important to realise that there are many stakeholders that guidance personnel can work closely with in the delivery of guidance and counselling.

Collaboration

- ✦ Collaboration in any organisation is vital as it enhances efficient and effective delivery of services.
- ✦ In the provision of guidance services, the different units of the Ministry, at all levels, need to work together in order to achieve the common goal – developing a learner into a responsible citizen in all spheres of life.

Consultation

In its endeavour to provide effective guidance services, the School Guidance Services Unit at all levels shall make consultations with other units within the Ministry.

Coordination

The School Guidance Services Unit shall coordinate Guidance activities in conjunction with other sections. Coordination is vital in the implementation of guidance activities because it yields effective results.

Teaming

Guidance practitioners need to team up with other sections at all levels in the Ministry in the programme implementation, where need arises such as:

- ✦ Standards Officers for team monitoring ;
- ✦ Resource Centre Co-ordinators for training and orientation.

Linkages

Linkages refer to the process of working together for a common purpose. This could be done by organisations where they collaborate, cooperate, coordinate, provide support and consult each other.

Linking with other organisations in the provision of guidance services is important. Guidance services practitioners need to establish links with relevant stakeholders such as:

- ✦ International agencies
- ✦ Non-governmental organisations
- ✦ Faith based organisations
- ✦ Community based organisations

Line Ministries

The following are some of the Ministries that guidance and counselling personnel can collaborate with in the provision of guidance and counselling services:

- ✦ Ministry responsible for home Affairs through organisations such as Victim Support Unit, Drug Enforcement Commission, for counselling and rehabilitation.
- ✦ Ministry responsible for health – hospitals, health centres where information on for example, sexually transmitted infections, Tuberculosis, teenage pregnancies, youth friendly corners promoting peer counselling, anti-retroviral therapy and mental and general counselling services are offered.

- ✦ Ministry responsible for sport, youth and child development through youth friendly centres promoting peer counselling, vocation skills training centres.
- ✦ Ministry responsible for justice, for issues that may require legal interventions.
- ✦ Ministry responsible for community development and social services – support for vulnerable members of society.

Faith-Based Organisations

These organisations do or may provide health, material support and counselling services to the community.

Traditional and Civic Leaders

- ✦ These provide guidance services for rehabilitation purposes, such as reinforcing some policies such as re-entry policy and other HIV/AIDS policies.
- ✦ They identify and provide interventions to children issues such as abuse in communities.

Media

- ✦ These are organisations that provide information on various issues of life enlightening challenges experienced and interventions.
- ✦ Provides advocacy on guidance issues such as career guidance and other social issues.
- ✦ Relays information to a wider audience at a fast rate.

Parents or Guardians

The effective provision of education to learners requires the involvement of parents or guardians. This is because education begins at home and continues at school and for the rest of life. Parents should therefore continue to play a major role in contributing to the total development of their children through guidance programmes.

They should:

- ✦ co-operate with teachers and guidance service personnel in helping develop a child and help him or her overcome his or her problems;
- ✦ provide background information (about the child) necessary to facilitate growth and assist in guiding the child;
- ✦ assist teachers in helping their children make academic and career decisions based on correct data to avoid upholding unrealistic expectations;
- ✦ work with teachers in instilling the right attitudes in children of positive attitudes towards all work including blue-collar jobs and self-employment and;
- ✦ acts as a link between the community and the institution in the provision of the guidance and counselling programmes.

The Guidance personnel at a learning institution can link with parents at the following levels:

Individual Level

The School Counsellor or Guidance teacher can:

- invite parents or guardians to schools.
- visit parents or guardians in their homes.

☞ **School Level**

The School Counsellor or Guidance teacher can:

- talk to parents or guardians during Parents Teachers Association (PTA), Annual General Meetings (AGM) and ask them to suggest ways in which learners could be assisted.
- meet parents of a certain class on open days and share information with them.
- organise career fairs so that they can be aware of careers available and be able to guide their children in the right direction.

Monitoring, Evaluation and Research

The implementation of an effective school or college Guidance and Counselling system requires monitoring and evaluation. This involves carrying out surveys and needs assessment on various aspects of the programme. The monitoring and evaluation of the school or college Guidance and Counselling programme should be done by the:

- ☞ Head Teacher or Principal;
- ☞ Standards Officers;
- ☞ Guidance Officers and;
- ☞ any authorised Ministry personnel.

Monitoring could be done through school or college visitations, routine school or college returns, and analysis of reports and records generated by the school or college guidance office. The officers carrying out monitoring and evaluation should use recommended monitoring instruments.

☞ **School guidance services returns**

This is a monitoring and evaluation tool meant to gather data on guidance activities and learner related problems filled in every year and has to be submitted to Provincial Education Officer's Office on 31st October of every year (See appendix).

☞ **Research**

Research is a very important component in the provision of guidance and counselling services to both educators and learners. This helps the Ministry to identify problems that affect educators and learners, and plan accordingly for the mitigation of those identified problems.

Research will help bring out causes of learning difficulties among learners, challenges hindering effective delivery of guidance and counselling services, and teaching and learning processes in schools and colleges.

Documentation and Records Management

Records Management deals with information, its storage and retrieval as well as use. Information on the other hand is that which makes one aware of what is communicated.

Information is generated and transmitted almost every minute by individuals and organisations. The guidance office is not an exception to this. In the process of running and managing a guidance programme, a lot of information is generated and consumed.

Types of information or records

In the Guidance and Counselling programme, the following records should be maintained;

Confidential

- Learners' record cards
- Record of referral cases
- Psychological tests
- Academic Examination Certificates

Open

- School based test results
- Stock book
- Official correspondence
- Examination results analyses
- Information posters, charts and pamphlets
- Career and occupational information
- Assessment records
- Records of orphans and vulnerable children and children with special educational needs

Importance of Record Keeping

- A record can be described as a documented proof of a transaction in a school or college and guidance and counselling requires proper keeping of records for learners and programmes undertaken by the guidance personnel.
- Records therefore are an integral part of the guidance programme.
- There may be instances when parents and other stakeholders may request for academic and personal information of the learners and schools may find it difficult to provide such information if there no records in place.

Organisation of Records

Records must be properly organised. This makes it easy to access, update and retrieve information when required.

Creation of Records

When generating a record, it is important to insert titles and codes. In case of forms, ensure that the current form is used.

Maintenance and Retention

The School Counsellor or Guidance Teacher or College Counsellor is the custodian of the Guidance records that are in use, and that are retained for future use.

Guidance Office

Since Counselling requires confidentiality, it is important that a School Counsellor or Guidance Teacher or College Counsellor has some room to operate from. An office will ensure the upholding of confidentiality. It will also provide room for the storage of filing cabinets which will be used to keep information and pupils' records.

File Arrangement

One method and most common way of maintaining record is the standard filing system. A file is a group of related documents which may form a series. All records must have a group where they are used as a unit in a given area. In a Guidance office, information can be put into groups of pupils' records, examinations, career and occupational information, end of term or year examination results, psychological test, certificates and any other information.

Learners' Record Cards

- Guidance work basically, begins with the understanding of an individual and in order to do this vital information has to be collected.
- The recording of all the information in an organized and cumulative form makes up what is commonly referred to as a pupil's record card.
- A learners' record card shows particulars and a summary of information about a particular pupil attending either a primary or a secondary school or a college of education.

Purpose of Cards

The purposes of the cards are to:

- (a) provide a summary of information about individual learners;
- (b) show specific information regarding the:
 - ✍ Background of the learner;
 - ✍ The academic standing;
 - ✍ Extra curricula activities;
 - ✍ Physical characteristics and;
 - ✍ Behaviour of the learner.
- (c) provide a basis for any required attention the learner may need and;
- (d) provide information about the pupil as mentioned above for the use of the school the pupil may move to.

Filling in the Card

The card shall be filled by the Guidance teachers. In the absence of the School Counsellor or Guidance Teacher or College Counsellor, the card may be filled by the Head Teacher or Registrar. The Head Teacher or Principal may delegate this to a class or grade teacher or Lecturer as a last resort.

Contents of the Record Card

The card has nine (9) parts;

- ✦ The first part deals with identification of the learner
- ✦ The second part is for recording the learners' academic achievements
- ✦ Part B is for parents' or guardians' details
- ✦ Part C is for medical history
- ✦ Part D is for major activities and interests
- ✦ Part E is for career preferences
- ✦ Part F is on behavioural observations

The secondary school learner's record card slightly differs from the primary school learner's record card with the latter having the following:

- ✦ The cover page has a section for Grade 7 results.
- ✦ The academic record has different subjects.
- ✦ Information required for a learner to be admitted to Grade 8 and 10 in the particular region.

Appraisal

The pupil record cards shall be appraised every term and at the end of the year. It shall also be appraised at the time of transfers.

Retention

When a learner transfers from a school, his or her record card should be transferred to the new school. Learners changing schools after Grade seven (7) or Grade (9) should move with their record cards to their new schools. After a learner has completed school, the cards shall be moved to the school archival centre where the cards shall be stored alphabetically by name.

In the case of colleges after the student has completed the course and posted, the card should be moved to the college archival centre.

NB: Learners' record cards should not be destroyed.

Reporting in Guidance and Counselling

The reporting process helps to provide information to relevant stake holders on the operations of a particular sector or level. This type of feedback can either be in writing, using appropriate forms or presentations in meetings and other related forums. In guidance and counselling reporting shall be done using appropriate forms as well as formats used in the Ministry. Among the documents and formats through which reporting can be done are;

- ✦ Bi-annual reports
- ✦ Annual reports
- ✦ School Guidance Return forms

Guidance and Counselling Checklist

This checklist is concerned with aspects of the school/college guidance and counselling programme and is meant to enable education managers monitor and evaluate the guidance services.

		In Place	Not in Place
Guidance Teacher/College Counsellor	There is a guidance teacher/college counsellor appointed		
	The guidance personnel is formally trained in guidance and counselling		
	The guidance personnel have been oriented on guidance and counselling		
	The guidance personnel is in receipt of the responsibility allowance		
Guidance and Counselling Department/Office	There is a guidance and counselling department/office which is clearly labelled		
	The room is located in a place that is easily accessed to all		
	There is a counselling centre for learners in the case of colleges		
Guidance and Counselling Committee	There is a guidance committee		
	Committee holds meeting regularly		
	There are programmes for the committee		
Guidance and Counselling Policy or Guidelines	Institution has a guidance and counselling policy or guidelines		
	The policy and guidelines on guidance are implemented		
Guidance and Counselling	There is a guidance and counselling programme in the institution		

Programme	guidance programmes covering- personal, social, educational, career and counselling are in place		
	Programme involves all teachers/lecturers and all learners		
	Programme is implemented according to plan		
	Time is available for conducting guidance programmes		
Referral Services	There is a standard procedure for referring learners for specialist counselling		
	Follow up is done to help such learners		
Counselling Supervision	Guidance and counselling personnel are mentored by district guidance coordinators on regular basis		
	Guidance and counselling personnel are mentored by senior education officer- Administration and School Guidance on regular basis		
	Counselling ethics such as privacy and confidentiality are adhered to		
Resources for Guidance and Counselling	There is a secure locker for sensitive counselling issues		
Guidance and Counselling Records	There are necessary records on guidance and counselling in the department		



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