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GUIDANCE AND COUNSELING PROGRAM
DEVELOPMENT REPORT
VOCATIONAL TRAINING ASSISTANCE
JORDAN
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THE VOCATIONAL TRAINING CORPORATION
and
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GUIDANCE AND COUNSELING PROGRAM DEVELOPMENT--
SHORT-TERM ADVISORY ASSISTANCE

INTRODUCTION

Background of the Report

The Vocational Training Corporation has a commitment to a more fully developed guidance and counseling system. At the present time, guidance and counseling is a cooperative responsibility of VTC's guidance counselor, instructional and supervisory staff, cooperating industrial plants, participating trade training centers and industrial schools.

The National Center for Research in Vocational Education through a contractual arrangement with the VTC has responsibility to provide staff training seminars as well as targeted short-term assistance. This assistance includes having an advisor visit Jordan for three weeks to analyze current practices and consult with VTC's guidance counselor and other instructional and supervisory staff. This is the report of the advisor, Dr. Louise Vetter, who visited Jordan between September 18 and October 8, 1981.

The report of the advisory visit is presented in four sections. The first section provides background information on the VTC. The second section is a chronology of activities in Jordan, including the visits made to VTC programs and meetings with VTC, MOE, and AID staff. The third section is the recommendations for the VTC guidance and counseling program. A brief summary concludes the report.

CHRONOLOGY OF ACTIVITIES IN JORDAN

As part of the short-term advisor's assignment, interviews and conferences were conducted in Jordan with key VTC personnel, apprentices, and employers. These activities were the same for the follow-up and the guidance advisors. The following is the chronology of events, itinerary, and contacts made.

Chronology

- September 18 - Arrival (met at airport by VTC Guidance Director and VTC Training Officer)
- September 19 - First meeting at VTC, Vocational Training Corporation, King Hussein Street (P.O. Box 925837) Amman, Jordan, Telephone 57197/8; introductions to VTC staff; visit to Trade Training Center (TTC)
- September 20 - AID orientation at U.S. Embassy (meeting with AID staff); review of project materials in files
- September 21 - Meeting with VTC Director General; visit to oil refinery (large employer), Zarqa
- September 22 - Visit to metal fabrication plant (medium employer); visit to window and door frame shop (small employer); orientation meeting with AID Director
- September 23 - Review of registration materials and forms; meeting with VTC Chief Training Officer
- September 24 - Organizing and reviewing notes from visits and meetings
- September 25 - Holy Day
- September 26 - VTC graduation, King Hussein's Sporting Palace
- September 27 - Meeting with VTC Technical Director and other VTC staff

- September 28 - Meeting with Follow-up Coordinator, Ministry of Education; meeting with Guidance Chief, Ministry of Education; visit to comprehensive secondary school for girls, Schmeisani, Amman; Embassy Reception
- September 29 - Development of background for report
- September 30 - Meeting with American Embassy staff, regarding study of women's career aspirations in Jordan; work on report outline
- October 1 - Visit to areas north and south of Amman
- October 2 - Holy Day
- October 3 - Work on recommendations for project
- October 4 - Review of work-to-date with VTC staff
- October 5 - Continuation of work on recommendations; debriefing meeting with U.S.A.I.D. staff
- October 6 - Review of work-to-date with VTC staff
- October 7 - Feast day (all offices closed)
- October 8 - Departure

RECOMMENDATIONS FOR GUIDANCE AND COUNSELING PROGRAM DEVELOPMENT

Recommendations, based on observation and discussion, are organized under four topics. The first topic deals with objectives. The second topic deals with strategies (means) for attaining the objectives. The third topic provides recommendations for implementing a range of strategies for the guidance and counseling program. The fourth topic provides recommendations for organizing the guidance and counseling program.

VTC Objectives

During discussions with the VTC staff, it was generally agreed that the following four objectives are those the VTC has in mind for the guidance and counseling program. The objectives are:

1. Recruiting young citizens from those who finish the compulsory education towards vocational training;
2. Selecting the most suitable candidates from the applicants;
3. Career orientation in general (basic training);
and
4. Job adaptability.

These four objectives relate to the stages of the VTC training program. The first objective relates to recruiting trainee applicants, the second to selecting trainees, the third to programming during the three month basic training period, and the fourth to programming during the on-job training period for the

trainees. Given the current status of the guidance and counseling program (one guidance counselor for the entire VTC system, who receives assistance from training officers and instructors), these objectives are excellent. It may be, as the VTC gains more experience with the guidance and counseling program and as the number of trainees further increases, that other objectives or additional objectives will seem more appropriate. Suggestions for ways to determine other or additional objectives are included in the discussion under topic three, recommendations for implementation.

Strategies for Attaining Objectives

Possible strategies for attaining the objectives outlined above are provided in Figure 1. The format in which the strategies are provided was discussed with the VTC staff and is typically used in their planning efforts. Along with each strategy listed, actions required (administrative, staff development, and cooperation with other bodies) are listed.

The strategies listed for each objective are numbered only for convenience. There is no intent to imply a priority order for the implementation of the strategies. Such decisions will need to be made by the VTC staff. Also it must be pointed out that the strategies listed are strategies that have been used successfully in the United States of America. It may be that cultural differences make some of the strategies inappropriate for the Jordanian culture. Again, these are decisions that will need to be made by the VTC staff.

From discussions with the VTC staff, it was apparent that several of the strategies listed have already been considered for implementation or have been tried out on a pilot basis. It may be that these will be among the first strategies that will be selected for implementation.

Implementing the Strategies

In deciding which strategies to implement, a careful survey of the resources available to the guidance program should be done. Resources would include such things as equipment, skills, money, and people. It may be that the media equipment available to the training program at the oil refinery in Zarqa can be used for preparing slides, video tapes, or photographs for printed materials that may be needed for implementing some of the guidance and counseling strategies. It may be that some employers could provide assistance with materials and equipment. Training officers and instructors may have skills that would be useful in implementing the guidance and counseling program. It will be useful to have all this information gathered in order to determine how much can be accomplished in the guidance and counseling program and how quickly it can be accomplished.

After determining the resources available, VTC staff should prioritize the four objectives and decide on the percentage of resources to be used for each of the objectives. This will depend on internal priorities; it may be decided that 25 percent of the resources will be applied to each objective or it may be decided that one or two of the objectives will receive more emphasis than the others.

After making the initial decisions about the resources to be applied to each of the objectives, it will be necessary to prioritize the strategies for each of the objectives to determine which strategies will be implemented first and how many of the strategies can be worked on concurrently.

Prior to implementing the strategies, the ways in which the strategies will be evaluated should be decided. This is necessary so that strategies that are successful can be identified and those that will need some revision can also be identified and revised as necessary.

After strategies have been selected, implemented, and evaluated, it is suggested that the VTC periodically reassess the whole guidance and counseling program. This can give information that will be needed to determine whether priorities for the objectives need to be changed and/or if new objectives need to be added to the guidance and counseling program.

Organizing the Guidance and Counseling Program

The VTC is a rapidly expanding training program. Approximately 900 new trainees were accepted into the training program in September compared to the 230 trainees who completed the program in September. This expansion will continue at an even greater rate with the opening of the VTC training centers. It is recommended that the VTC consider carefully how the guidance and counseling program will expand along with the training program.

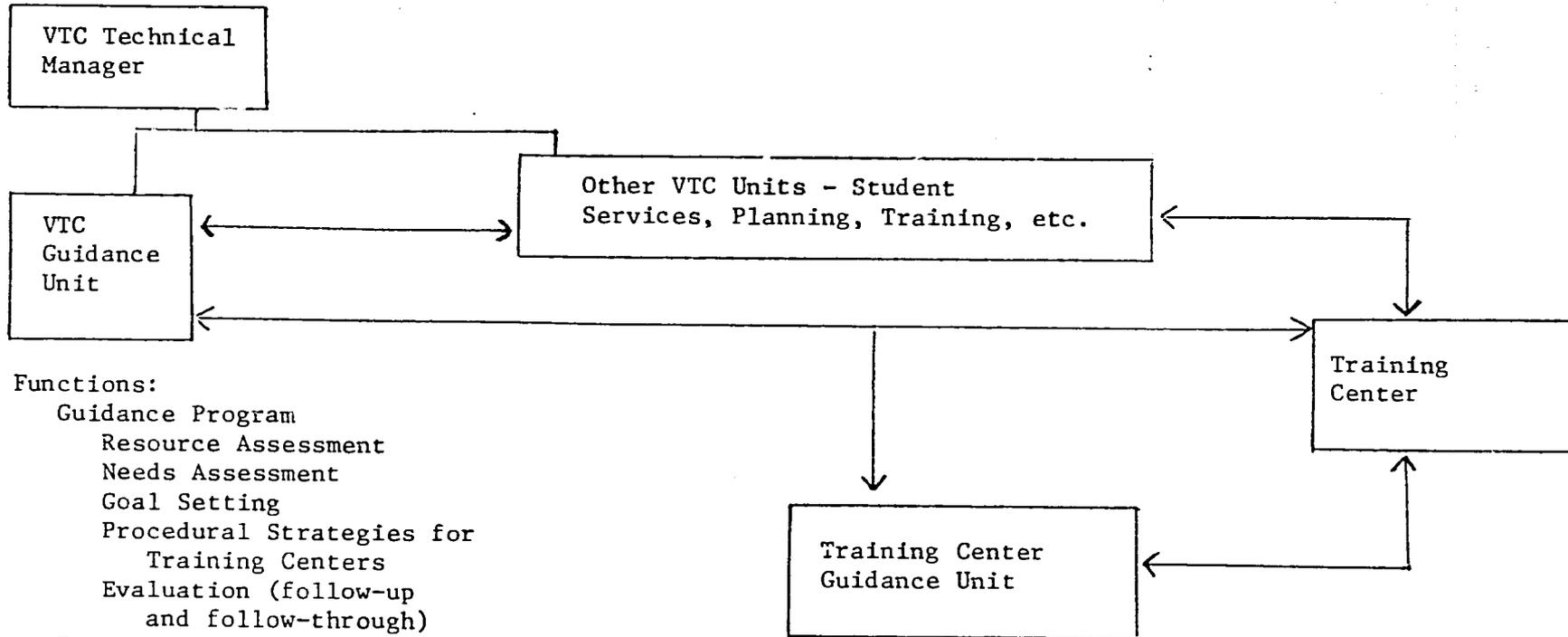
Figure 1, on the following page, provides a possible organization chart for the guidance and counseling program. The figure is based on the information that the VTC is in the process of setting up their organizational chart and that the first VTC training center will be opening in September, 1982. However, the information on the chart is provided with the knowledge that it will be used as a starting point for discussions, not as a model that must be followed.

SUMMARY

This report provides background on the VTC, a chronology of the short-term advisory assistance activities in Jordan, and recommendations for the VTC guidance and counseling program. I wish to express my appreciation to all the AID staff and the VTC staff, especially my counterpart person, Riad Sughayer, for their assistance in making this assignment interesting and informative. The recommendations are based on the best information that I have and it is my hope that any cultural differences that I did not identify during the three-week assignment will not interfere with the information being helpful in as many ways as possible. I would be very much interested in staying in touch with the program to see the developments as changes are implemented and the total VTC training program is expanded.

Figure 1

Possible Organization of Guidance and Counseling Program



Functions:

- Guidance Program
 - Resource Assessment
 - Needs Assessment
 - Goal Setting
 - Procedural Strategies for Training Centers
 - Evaluation (follow-up and follow-through)
- In-Service Training for:
 - Counselors
 - Instructors
 - Training Officers

Functions:

- Implementing Strategies for:
 - Recruitment
 - Trainee Selection
 - Basic Training (Orientation)
- On-job Training:
 - Practical
 - Related Theory
 - General Education
- Coordination with Instructors, Training Officers

RECOMMENDATIONS

1. Four objectives outlined by VTC staff (interesting young citizens in vocational training, recruiting, career orientation, job adaptability) seem appropriate.
2. Many strategies (means) are available to implement objectives (see attached chart - strategies are numbered for convenience not for priority order).
3. From discussions with VTC staff, it is apparent that several of the strategies have already been considered for implementation.
4. In deciding which strategies to implement, a careful survey of resources available to the guidance program should be done. This would include:
 - Equipment - photographic, printing, etc.
 - Skills
 - Money
 - People (Riad Sughayer and other guidance counselors, training officers, other staff who can provide time and expertise)
5. After determining resources available, prioritize the four objectives and decide on the percentage of resources for each. This will depend on internal decisions--you may choose to put 25 percent of resources into each objective or you may choose to emphasize one of the objectives more than the other three.
6. After deciding on the resource allocation, prioritize the strategies for each of the objectives to determine which strategies will be implemented first.

7. Determine how you will evaluate the effectiveness of the strategies.
8. Implement and evaluate the strategies.
9. Periodically reassess the whole guidance program to determine if you wish to change the priorities for the objectives and/or to add new objectives.
10. Consider implementing the organization chart attached.

Objective 1: Recruiting young citizens from those who finish the compulsory education towards vocational training

Strategy (Means)	Actions Required		
	Administrative	Staff Development	Cooperation with other Bodies
1. Distribute information sheets about VTC Program to ninth year students	1. Already available when applicants come to pick up forms--each TTC guidance unit could be responsible for regional distribution	1. Sessions with MOE counselors so that they understand the information included	1. MOE Guidance Unit
2.a. Develop brochures (pamphlets) that describe the occupations that VTC prepares people to enter. Include information about the VTC training program and the application process	2.a. VTC guidance unit can use information from the occupational classification study now being conducted to develop the brochures	2.a. Have instructors review the brochures for accuracy before having the brochures printed	2.a. None
2.b. Distribute brochures to eighth and ninth year students	2.b. Each TTC could be responsible for the brochure distribution in their regions	2.b. All VTC counselors, training officers, and instructors should know the contents of the brochures MOE counselors should also understand the information in the brochures	2.b. MOE Guidance Unit
3.a. Review MOE booklet that describes educational choices for students to be sure that information about VTC option is included	3.a. Review could be done by VTC guidance unit	3.a. None	3.a. None
3.b. If VTC information is inadequate, prepare appropriate information and negotiate with MOE to have the information included the next time the booklet is printed	3.b. VTC guidance unit and administration would have to work with appropriate MOE staff	3.b. MOE guidance counselors would have to be familiarized with VTC program--perhaps visits to training centers and to employers could be arranged	3.b. MOE Guidance Unit

Objective 1: (continued)

Strategy (Means)	Actions Required		
	Administrative	Staff Development	Cooperation with other Bodies
4.a. Develop posters describing VTC program--use pictures of apprentices if appropriate--include information about the application process	4.a. VTC guidance unit could develop the posters with cooperation of training centers	4.a. None	4.a. None
4.b. Arrange to have posters displayed in schools, post offices, libraries, stores, and other places where eighth and ninth year students (and their parents) would see them	4.b. Arrangements for display could be made by VTC and TTC guidance units with appropriate local officials	4.b. None	4.b. MOE, post office, whoever is in charge of working with store owners
5. Presentations to eighth and ninth year students about VTC program by training officers, instructors, employers, trainees, and graduates	5. Guidance units (VTC, TTCs) would have to coordinate presentations with school officials	5. May want to have rehearsals of presentations with selected presenters and MOE counselors	5. MOE
6. Radio programs describing VTC apprentice training program, including information about specializations, procedures, application process, etc.--may want to use graduates or apprentices to give program--could make it a contest (like the graduation speech) for the apprentices to write the script	6. Guidance units (VTC TTCs) would have to coordinate development and broadcast of programs--may want to do programs for each region	6. None--would probably want to have VTC staff hear program before it is broadcast	6. Ministry that controls communications

Objective 1: (continued)

Strategy (Means)	Actions Required		
	Administrative	Staff Development	Cooperation with other Bodies
7. Television programs similar to radio programs (6). Could include film of employers' places of work, training centers, etc.	7. Same as 6.	7. None--would probably want to have VTC staff see program before it is broadcast	7. Same as 6.

Objective 2: Selecting the most suitable candidates
from among the applicants

Strategy (Means)	Actions Required		
	Administrative	Staff Development	Cooperation with other Bodies
1. Application forms are good-- might consider asking if applicant participated in career guidance sessions in school and if other family members have participated in VTC training	1. VTC staff decide on any changes in application forms	1. Orient staff to any changes in forms	1. None
2. Would <u>not</u> recommend use of aptitude tests, interest inventories at this time-- more available with Jordanian norms	2. Keep up with developments in testing at MOE, universities	2. None	2. MOE, universities
3.a. Study dropouts from VTC to determine why they did not continue	3.a. Decide who should conduct study, when, and how often	3.a. None	3.a. None
3.b. Use information from the studies to change recruitment process, if needed	3.b. All appropriate staff would have to be involved in deciding on changes	3.b. Orient all staff to changes in recruitment process	3.b. None
4.a. Study trainees who requested transfer to different specialization to determine why they requested transfer	4.a. Decide who should conduct study, when and how often	4.a. None	4.a. None
4.b. Use information from the studies to change recruitment process, if needed	4.b. All appropriate staff would have to be involved in deciding on changes	4.b. Orient all staff to changes in recruitment process	4.b. None

Objective 2: (continued)

Strategy (Means)	Actions Required		
	Administrative	Staff Development	Cooperation with other Bodies
5.a. Study reasons why instructors transfer trainees to other specializations	5.a. Decide who should conduct study, when and how often	5.a. None	5.a. None
5.b. Use information from the studies to change recruitment process, if needed	5.b. All appropriate staff would have to be involved in deciding on changes	5.b. Orient all staff to changes in recruitment process	5.b. None
6. Use information from follow-up studies to change recruitment process, if needed	6. All appropriate staff would have to be involved in deciding on changes	6. Orient all staff to changes in recruitment process	6. None
7. Train interviewers to use information from the studies	7. Scheduling of sessions, provision of facilities, and preparation of the sessions would be responsibility of guidance unit with cooperation of training officers, instructors, and employers	7. Training sessions for all who participate in selection interviews	7. Employers would have to agree to cooperate

Objective 3: Career orientation in general (basic training)

Strategy (Means)	Actions Required		
	Administrative	Staff Development	Cooperation with other Bodies
1. Resource Center--including printed materials, other media (films, slides), games and simulations relating to occupations VTC trains for	1. Would need to have staff person available when Resource Center was open for trainees	1. All staff should be familiar with materials in the Resource Center	1. Materials could be obtained from MOE, other ministries, and employers
2. Trainee Career Organizations (similar to U.S. vocational student organizations--trainees would meet regularly for interviews with people working in their specialization, role playing, simulations, and other activities	2. Counselors would need support and assistance of other VTC staff	2. Staff would need training to get organizations started and keep them going	2. Employers
3. Orientation sessions for parents so they know what to expect from VTC and what VTC expects from trainees	3. Sessions would have to be scheduled at times when parents could attend	3. Instructors and training officers would need preparation for the sessions	3. Employers
4. Career orientation classes--taught by counselor or team-taught by counselor and instructor	4. Curriculum for the class would have to be planned	4. Staff would need time to be prepared to teach class	4. Employers

Objective 3: (continued)

Strategy (Means)	Actions Required		
	Administrative	Staff Development	Cooperation with other Bodies
5. Group counseling--similar to 4., but more informal--students could choose the topics for discussion	5. Time for the sessions would have to be put into the basic training schedule	5. Staff would need orientation to why and how sessions were being offered	5. MOE uses this technique in schools--could help in getting system set up
6. Individual counseling	6. Times for sessions would have to be scheduled--other staff would have to cooperate with counselors	6. None	6. None

Objective 4: Job adaptability

Strategy (Means)	Actions Required		
	Administrative	Staff Development	Cooperation with other Bodies
1. Resource Center--including printed materials, other media (films, slides), games and simulations relating to employment and the transition from school to work	1. Would need to have staff person available when Resource Center was open for trainees	1. All staff should be familiar with materials in the Resource Center	1. Materials could be obtained from MOE, other ministries, and employers
2. Trainee Career Organizations (similar to U.S. vocational student organizations)--trainees would meet regularly for discussions of work-related concerns	2. Counselors would need support and assistance of other VTC staff	2. Staff would need training to get organizations started and keep them going	2. Employers
3. Job adaptability classes--taught by counselor or team--taught by counselor and instructor	3. Curriculum for the class would have to be planned	3. Staff would need time to be prepared to teach class	3. Employers
4. Group counseling--seimilar to 3., but more informal--students could choose the topics for discussion	4. Time for the sessions would have to be put into the basic training schedule	4. Staff would need orientation to why and how sessions were being offered	4. MOE uses this technique in schools--could help in getting system set up
5. Individual counseling	5. Times for sessions would have to be scheduled--other staff would have to cooperate with counselors	5. None	5. None