

MODULE 8

Guidance and Counselling Programme Development



BOTSWANA

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MODULE 8

GUIDANCE AND COUNSELLING PROGRAMME DEVELOPMENT

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FOREWORD

African Ministers of Education have long been aware of the growing number of social problems which affect the lives of young Africans, particularly girls, and determined some time ago that their education systems had to play a much more active and positive role in promoting the growth and development of the young people entrusted to their care.

Before taking action they took into account the declarations and recommendations of the Pan African Conference on the Education of Girls (Ouagadougou, Burkina Faso, 1993), and the Fourth Conference on Women (Beijing, China, 1995), and other international gatherings on matters related to women. They then convened a series of technical meetings in English and French-speaking countries, at both the regional and the national level, to decide in greater detail what should be done. The consensus reached was that Guidance and Counselling should be an integral part of the education of children and should be included in the teacher training programmes.

This co-ordinated effort resulted in the establishment in April 1997, of a Board of Governors, made up of African Ministers of Education, who would be responsible for policy decisions and for establishing procedures in the development of the Guidance and Counselling Programme. In preparing the programme African countries would collaborate so that it would benefit from the best of African expertise. It was also agreed that '**The Guidance Counselling and Youth Development Centre for Africa**', designed to provide training for teacher trainers and youth and social workers from all over the continent, would be set up in Malawi. While this programme was intended for use with boys and girls, its content and organization are such that special attention is given to the needs and requirements of girls.

Assistance is being given by a number of international and regional agencies such as UNESCO, UNICEF, UNFPA, FAWE (The Forum for African Women Educationalists), DANIDA, the Rockefeller Foundation, and from countries such as Finland and the USA.

A Training Package on Guidance and Counselling has been prepared by African specialists from various countries in consultation with other competent persons. It consists of eight training modules – **Guidance, Counselling, Social Work, Behaviour Modification, Gender Sensitivity, Guidance and Counselling Programme Development, Adolescent Reproductive Health, and Workshop Administration and Conduct Guidelines**. The modules encourage the use of non-threatening approaches, particularly with regard to sensitive issues, and are accompanied by charts, transparencies and video films as teaching aids. Supporting materials are also drawn from relevant programmes being implemented in the respective countries. Although

intended for use in the training of trainers, the suggested activities are also generally suitable for use with school-age children. Each module is comprised of units and sets out objectives and activities for small and large groups. Because of the shortage of appropriate relevance materials for Guidance and Counselling, each module includes additional reading.

This Module on 'Guidance and Counselling Programme Development' was prepared in Botswana. It is designed to provide help in starting a Guidance and Counselling Programme. It stresses the importance of planning in programme development and the need to carry out an initial survey to facilitate the definition of goals and objectives. Advice is given on how to design, implement and evaluate programmes effectively.

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Mrs Motshwari Mabote is the Acting Director of the Guidance and Counselling Division in Botswana. Her commitment and competence in the field made her the most appropriate person to develop this Module. The suggestions, which she gives, are very practical and easy to follow. She is a trainer in the regional programme for trainers of trainers that is held in Malawi every year.

The programme has benefited from her knowledge of guidance and counselling and how programmes can maintain a regional character while not losing the national interest.

I take this opportunity to thank her for all her support, and I hope that she will continue to serve the development of young people, particularly girls, in Africa.

I must also express my thanks to the Danish International Development Agency (DANIDA), UNICEF, UNFPA and UNDP for their contributions, both in cash and in kind, to the preparation of this module.

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Guidance and Counselling Programme Development

INTRODUCTION

The Guidance Programme, like any other educational programme, requires careful and consistent development. This ensures that the programme responds to the unique needs of its clients. It provides benefits to students by addressing their intellectual, emotional, social and psychological needs. For any guidance programme to meet successfully the needs of all students, it must be developmental, preventive and remedial rather than crisis-oriented. Further, a comprehensive and developmental guidance and counselling programme is not only preventive but also pro-active in preventive orientation. Consequently it must be well planned, goal-oriented and accountable. It is an integral part of the school programme, and complements other school activities. It is important for today's guidance and counselling programme to be developmental, so that it assists students who are growing up in a complex world. It should help them to develop into full human beings, capable of maximizing their potential in all personal, educational, social or career-related respects.

A comprehensive guidance programme should be balanced, and encompass all the four fundamental areas of guidance, viz.: personal, educational, social and vocational. It should provide students with the assistance necessary for their maximum development. The programme should also decide what services to offer, such as information, consultation, referral, counselling, placement, career follow-up and evaluation services. The programme should use all staff members and determine their roles in it. It, therefore, demands consultation, co-operation and co-ordination. A programme should define the role of the guidance personnel, who should be fully informed about the programme. It should create a teamwork approach, in which every member of staff is considered responsible for contributing to the success of the programme.

For a guidance programme to be comprehensive, it should also be relevant for the clients, and not merely maintain a status quo. It must be purposeful, and designed to meet the priority needs of the clients. These needs should be met in an efficient and effective manner. It should be stable and unaffected by the loss of personnel, as this determines the extent to which it meets the desired goals and objectives.

Each programme must be specifically designed for the clients it serves. There is, therefore, a possibility for both similarities and differences in programmes. Effective programmes are flexible, since this allows for adaptation to future growth and effectiveness. Programme development not only calls for needs assessment but reflects other characteristics of the clients, such as age, location or environment, cultural background, sex and economic status.

Any service as comprehensive as guidance must be carefully planned if it is to meet the desired goal. When the programme is well organized, there is no doubt that all involved will participate to the fullest extent. The teachers should see it as their own, rather than the headmaster's or the guidance teacher's programme. Their involvement is crucial right from the start.

Benefits of the Guidance and Counselling Programme

Programme development is a systematic process that requires following a series of steps. A developmental and comprehensive school guidance and counselling programme not only benefits the students, but also the parents, teachers, administrators and the business community. The benefits to the various groups are as follows:

Students

- Increases self-knowledge and how to relate effectively to others.
- Broadens knowledge about the changing environment.
- Helps them reach their fullest academic potential.
- Provides opportunities for career exploration, planning and decision-making.
- Provides an opportunity for networking with services and thus establishes an effective support system.
- Teaches responsible behaviour.

Parents

- Provides parents with support for their child's educational and personal development.
- Increases opportunities for parental involvement in the education of the child.
- Equips parents with skills necessary to support their child.

Teachers

- Enables students to master effectively their subjects with an understanding of the importance of each one.
- Provides an opportunity to work in collaboration with other teachers and parents.

Administrators

- Enhances the image of the school in the community, reduces strikes, and improves the general appearance of the school.
- Allows for systematic evaluation.
- Provides a structure which can be monitored easily.

Business, Industry, the Labour Market

- Provides the potential for a well-informed workforce, with positive attitudes and the necessary skills.
- Provides an opportunity for collaboration with teachers in preparing students for the world of work, through participation in career fairs, and other career guidance activities.

Unless a programme is systematic, such benefits will not ensue. The programme leader and co-ordinator must ensure that the impact of the programme is felt and benefits the students. The extent of the participation of the beneficiaries is highly dependent on the capabilities of the programme leader. There are four phases in programme development. These are: planning, designing, implementation and evaluation. Each of these phases is covered in the four units of this module.

Introduction to Programme Development and Programme Planning

RATIONALE

The purpose of this unit is to provide knowledge and equip participants with the skills and steps to follow in the planning of a programme.

LEARNING OUTCOMES

By the end of the unit, you should be able to:

- design needs assessment questionnaires, and utilize the various methods of collecting data;
- conduct a needs assessment;
- establish the programme leadership and determine roles;
- identify the target population;
- formulate programme goals and objectives;
- identify the relevant population for conducting a needs assessment.

CONTENT

This unit includes the following:

- Topic 1. Reasons for Planning
- Topic 2. Conducting a Needs Assessment
- Topic 3. Programme Goals and Objectives

Topic 1.

REASONS FOR PLANNING

Planning and Programme Leadership

Guidance and Counselling is a continuous and on-going process. For it to meet students' needs, it must be formalized. The initial stage of programme development planning is of vital importance. The following reasons are advanced to emphasize the importance of planning, viz.:

1. It forms the basis for action.
2. It forms the basis for organization.
3. It provides the basis for involvement and assignments.
4. It forms the basis for programme evaluation.
5. It provides the basis for decision-making.
6. It provides the basis for commitment.

Planning provides an opportunity to convert ideas into action. It is at this stage that the relevant personnel in the provision of the Guidance and Counselling service are identified and their roles described. For instance, in a school, the principal, teachers, ancillary staff, students, parents and community members should have their roles in the provision of services clearly defined. An organization must identify co-ordinators of the programme who will play a leading role in its development. Personnel should include everyone who has direct, or indirect, contact with those for whom the programme is developed, which in a school, are the students. It is at this stage that the programme co-ordinator informs the Guidance personnel of their roles.

In identifying the leaders of a programme, there is a need to consider leadership qualities. A true leader should possess some of the following characteristics:

1. A record of success

It is important to identify a leader with good experience, and who is a competent professional who has had the relevant training. Such leaders can direct a programme competently, and adhere to the ethical and legal issues related to it.

2. Inspires confidence

A realistic and supportive programme leader inspires confidence and trust among subordinates, and acknowledges the accomplishments of the support staff and gains their confidence. This provides the organization with a group of dedicated and confident staff.

3. Promotes partnership

A good programme leader ensures teamwork. The success of the organization is shared between him and his subordinates, and this creates a feeling among them of belonging. This partnership is important, since it builds a solid and well-founded programme in

which everyone feels responsible for its success. No one looks only to the leader for success but considers it instead a shared responsibility.

4. Motivates

A good leader should be able to motivate subordinates to realize their full potential. Motivated staff members are always willing to take initiative and promote a lot of activities. This is of vital importance. As the one who understands what the programme is about, it is important that the leader is ready to clarify and explain the approach. The leader should always identify the tasks to be performed and explain them to the staff.

5. Creates a positive atmosphere

The creation of a professional atmosphere is the responsibility of the programme leader. A positive and conducive atmosphere is dependent on the organization, management and administration of the programme. Planning, for instance, is important to ensure that all those affected are part of the programme from the start.

6. Possesses visibility and vision

A good leader is readily available to support staff. This is because frequent interaction with staff members allows for informal exchanges of ideas which are vital for success. A leader should have vision. There is a need to plan for the future or anticipate the direction of a programme. This allows for any necessary adjustments.

7. Has good decision-making skills

An effective programme leader should be able to make appropriate decisions. This rests on the understanding that he/she should consider various alternatives before making a final decision.

The above may assist in the identification of suitable programme leaders. Many programmes have collapsed because of poor leadership, and it is important to choose leaders who possess the right qualities rather than just fill a position. A good leader should be able to use supervisory skills to set up and consolidate the programme. By appraising, motivating and consulting with all the staff, the programme can be sustained. It is the leader who sets the mood and the means of operation. Competence is of the utmost importance. It is important to lead and not to direct, as behaving like a director may result in resentment among subordinates.

Planning is crucial to the survival of a programme, because poor planning adversely affects the programme. Planning formalizes it, creates an atmosphere of team work and commitment, and allows consultations and shared responsibilities. An effective plan of action should be developmental, with a logical, sequential pattern, be flexible, provide a basis for resource employment, and give priority to communication, co-ordination and co-operation.

Activity 1.1: Planning and Programme Leadership

1. Identify those who will play a vital role in your organization's programme.

2. Outline their roles and indicate how their lack of involvement may affect your programme.
3. In groups, determine the programme leadership and how the various people collaborate.
4. Explore why programmes collapse.
5. Outline the characteristics of a good plan and the benefits of planning.
6. Describe various ways in which a community can be involved in a school guidance programme.

Topic 2.

NEEDS ASSESSMENT

Needs assessment finds out what is needed. It is the basis for accountability, and ensures a greater degree of programme relevance. Any practical programme should address the needs of those it is designed to serve. An accurate and continuous assessment of the needs of the beneficiaries is vital for the success of a programme. It is the needs that determine the programme goals and objectives. For the programme to serve its beneficiaries, it should address their intellectual, emotional, social and psychological needs. Apart from accountability, needs assessment allows for programme evaluation.

When conducting a needs assessment survey, both the beneficiaries and the environment should be taken into account, as they have an influence upon, or directly affect, each other. For example a programme designed for a school in Gaborone, Botswana, must consider the needs of the students and the school.

When identifying needs, it is important to focus on the personal, social, educational and vocational needs of the clients, in order to provide a balanced and comprehensive guidance programme which is concerned with their well-being. The programme should also address the varying needs of boys and girls. Needs assessment should allow the service to compare the current status with future outcomes.

Steps to Follow in Conducting a Needs Assessment Survey

Step 1

Identify and list all those to be served, e.g.:

- students;
- teachers;
- patients;
- school administrators; and
- ancillary staff.

At this stage, several classifications such as ethnic, socio-economic, political, grade level and educational, may be used. A survey of the people who have direct contact with the programme's beneficiaries is also important. Their opinions or contributions are of value for the quality of the programme.

Step 2

Collect data using any one of the following systematic approaches. These are useful in the identification of guidance-related needs. The methods include:

- questionnaires;
- interviews;
- brainstorming;
- school and community records;
- follow-up studies; and
- stratified random sampling.

Step 3

It is important that after the data has been collected, it is compiled, classified and analyzed. Accumulated data help programme developers to determine priorities. Classification should be according to the areas of Guidance, namely: personal, educational, social and vocational.

Activity 1.2: Doing Needs Assessment

1. Design a needs assessment questionnaire for programme participants.
2. Interview about ten people among the participants to determine their needs.
3. Classify identified needs according to the four areas of guidance.
4. List the priority needs of your clients.

Topic 3.

PROGRAMME GOALS AND OBJECTIVES

In order to determine the goals and objectives of the programme, it is important to assess the current situation with regard to Guidance and Counselling. The programme developer must clearly indicate the position of the organization in terms of clients and their problems (gathered through a needs assessment). The general needs of the country, which existing programmes have not met, should also be taken into account.

After the identification of students' needs and the environment, the aim of a Guidance programme should be to provide beneficiaries with the skills and attitudes necessary to function fully in society. It emphasizes decision-making skills and the development of a positive self-image. The goal of the programme also emphasizes the need to assist young people to become responsible citizens, who develop realistic and fulfilling plans for their lives based on self-knowledge, their own needs and those of the environment.

The goal of all programmes should be the development of a complete person, capable of surviving in a complex world, and to provide all individuals, despite their socio-economic status, sex and cultural background, the information to fall back on when needs arise.

It is after the identification and the prioritization of clients' needs that goals and objectives are formulated. These must be clear since they will determine the programme in terms of the resources required. The objectives should be specific to each topic.

Activity 1.3: Formulating Programme Goals and Objectives

1. Having prioritized the needs of your ten colleagues, formulate a goal for their programme.
2. Go through Reading 1.1, Formulating Programme Objectives, on pages 44-50.
3. Develop specific objectives that address the needs of the group you have used above.

Designing the Guidance Programme

RATIONALE

All students benefit from participating in well-designed school Guidance and Counselling activities. Such activities arranged in an orderly manner respond to the developmental needs of students. The design of a comprehensive school Guidance and Counselling programme involves the careful identification of content, presentation methods and structure.

LEARNING OUTCOMES

By the end of the unit, you should be able to:

- establish the sequence of programme activities/events;
- structure the content;
- identify the resources needed to implement the programme; and
- produce a written guidance programme and the content of a calendar of events.

CONTENT

This unit includes the following:

- Topic 1. Selection of a Programme Structure
- Topic 2. Identification of Resources
- Topic 3. Guidance Calendar

Topic 1.

SELECTION OF A PROGRAMME STRUCTURE

After the needs of clients have been determined the programme structure should be described. A decision is then made on which content needs are to be addressed first. As the content is structured, the delivery methods are also considered. It is during the programme development that the standard one contents are separated from the standard two contents and put in order. That is, the lower and upper class contents are determined. The content is in accordance with the fact that Guidance is developmental and systematic.

Since school guidance and counselling programmes consist of structured development experiences, they must be presented systematically through classroom and group activities. This then takes care of the school Guidance and Counselling curriculum, as topics are dealt with in a systematic way, and provide students with what they need to know for normal growth and development, and promote their mental health and acquisition of life skills. It is important to sequence the content appropriately, since students' guidance is continuous from the time of an individual's initial entry into the educational system, and throughout the period of formal education. The structuring of the content offers time to think about the most suitable implementation strategies, and the resources needed to implement the programme. Various strategies can be used to assist clients to meet their objectives. It is important to select specific and appropriate strategies for implementation.

The school Guidance Committee is part of the selection of the programme structure, and the established leadership is responsible for the design of the programme. The structure has to take into account the following: Individual Planning, Guidance Curriculum, Responsive Services and Systems Support. When activities are devised, they should provide a comprehensive programme and follow a particular structure, and not be a haphazard collection of topics. These structural components are very important when developing a Guidance and Counselling Programme .

Different Components of a Programme Structure

1. Individual Planning

This includes the counselling activities meant to assist all students to plan, monitor and manage their own personal development. Activities of this component of the programme are offered to all students, and are meant to assist them in the development and implementation of their personal, educational, social and career components, in accordance with the skills and information they gather. This component generally offers students the opportunity for self-appraisal, and to plan for the world of work. One way would be to help students to understand themselves through individual or group activities.

2. School Guidance and Counselling Curriculum

This refers to a curriculum which is systematically organized according to grade level. It is designed to serve all students at the classroom or group level. The curriculum

emphasizes decision-making, self-knowledge, career exploration and career development. The curriculum is organized around three major areas:

a) Learning to Live

- Understanding and appreciating the self
- Understanding and appreciating others
- Understanding and appreciating home and family
- Developing a sense of community
- Making decisions and setting goals
- Understanding safety and survival

b) Learning to Learn

- Making decisions, setting goals, and taking action
- Understanding interaction between home, family, school and community
- Understanding factors which affect school achievement

c) Learning to Work

- Learning the relationship between personal qualities and work
- Exploring careers
- Learning how to use leisure time
- Learning the relationship between education and work
- Learning to work together
- Learning how the community relates to work

This curriculum should state the goals for guidance instruction as well as student outcomes. Here, collaboration with, and the education of, parents and the community are essential. The purpose of the curriculum is to provide students with knowledge and life skills. The curriculum is delivered through the following:

- a) Classroom activities - classroom teaching of Guidance and Counselling.
- b) Group activities – offering structured group activities in Guidance and Counselling, i.e., career fairs, plays, etc.
- c) Parent education - this is done outside the classroom and establishes a link with the parents through seminars and meeting.

TRANSITION: The third component of a Programme Structure is Responsive Services.

3. Responsive Services

This includes services that are responsive to students' concerns regarding their healthy personal, social, educational and career development. This includes preventive, developmental and remedial counselling. Other than the counselling service, consultation and referral services will also be utilized. Counselling is either individual or in groups. Consultation would be with parents, teachers and other professionals, while referrals would be to other specialists or programmes. Support groups such as Alcoholics Anonymous, people living with AIDS, diabetics, etc., form part of the support services. It is important for the programme leader to understand the role of

each service as stipulated in Shertzer and Stone (1981). These services offer opportunities for students as follows:

- Counselling Service

It is a social service based on the recognition of an individual's uniqueness, dignity, value and respect, and of the fact that every individual has a right to personal assistance when needed. This service recognizes the need to offer individuals an opportunity for self-knowledge and self-development through individual or small group interventions. The counselling service's main purpose is to nurture a relationship leading to personal development and decision-making, based on an understanding and knowledge of oneself and the environment.

The service provides an opportunity for verbal interaction between the counsellor and the client, with the sole aim of assisting the client to deal with a specific problem which could be physical, academic, emotional/personal, and/or social. Basically, this service offers clients the chance to make decisions and solve problems. This service has a direct link with other services, especially the referral service because, when the need arises, a counsellor may have to refer a client to other specialists. The provision of such a service acknowledges the fact that students need assistance to cope with the complexities of life, since classroom teaching alone may not meet the needs of the client effectively.

- Referral Service

Since some problems and concerns are beyond the capability of the school counsellor or guidance teacher, it is important to establish a referral network. This should consist of a team of well-trained and skilled professionals who have expertise in assisting referred individuals.

Referral does not imply the helper might have failed, but signifies strength on the part of the helper, who recognizes his/her limitations, and explores opportunities to maximize the help he/she can offer. A programme leader should, therefore, be well informed about referral services, which include social workers, doctors, psychiatrists, psychologists, priests, police and others.

- Consultation Service

This service underscores the fact that other people's opinions and decisions may have a positive impact on the programme. It also emphasizes that clients are not only students but children, sportsmen and women, boys and girls, who work with a number of people who can contribute to, and have an interest in, the students' welfare. It is, therefore, important for the counsellor or guidance teacher to the students to consult parents, boarding personnel, and other teachers who might be subject teachers and coaches. This will give the counsellor or guidance teacher an opportunity to ascertain various changes in behaviour that might have occurred. Such consultations may also demand referral.

The consulting service supports the fact that collective decision-making and problem exploration allow for more objectivity. The programme leader has to promote relations with community agencies, which helps to establish contacts and effective communication channels. Once channels of communication are open, it is easy to exchange information and ideas with other beneficiaries. Consultation with teachers is an important means of increasing teacher awareness of issues their students face.

- Appraisal

This service provides essential facts about the learner, giving the counsellor, or guidance teacher, a basis for decision-making. It gathers personal information about the learner, and assists the individual to understand himself/herself better. Once an individual is aware of himself/herself, he or she is able to make informed decisions.

- Placement and Follow-up

This service is designed to enhance student development by assisting them to select, and use, opportunities inside and outside the school. It is oriented to the preparation of an individual for admission to other educational, vocational or work-related programmes. Its main purpose is to assist students to achieve their career goals, e.g. by assisting them with subject selection, or placement, in a class or school, based on the subjects offered.

It takes into account the interests, aspirations and abilities of the learner. Where educational placement is concerned, a student should be allowed to choose the subjects he/she would like to pursue. Their subject choices should be determined by their self-image, career preference, and the availability of the subject option. It is the role of the counsellor or guidance teacher to ensure that the curriculum addresses the needs of the client.

Career placement should also be seen as an integral part of a student's career development and, as such, the counsellor or guidance teacher has to identify

appropriate vocational or career placement centres, in accordance with the career aspirations of their pupils. This exploration is crucial for career decision-making, since it gives students an opportunity to gain an insight into a career which interests them. All students should be thoroughly prepared before career placement occurs, so that they can make the most of it.

As a service, it strengthens the career guidance aspect of the school guidance and counselling programme. It helps the students to know their strengths and limitations and, through this, achieve self-direction. This service offers the counsellor/guidance teacher an opportunity to collect, analyze, and use, a variety of personal, psychological and social data about the students. Not only does it offer the counsellor an opportunity to understand the pupils, but it also provides them with a guideline for the type of help required. Further, the counsellor/guidance teacher will be able to assist students/pupils to understand themselves better.

The learner may contribute to the effectiveness of this service by providing information through self-evaluation activities, such as writing an autobiography or completing self-rating forms. Peers or classmates may also be used to collect information about a learner. In order to avoid character destruction, peer evaluation must be properly co-ordinated by the counsellor or guidance teacher. The information collected helps the students, teachers, parents, and school administrators, to create and maintain an environment conducive to the healthy growth and development of an individual. It allows the counsellor, or guidance teacher, an opportunity to establish a structure which helps the client.

Several activities can be used to appraise students; for instance, naming the 'person of the week', writing about the kind of person one is, naming one's favourite food, naming favourite personalities, naming leisure activities, etc. Psychological tests may be issued when they are available. These go a long way towards helping students to understand themselves.

Research and Evaluation Service

Research and evaluation are designed to determine the effectiveness of a guidance programme. Further, they provide the counsellors or guidance teachers with the opportunity to be resourceful and independent. Evaluation and research encourage programme leaders to continue to find solutions to the problems of their clients. It is through active research that counsellors or guidance teachers can upgrade their programmes, to ensure that they address the needs of the clients.

4. Systems Support

This includes the direct guidance management activities that maintain and enhance the guidance programme. A fully fledged Guidance programme needs systems support. This ensures that the programme is sustained. Such support includes staff development so that the implementors are well equipped for the job, and the necessary resources and facilities for programme implementation, finance, and policy support, are available. The above support is crucial and needs to be considered when designing the Guidance programme to guarantee its implementation. The guidance programme should also

identify other programmes that need its support, such as special education, vocational education, etc.

It is important that the committee discusses all the topics so that the final agreement will have been considered by all the implementors. It is through programme design that developers will define a programme, state its rationale and decide principles that shape and guide the programme. It is at this stage that documentation is prepared on what should be done to ensure programme sustainability, and to describe the relationship between guidance and other school activities.

It is indicated in the design stage how, through direct and indirect activities, the guidance teachers will work with students, parents, other teachers, the school administration and the general community. A balanced programme with varied activities needs to be directed and designed to meet the needs of all the students. The necessary referral agencies are identified and documented. Consultations and team work are very important at this stage.

Activity 2.1: Designing a Programme Structure

- 1. Having determined the priority needs of your clients, list the topics to be covered.**
- 2. Identify responsive and systems support services that will benefit your programme.**
- 3. How would you make use of these services?**

Topic 2. THE IDENTIFICATION OF RESOURCES

The programme design and desired student outcomes have a bearing on the allocation of available resources, and may dictate programme design. These go a long way towards providing a comprehensive programme.

Resources should be commensurate with needs. When they are not, programme leaders must ensure maximum utilization of limited resources, which is particularly the case in African countries. Guidance teachers must keep the available resources in mind, and take into account school realities and priorities.

Collaboration with other programme leaders is important, and several ideas should be explored on possible alternatives. Since there are four components of a guidance programme, there might be a need to emphasize some rather than others, when resources are limited. It is, therefore, obvious that resources affect the scope of a programme, and call for serious consideration of priorities lest resources are wasted. This confirms the need to determine priorities.

Resources are both human and material. These need to be identified and documented, so that they are readily available. For instance, if a guidance lesson needs clay, it should be readily

available on demand. If a class has to make a trip, transport should be available. The lack of the necessary resources will adversely affect the programme.

Activity 2.2: Identification of Resources

1. Identify all the resources, both human and material, that are required for your programme.
2. List the needs of your students/clients, and indicate the required resources to deal with them.

Topic 3. THE GUIDANCE CALENDAR

The Guidance Calendar is part of a school guidance programme. It takes care of the needs that cannot be met in a classroom, such as tours, career fairs, talent shows, seminars, visits, drama, etc. This Calendar shows all guidance activities that are planned in the school. It helps to allocate time to school activities, and avoid clashes. It is for an organization to develop a monthly, quarterly, termly or yearly calendar. Like the Guidance Programme, a school Guidance Calendar is governed by the needs of the clients. It is meant to complement classroom activities.

The Calendar ensures that particular needs are addressed at appropriate times and places, and accomplishes certain activities in a sequence. For instance, after a career talk, a visit to a work place might be the most appropriate complementary activity, or after a lesson on cleanliness, a nurse or health worker could be invited to address the pupils. This is an indication that a calendar is in line with identified needs.

A Guidance Calendar promotes good management, and developers will take into account the time of the year most suitable for certain activities. It also ensures the appropriate use of resources. The programme leadership should involve staff, parents and community members in drawing up the calendar, as not to do so might adversely affect the programme. For instance, a nurse might not be able to address students if he/she was not told the date when needed to support the programme. In drawing up the calendar, there is a need to indicate the date, time, target group, guidance service activity, and human and material resources.

Activity 2.3: Drawing Up a Guidance Calendar

1. Draft a Guidance Programme to address your clients' needs.
2. Draw a Guidance Calendar to address those needs of your clients that will not be dealt with in the classroom.

Implementation of the Programme

RATIONALE

The ability to implement a plan of action effectively goes a long way towards determining the success of the programme. It is, therefore, important to consider various aspects that affect programme implementation, such as the financial and human resources, as well as the existing structures and policies that have a bearing on programme implementation. For any programme to achieve its desired results, it has to be effectively implemented. Even though planning and design are done properly, the failure to employ effective implementation strategies may adversely affect the programme, and this will determine the survival of the programme.

LEARNING OUTCOMES

By the end of the unit, you should be able to:

- determine the most appropriate implementation strategies for the various aspects of the programme;
- prepare students for educational tours, career fairs, job shadowing, etc.;
- identify beneficiaries in the implementation of the guidance and counselling programme in your respective countries;
- design a policy document to assist in the implementation of the programme in your country; and
- determine the resources needed to implement your programme.

CONTENT

This unit includes the following:

- Topic 1. Factors Affecting Implementation
- Topic 2. Implementation Strategies

Topic 1. FACTORS AFFECTING IMPLEMENTATION

Programme implementation refers to the execution of programme strategies. The tasks required to follow the strategy are detailed and carried out. In addition, programme development considers the skills and knowledge needed by the implementors. Staff development opportunities are looked at to ensure that the implementors are well equipped to play their roles. It is when the programme strategies are implemented, and monitored. Formative evaluation techniques are important here. Staff competence is taken into account, and enables the leadership to decide whether team teaching will be used or not.

It is important to consider the human, financial and political resources at the implementation stage. Human resources include the counsellor/student ratio, and the number of committee members and teachers who actually offer their services. Financial resources include the school budget for Guidance and Counselling, other sources of finance, and the adequacy of Guidance facilities. Finally, political resources are related to policies and procedures, resistant staff members, implementation guidelines and administrative support.

It is important to consider all these aspects at the implementation stage as they determine the direction of the programme. Although good programmes may exist on paper they may not yield the desired results. The implementation stage determines the effectiveness of a programme.

Human Resources

It is important to have a good counsellor/student ratio. This will depend on the organization of guidance services in a given school. It will depend on whether there is a part-time or full-time guidance teacher/school counsellor. Despite the large numbers that guidance teachers/school counsellors work with, they are expected to implement the programme, and ensure that its goals are achieved. It is important that thought be given to the provision of a suitable ratio, as too many students can prevent the counsellor/guidance teacher from giving good service.

For someone to carry out duties efficiently, he needs to have a clear job description. The roles and functions of guidance personnel must be clearly outlined as this allows them to use their education and talents to good purpose. (N.B: Policy Guidelines for the Implementation of Guidance and Counselling in Botswana's Education System). All

implementors should have clearly defined roles, as this enables administrators to understand the skills required when recruiting staff.

Professionals, para-professionals and support staff should have the competence to run well-balanced and comprehensive guidance programmes. For any programme to achieve success its implementors should be helped to reach their full professional potential. The programme leader should be personally suitable, and educationally prepared, to assume the leadership role, and should have a professional and productive relationship with students.

Financial Resources

For a programme to be sustainable, financial resources are needed. It is, therefore important to determine the cost so that a feasible budget can be drawn up. This avoids unnecessary over-expenditure and disappointment. A budget enables the programme leader to operate within defined funding limits.

It is important to explore other possible funding opportunities or sources. Non-governmental organizations and donor agencies such as SIDA, USAID and UNESCO, may be willing to fund certain activities. Such organizations may want to fund activities such as career resource centres, video production, life skills programmes, research, and many others. There is a need to explore such opportunities. Although such organizations may not fund an entire programme, they often provide the necessary support, which goes a long way towards supplementing state funds.

The provision of such funds requires a detailed project proposal and a plan of action. When writing the proposal and plan, the programme leader must only emphasize the areas of interest to the sponsor. There is a risk of including other areas since there might be a fear that the funds may be diverted. A report is required on the use of donated funds.

Programme activities determine the materials and equipment required. It is important for the programme leader to ensure that all these are readily available. The materials chosen will help the students/pupils to attain the outcomes identified at the planning stage.

Apart from materials, it is also necessary to ensure that there are adequate facilities and equipment. Such facilities include counselling rooms, and resource rooms. For example, students will use the counselling service when an adequate, comfortable and private room is available for counselling. The availability of the necessary facilities also has a positive impact on teachers and parents. They attach value to the programme when financial support and recognition are given.

The four components of guidance demand proper facilities for effective implementation. Functional physical facilities are necessary, and they should provide adequate space, privacy and accessibility, which are the corner stones of a good quality guidance programme. A guidance centre would be an appropriate location for services. Such a centre can be used for individual activities which enable students to work on their own, or with teachers and/or parents.

The identification of the resources helps determine the financial implications of programme implementation. Adequate financial support is crucial, since the services provided are related to the costs available. Programme outcomes should match costs.

Political Resources

The policies and procedures governing the implementation of a programme should be well known to the implementors. An understanding policy will enable the programme leader to deal with resistance and matters of shared responsibility. For instance, in the case of Botswana, the Guidance teacher works with the Teaching Service Management Department, the Secondary Education Department, and the Department of Curriculum Development and Evaluation. It is, therefore, necessary for these departments to work together when redeploying Guidance Teachers. The understanding of policy ensures shared responsibility when the need arises. It also gives implementors the ability to distinguish between issues.

When guidance teachers involve other beneficiaries, it is important that they know and understand their responsibilities, to avoid any clash of interest. Guidance teachers should know the appropriate links and channels of communication on various issues affecting their clients. Inability to connect, and to refer issues to relevant beneficiaries, may retard progress.

Guidance teachers must understand their role, as a lack of understanding may adversely affect the programme. Open communication in programme implementation is essential, and goes a long way towards ensuring that their concerns and fears about the implementation of the programme are addressed. Implementation calls for the programme leader to commend those who make a conscious effort to give support, and ensure that the programme moves in the right direction. This is an effective strategy, as it motivates them to work toward the achievement of positive results.

Activity 3.1: Factors Affecting Implementation

1. Break into three groups. Work with your groups to determine the desired human resources in your country's programme. Below are additional specific tasks for each group:
 - Group 1 - Background training that your programme would benefit from.
 - Group 2 - The desired materials, physical structures and equipment, clearly explaining the use of these resources.
 - Group 3 - Clearly outline your country's policy in the implementation of the guidance and counselling programme. What are the loop-holes in each of the policies stated and how can they be removed?
2. Present the results of your group work.

Topic 2.

IMPLEMENTATION STRATEGIES

After a consideration of factors affecting the implementation of the programme, it is important to explore various strategies. It is at this point that the programme leader will have to prove himself/herself able to run an effective programme. The leader has to have imagination and foresight.

Different delivery mechanisms are employed with individuals and groups. They will vary from one school to another and are not definitive. Some implementation techniques, however, are common to most programmes. They include the following:

1. *Extended Registration*

This occurs when certain topics are addressed by class teachers during the registration period. Other teachers may alternate, or team-up with, the class teacher. These sessions allow the teachers and students to know each other, and for the students to consider the class-teacher to be a confidante. It is important that these sessions are planned so that they meet the needs of the students effectively.

2. *General School Assembly*

School assembly may be used to provide general guidance and information on various topics. Such topics may be thematically arranged. Teachers and students may alternate in providing this service. Such general talks complement what happens in class, and allow for the covering of a wider programme.

3. *Time Tabling*

It is important to provide time for the provision of guidance. This allows for continuity. It provides an opportunity for schools to address the needs of the students, and formalize the programme. It allows for the provision of information which makes programme evaluation easier. The time tabling of Guidance and Counselling in schools allows it to have a recognized place in the school, rather than be relegated to an extra-curricular activity. One period per week has been found effective when complemented by activities outside the classroom.

4. *Community Involvement*

The invitation of guest speakers to visit schools helps the community to understand its role in the implementation of the programme. This enables the programme leader to address those needs that cannot be dealt with in a classroom setting. External resource persons also add value to the programme, and help students to realize the link between education and the world outside. It offers an opportunity to network with community members from whom they may need more information.

The invitation of external resource persons requires planning to guarantee the success of such activities. There is a need to plan with the beneficiaries so that clashes are

avoided. This provides an opportunity to invite role models who will have a positive impact on students.

5. *Educational Tours*

Another implementation strategy includes visits and educational tours. Resource centres, work places and others places of interest, help to explore all opportunities that have an impact on students. Activities such as job shadowing may be used here. This is when a student is attached to a career or occupational mentor. The mentor allows the student to observe and ask questions, so that he/she can gain practical knowledge of the job.

Shadowing can last from one day to about a week. It allows students to think and make realistic decisions. This has proved successful in career exploration and decision-making. This exposure to reality has a greater impact than the provision of information. It is important to prepare students adequately for such tours. That is, they should know the purpose, and know what information to obtain.

6. *Research Projects*

Guidance teachers/school counsellors should encourage students to carry out small research projects on their own. This will empower them to know how to gather data, and systematically arrange it in an understandable form. Students will also be trained to be more curious and able to gather information for themselves rather than wait to be spoon-fed. It prepares them adequately, and allows them to take pride in themselves. Preparing students to carry out their own research serves multiple purposes. The documentation of the research findings enables other students to benefit. If properly arranged and monitored, students may gain much from this exercise.

7. *Career Fairs/Seminars*

These are common activities in Guidance programmes. They enable external resource persons to provide career information, facilitate career planning, exploration and decision-making. The activity can be run at a school, or at the regional or national level. It helps students to develop a vision, and study for a purpose. Various ways of running such an activity can be explored depending on the resources available.

8. *Curriculum Infusion*

Guidance concepts are such an integral part of the general school curriculum that it is difficult to separate them. All subject teachers need to play a part in infusing guidance concepts in their subjects, and help augment the programme. Subject teachers who are not guidance- and counselling-oriented, need to change their attitude because this implies a lack of concern for students.

Effective teaching cannot take place in a vacuum. Students should understand the relevance of each subject to life outside the school. This allows them to establish a link between education and employment. There is a purpose in studying the subjects in the school curriculum and this should be clearly understood by students. Infusion helps students understand, and develop, a more positive attitude towards the various subjects they are taught.

9. *Workshops*

These should be run for students, teachers, parents and community members. The need for support from other beneficiaries is important, and this is more likely if people are well informed, and educated to see how they fit into the structure. Such activities can be operated in the same programme. Unless people understand what the programme entails, they will not willingly support it. A successful workshop depends on good planning and organization.

10. *Peer Counselling*

Young people can be trained to offer guidance and counselling to their peers. This is based on the understanding that students tend to relate more to those peers with whom they are comfortable. The peer counsellor also assists in identifying and making referrals to the Guidance teacher. Days should be set aside for them to share experiences and information with their peers, through various means such as dramas, role-playing, talks, poetry, etc.

11. *Bulletin Board and the School Library*

These can be used to disseminate information. They can be made the responsibility of the students on a rota. The provision of such an opportunity will help to cover areas that the programme might not have planned. A wealth of information can be shared among students through such boards and libraries. It is at this point that a resource room for Guidance can be well equipped with up-to-date information including books, career manuals, videos and other resources. Providing access to such information will allow students to search for information of interest to them.

It should be noted that implementation strategies, which vary from discussions, drama, composition writing, questionnaires, and those mentioned above, may be utilized. Variety helps students to avoid boredom. A more innovative leader can manage to make the programme interesting without reducing its strength.

Activity 3.2: Implementation Strategies

1. Form four groups to identify the most appropriate strategies for implementing any four topics of interest from the four fields of Guidance as follows:

Group 1 - Personal Guidance

Group 2 - Educational Guidance

Group 3 - Social Guidance

Group 4 - Career Guidance

2. Present a resumé of your group discussion to the class.
3. Design a questionnaire to give to your students when they go for job shadowing.
4. Design a Guidance and Counselling bulletin board and state how it can be made attractive to students.

Evaluation of the Guidance Programme

RATIONALE

Implementors can only measure the worth and impact of a programme if they carry out research and evaluation. It is important to equip participants with the necessary skills to monitor and evaluate programmes. This will allow them to assess programme accountability and effectiveness. Unless programmes are systematically evaluated, implementors will not be able to determine the extent to which their programme has achieved the desired goals. Evaluation checks not only deficiencies but also allows for programme improvement.

LEARNING OUTCOMES

By the end of the unit, you should be able to:

- determine the value and purpose of evaluation;
- identify the difficulties inherent in evaluation;
- identify and utilize evaluation approaches;
- develop evaluation instruments to be utilized in the evaluation of your country's programme; and
- determine the difference between formative and summative evaluation.

CONTENT

This unit includes the following:

- Topic 1. Value and Purpose of Evaluation
- Topic 2. Types of Evaluation
- Topic 3. Evaluation Techniques

Topic 1.

VALUE AND PURPOSE OF EVALUATION

Gibson and Mitchell (1995) define programme evaluation as a systematic set of data collection and analysis of activities, undertaken to determine the value of a programme in order to aid management, programme planning, staff development, public accountability and promotion. Evaluation activities make it possible to make reasonable judgements about efforts, effectiveness, adequacy, and provide a comparison of programme options. They determine the worth of a programme, and provide an opportunity to explore other alternative approaches or strategies to reach specific objectives.

Evaluation seeks to provide objective evidence of whether the programme has met the desired objectives. It provides an opportunity for programme planning and decision-making. It is, therefore, important to evaluate programmes since this offers a chance for continued programme improvement.

Shertzer and Stone view evaluation as necessary to provide for the effectiveness of achieving programme goals, in relation to specific standards. Concrete data, indicating the benefits and limitations of the programme, can be accumulated through programme evaluation. The effectiveness of any programme can be sustained through continuous evaluation, and practitioners need to carry it out rather than pay lip service to it. It should, therefore, be noted that the main purpose of evaluation is to improve the implementation of a programme.

It also provides a means of communication among school counsellors, guidance teachers, school administrators, parents and the community in general. It defines expectations for counsellors, and provides a systematic means of measuring the counsellor's or guidance teacher's performance in relation to programme expectations. The most compelling reason for evaluation is to improve the effectiveness of every counsellor or guidance teacher, as well as the programme itself.

The evaluation process consists of a series of interdependent steps by which a judgement is reached. The success of any programme in achieving its goals depends upon the monitoring and evaluation process used. This improves the quality of the service, and the support given to staff employed in the guidance and counselling services. The future of any guidance programme depends on providing concrete data, and helping school personnel to judge how well they are doing, and to determine the improvements needed.

Evaluation should be an on-going process. It provides an opportunity to modify the programme when necessary. Evaluation helps to check:

- programme effectiveness;
- programme response to changing needs;
- strengths and limitations of the programme;
- staff development; and
- reporting and follow-up.

Evaluation determines what the programme achieves. It also provides a basis for identifying critical gaps in service delivery, and for planning programme changes. In evaluating the programme's effectiveness, the following can be measured:

- student awareness of the services;
- satisfaction of students involved in individual counselling; and
- satisfaction of students involved in classroom, and out-of-class, guidance activities.

The following steps can be taken to assess the current/existing programme:

1. Identify current resource availability and use.
2. Identify current guidance and counselling activities.
3. Determine students' outcomes.
4. Identify who is served.
5. Gather perceptions.
6. Determine involvement of personnel in a region or school.

Evaluation offers a programme leader an opportunity to evaluate himself/herself and guidance personnel. It also gives him/her a basis for assessing the attainment of goals.

The evaluation of individuals assesses their performance skills and proficiency, while the assessment of goal attainment focuses on the individual's programme and improvement efforts. It checks the quality of the programme, and its attempts to address the needs of students. It is, therefore, important to evaluate ourselves in terms of skill application and programme leadership. This helps to determine professional competence, though it should not be considered judgmental.

Proper supervision and programme monitoring provide an opportunity for checking if the structure and implementation of the programme are appropriate. Programme standards in terms of the guidance curriculum, individual planning, responsive services and systems support, can be set through systematic evaluation, and programme leaders can collect data which enable them to amend their programmes. It is, therefore, important to decide on an appropriate evaluation design, which will provide feedback on the programme, and the competence and efficiency of the programme leaders.

The value of evaluation must be recognized by all programme implementors. It performs several functions which benefit the programme and its consumers. For instance, it:

1. verifies or rejects practices by indicating what works and what does not, and shows the extent to which an activity is effective. It helps the implementors to do away with unproductive innovations.
2. provides a basis for improvement in terms of operation and implementation strategies.
3. suggests a continuous search for better ways of doing things, and a willingness to look at performance, and increases the search for improvement.
4. provides an insight into the programme, and helps implementors to understand their functions and the consequences of what they do.
5. places responsibility on individuals, and increases the participation of beneficiaries. It helps in the allocation of roles and responsibilities.

For the guidance programme to be accepted and valued, there is a need to produce documentation of benefit to the clients. Evidence that guidance services produce designed, demonstrable, behaviour changes in students are demanded by the public, and such information can only be secured through research and evaluation.

Periodic and formalized evaluation yields data in which confidence can be placed. It enables schools to judge how well they are doing, and provides a basis for decision-making on programme improvements. Through it, school personnel can interpret the effectiveness of the programme for the community. Also, if parents are well informed about the programme, they can help in supporting and defining the direction of the programme. Each school should determine its own evaluation procedure.

The programme leader has to determine the methods of evaluation to be used, the appropriate time for evaluation, the purpose of the evaluation, the rationale, the sample to be used, and appoint the evaluator. This preparation enables the programme leader to carry out the evaluation systematically. The evaluation procedure should explore several methods of evaluation, so that they complement each other in providing the necessary feedback.

Activity 4.1: Value and Purpose of Evaluation

1. Share your experiences on the existing guidance programmes in your countries, and indicate how evaluation would benefit them.
2. Watch a video on a career fair, and share ideas on how the activity could be improved to yield better results.

Topic 2.

TYPES AND PROCEDURES OF EVALUATION

Types of Evaluation

There are two types of evaluation, viz. formative and summative.

1. Formative Evaluation

This type of evaluation is conducted during the planning and design of the programme. It provides immediate feedback for programme modification and improvement. This type of evaluation is on-going. It helps to determine programme strengths and weaknesses.

2. Summative Evaluation

This is concerned with the evaluation of an already completed programme. When all that has been planned has been done, summative evaluation can be carried out to determine whether the programme has achieved its goals. It is the kind of evaluation that summarizes the strengths and weaknesses of a programme. It may help programme leaders to determine whether the programme is worth continuing. It is done when the programme is considered to

be ready for general use. It provides potential consumers with evidence of the value of a programme. It helps to check the effectiveness of the programme.

Formative and summative evaluations are both important, since decisions are needed in the early and final stages of a programme. The early decisions are needed for programme improvement, while the final decisions help to check its worth.

Evaluation Procedures

The evaluation process involves a series of activities in a sequence. These are:

1. Identification of goals to be assessed

It is important to establish the limits, or variables, for evaluation in the initial stages. This is to say that evaluation can focus on the entire programme or some aspects of it. Such objectives should be clearly stated, concise, specific and measurable. An example of such an objective would be: *make students attend a career fair by the end of the first term*. This is when the purpose of evaluation is classified, and the issues to be evaluated are identified.

2. Development of an evaluation plan

After the establishment of evaluation objectives, there is a need to identify the most appropriate way of judging the extent to which a programme has achieved its goals and objectives. There should be specific information on how the data is collected, when it is collected, and by whom. This plan must indicate how the data is organized, and to whom it will be sent. It should provide findings on the future development of the programme. At this stage, the evaluation team is identified, and the techniques to be used are selected and designed.

3. Application of the evaluation plan

When the evaluation plan has been approved, it can be put into effect. Its validity or success depends on the competence of the evaluator, its timing, and how effectively it has been planned. There is a need for the plan to be effected by someone who understands what it is intended to do. This is when data collection and analysis take place.

4. Utilization of the findings

Evaluation alone is of little value. It is the application of the findings that makes it worthwhile. Through evaluation, programmes learn their strengths and weaknesses, and the findings offer an opportunity to determine future programme improvements. Adequate use of evaluation findings should be planned, and programme leaders should ensure that they are implemented and followed up. This establishes the extent to which the findings have been incorporated for purposes of programme improvement. A failure to use evaluation findings, adversely affects the programme, and contributes to failure. A follow-up will lead to a review, which will determine whether there is a need for revision of the exercise.

It is important to consider the following, if evaluation procedures are to bear fruit:

- Deciding when to evaluate;
- Deciding what precisely to evaluate;
- Deciding whom the evaluation is intended to serve;
- Deciding who should conduct the evaluation;
- Deciding what questions the evaluation should address;
- Planning the evaluation study;
- Deciding how to report the evaluation study; and
- Dealing with the political, ethical and interpersonal issues in evaluation.

Methods of Evaluation

1. 'Before and After' Method

This is when the programme progress is checked after a given period of time, and it checks the results of specific programme activities. For example, if students are introduced to a computer awareness programme, or career exploration, an evaluation of how much has been covered is carried out by the end of the year. It is at this point that the evaluation may check whether clients are different after the exercise.

2. Comparison Method

This is when groups are compared after different techniques have been used to achieve a goal. The comparative method may be used to judge the results in groups in different localities, e.g. checking the impact of a programme on rural and urban children, or boys and girls. It may also be used to compare the effects of teacher-pupil ratios on the attainment of goals.

3. The 'How Do we Stand?' Method

This helps to identify desirable programme outcomes. Various techniques are used to check how the programme has progressed in terms of goal attainment. It compares programmes with generally accepted standards, and offers an opportunity to make comparisons. The method compares a programme with a set standard, as there are certain features with which it will be expected to conform.

Activity 4.2: Types of Evaluation

1. Develop an evaluation plan for your country's guidance and counselling programme.
2. Which method of evaluation would you adopt, and why?

Topic 3.

EVALUATION TECHNIQUES

There are several evaluation techniques or ways of collecting data. It is important for the evaluator to select the best technique to suit the purpose, and choose which programme leaders can be used to check the value of their programmes. These include tests, interviews, observations, questionnaires, inspection of records, discussions and open box suggestions.

1. Observations

This is a visual technique where the evaluator observes, and records, any findings. Here, the evaluator decides whether he/she will observe as an outsider, or as a participant. This requires full concentration by the observer, who should study an aspect in detail, after consultation with other programme implementors. The observer actually serves as a second person for what other implementors are looking for.

For this technique to be worthwhile, the observer should report and discuss any findings immediately, so that possible distortions, or failure to remember, do not affect the results. When using this technique, observers need to have sharp eyes and ears to be able to collect adequate data. The observer should carefully guard against bias.

2. Interviews

Interviews are a basic evaluation technique. They can be structured or unstructured. This requires a good ability to listen. A more structured interview would require the preparation of interview questions prior to the interview itself. It is important that data be recorded. The evaluator may use a tape recorder, in order to transcribe the relevant parts later, or take notes throughout the interview. Some evaluators depend on their memory, but this leads to a great risk of missing out important information. It is important that notes taken are discussed with the person interviewed, to check whether the information was correctly recorded.

3. Questionnaires

This involves a structured series of questions and statements that enable the evaluators to gather information about a particular programme. The advantage is that it can be sent to clients, to be completed in the absence of the evaluator. Unlike an interview, it also gives the evaluator an opportunity to cover a larger number of people at one time.

All evaluation techniques require planning on the part of the evaluator. It is important for the evaluator to consult with relevant beneficiaries on the evaluation techniques they would like to use, so that conflicts of interest are avoided.

Activity 4.3: Evaluation Techniques

1. Design a questionnaire to evaluate either your country's entire guidance programme or one aspect of it.
2. Plan and conduct an interview to evaluate the current programme on Guidance, Counselling and Youth Development for Africa.
3. Share your findings for question number 2 with the class.

Summary

Programme development is sequential. All steps have to be carried out systematically for any guidance and counselling programme to have positive results. The following process has to be observed:

1. Needs assessment
2. Selection of priorities
3. Defining and writing down goals and objectives
4. Designing activities or services to meet the desired goals and objectives
5. Drawing up a programme budget, including the allocation of resources and personnel
6. Evaluation and its outcomes
7. Revision of goals leading to the specification of new objectives

This is a cycle which is repeated from time to time, so that the programme addresses the changing needs of those for whom it was designed.

Reading

Note: This 'Reading' is also in Module 6, pages 55-59.

Reading 1.1 **FORMULATING PROGRAMME OBJECTIVES**

The task of formulating a set of objectives is often the most difficult, and the most important, task in programme development, because it decides the purpose, direction and outcome of a programme.

Suggestions for Formulating Objectives

For the set of objectives to accomplish its goals, it should include the following:

1. A range of objectives, which incorporates all areas of learning determined by the nature of the programme, whether the programme is a complete one, or a subject/client-specific programme.
2. Objectives grouped into the three areas of attitudes, knowledge, and skills.
3. Objectives usually stated at three levels from aims, to general objectives, to specific objectives, each level directly related to the one above or below.

Process for Formulating Objectives for a Guidance and Counselling Programme for Schools

In the process of formulating objectives, it is important to note the levels and types of objectives. There are three levels of objectives, namely:

1. Aims (purposes);
2. Goals (directions); and
3. Objectives (outcomes).

And there are two main types of objectives, namely:

1. General objectives; and
2. Specific objectives.

Levels of Objectives

1. Aims

These are broadly stated statements of intent. Aims state what a programme is hopefully going to achieve. Statements of aims generally mention or imply values, and are usually written from the point of view of an organization or institution, or a system level in non-behavioural terms. Further, aims are long-term in nature, covering a time span of many years. Examples of statements of aims are:

The Guidance and Counselling programme should:

- *assist girls to be self-reliant.*
- *assist students to appreciate culture.*
- *enable boys and girls to consider each other as of equal ability.*

2. Goals

Goal statements are derived from aims. They are more specific and precisely worded than the aims. Goals are directed towards students/clients by emphasizing content and processes (skills) (Print, 1987). Goals range from medium- to long-term intentions, depending upon how they are translated from aims. Examples of goal statements are:

- *develop a spirit of tolerance.*
- *provide knowledge and an understanding of the Guidance and Counselling services.*

3. Objectives

Objectives are very precise statements of programme intent. Objectives take the form of goal statements, and clearly state the knowledge, understanding, attitudes and skills learners/clients are expected to acquire. Objectives are short-term in nature. Examples of objectives are:

- *discuss how guidance and counselling started and why.*
- *compare the development of guidance and counselling in one's country with that of the Western world.*

Aims, goals and objectives have a hierarchical relationship, which can be represented, as shown below.

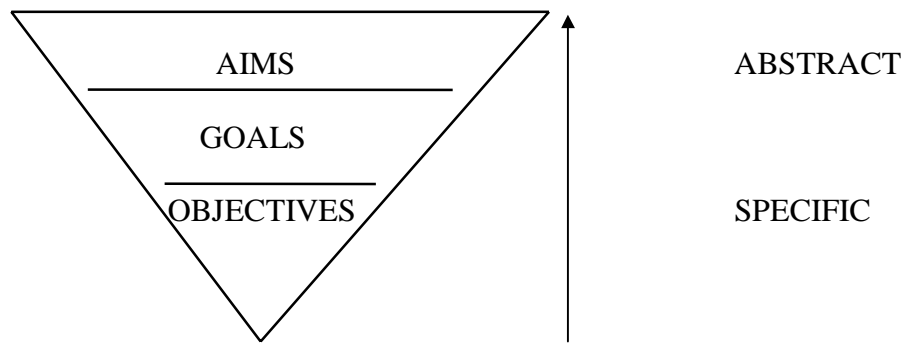


Fig. 1.0

The aims are regarded as abstract, vaguely worded statements of programme intent, while goals are more precise. Objectives are specific, counsellor/teacher-prepared statements of what clients/students will experience during instruction.

Table 1: The Relationship Between Aims, Goals and Objectives

Criteria	Aims	Goals	Objectives
1. Definition	Vague, generally phrased statements of what should be achieved by a programme	More precisely phrased statements of programme intent derived from aims	Specific statements of programme intent, derived from goals
2. Expression	Broadly phrased, non-technical language	Generally phrased in non-technical language although more precise than aims	Phrased in technical language using precise key words; may use behavioural terms
3. Time	Long term, usually covering many years	Medium to long term depending upon how they are translated from aims	Short term, may cover a lesson, a day, a week, a term or a semester
4. Stated by	'Society' through forms such as politicians, education system; major inquiries, institutions	Education authorities; academic board; syllabus committees; policy documents of an institution	Teachers/counsellors individually, groups of teachers/ counsellors. Some curriculum documents (unit objectives).
5. Examples	Counselling should enhance students' self-image.	Students will examine theories of counselling techniques	Students will write sample application letters
	Students should be familiar with Guidance and Counselling skills.	Students will counsel maladjusted children employing Guidance and Counselling skills.	Students will draw the diagrammatical relationship between aims, goals and objectives.
	Students should appreciate the role of the skilled counsellor	Students will understand the counselling techniques	Students will know the correct application of the interpersonal technique.

Types of Objectives

There are two main types of objectives, namely: general and specific.

1. General Objectives

A general objective may be described as ‘an intended outcome of instruction that has been stated in general terms to encompass a set of specific learning outcomes’ (Mtunda and Safuli, 1986: p41).

Examples of general objectives include:

- *Understand types of a family.*
- *Know the variations of family composition.*
- *Comprehend the meaning of counselling.*

When writing general objectives, it is advisable to use non-behavioural verbs (non-behavioural verbs are so called because they emphasize the behaviour which cannot be observed or measured). The following list of verbs or verb phrases can be used when formulating general objectives:

- | | |
|---------------------|--------------------|
| - comprehend | - fully appreciate |
| - know | - have faith in |
| - understand | - internalize |
| - really understand | - learn |
| - appreciate | - believe |
| - enjoy | - be aware |

The above words are open to many interpretations, and are suitable when describing general objectives

2. Specific Objectives

Specific objectives are sometimes known as ‘behavioural objectives’, ‘instructional objectives’, ‘performance objectives’ and ‘learning objectives’. Specific objectives are intended outcomes of instruction stated in terms of specific and observable student performance (Mtunda and Safuli, 1986). These precise statements relate to a small amount of manageable time (Print, 1987). Below are some examples of specific objectives:

Students/clients will be able to:

- *distinguish between counselling and guidance.*
- *mention at least three counselling techniques.*
- *list the four stages of alcoholism, addiction.*
- *administer an aptitude test.*
- *construct a rating scale, checklist, and an interview schedule.*

Note that the verbs or verb phrases: ‘distinguish between, mention, list, administer and construct’, are precise and indicate definite observable and measurable responses, i.e., responses which can be seen.

According to Mager (1962), to write a statement of a specific objective, three criteria are required:

- (a) **Observable behaviour:** a description of student/client observable terminal behaviour.
- (b) **Conditions:** a statement of the important conditions under which the desired behaviour is to occur.
- (c) **Standard:** a definition of the standard of acceptable performance.

Let us discuss each of the above criteria briefly.

a) Observable Behaviour

This criterion refers to what the learner/client has to achieve in order to demonstrate achievement of the objective. Therefore counsellors/teachers are called upon to select the most appropriate verbs, which are sometimes referred to as the ‘doing verbs’, ‘action verbs’, or ‘behavioural verbs’.

The following list shows the verbs that are suitable for use when formulating specific objectives, as well as verbs to be avoided when writing behavioural objectives.

Verbs to be used

State
Describe
List
Identify
Evaluate
Compute
Analyze
Compose
Construct
Calculate
Explain
Distinguish, etc

Verbs to be avoided

Know
Understand
Appreciate
Believe
Enjoy
Realize
Familiarize
Acquaint
Orient
Internalize
Comprehend

b) Conditions

The conditions component of a specific objective state:

- the material(s) the student is expected to work with; and/or
- the problem the learner is expected to solve; and/or
- the prescribed boundaries of the learning situation.

A common way to state the conditions component of the objectives is to use the word 'given' as exemplified below:

- *Given a conducive atmosphere, the client will tell his/her past experiences in confidence.*
- *Given a still-life object, these students will draw a charcoal sketch of the object.*

c. *Standards*

Standards refer to the level of achievement required of the student. Objectives may be stated in terms of standards from three alternative positions:

1. stated specific standard;
2. stated acceptable standard by a judge; or
3. implied level of standard (Print 1987)

For example

- (a) *with 95 per cent accuracy.*
- (b) *to the teacher's/counsellor's satisfaction.*
- (c) *write the list correctly (correctly implies 100 per cent accuracy unless stated otherwise).*

Evaluation

1. State and discuss the most appropriate qualities of a programme leader. What would you do to select the most appropriate guidance programme leader for a school in your country?
2. Explain why programme development has to be seriously considered.
3. Discuss various ways in which you can involve the community in your guidance programme.
4. Explore the necessary human and material resources required by your country's programme. Justify your identified needs.
5. Decide on any project of your choice, and draft a project proposal to solicit funds from a donor agency.
6. Choose any service, and discuss its importance in your country's guidance and counselling programme.

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Annex

SAMPLE GUIDANCE AND COUNSELLING PROGRAMME

NEED	STRATEGY	SERVICE	RESOURCE (HUMAN AND MATERIAL)
Understanding the Self	- case study - discussion - role playing	guidance	teacher, pupils, handouts.
Study Skills	- discussion - peer coaching - study groups	information counselling	library video pupils teacher - counsellor
Adolescent Reproductive Health	- talk - video show - group debate	- counselling - information - consultation - appraisal	- nurse - video cassette, machine - TV - pupils - posters - teacher - handouts
Interview skills	- video show - role playing - discussion - reading	career information	- video cassette, machine - handouts - students - video camera

SAMPLE GUIDANCE CALENDAR

DATE	TIME	ACTIVITY	PLACE	CLASS	SERVICES	RESOURCE HUMAN/MATERIAL
16/01/97	8:00 am	leadership skills talk	hall	reports	information	- former head-boy - video
18/03/97	2:00 p.m.	career fair	civic centre	form 5s	career	- employers - professionals - videos - handouts
26/05/97	8:00 am	a review of the Guidance and Counselling programme	staff room and school hall	all students and staff	evaluation	- questionnaires - reports - handouts - programme
27/11/97	2:00 p.m.	seminar on dangers of alcohol and drugs	hall	all	- information - consultation	- video - posters - nurse or health - etc

METHOD OF EVALUATION

- 1. 'Before and After' Method**
- 2. Comparison Method**
- 3. The 'How Do We Stand' Method**

Factors Affecting Implementation

Human Resources

Financial Resources

Political Resources

PROGRAMME DESIGN

Identification of Resources

- **Need to be realistic**
- **Improvisation/Alternatives**
- **Adequate utilization of the available resources**
- **Collaboration with others**
- **Sharing of resources**

Guidance Calendar

Purpose:

- **To complement classroom activities**
 - **To take care of needs that cannot be met or addressed in a class situation**
-
- * **Can be monthly, termly, quarterly or yearly**
 - * **Should be governed by the needs of the clients**

Needs Assessment

Definition

A formal process which determines the gaps between what is and what should be.

Need

Definition

Discrepancy between what is and what should be.

Problems vs Need.

Individual need vs Environmental need.

Purpose of Needs Assessment

- **To ensure programme relevancy**
- **To ensure the involvement of all staff members**
- **To ensure accountability**
- **To ensure the success of the programme**
- **To determine programme goals and objectives**
- **To allow for programme evaluation**

Needs Assessment Process

- **Identify population to be surveyed**
- **Collection of data**
- **Classify and analyze data**

Characteristics of a Comprehensive Guidance Programme

- **Careful and consistent development**
- **Developmental, Preventative, Remedial, Corrective**
- **Addresses the needs of the clients**
- **Goal-oriented and accountable**
- **Integral part of the school curriculum, complementing other school activities**
- **Balanced, encompassing the four fundamental fields/areas of Guidance:** -
 - **personal**
 - **educational**
 - **social**
 - **vocational/career**
- **Determines the services to be offered:**
 - **orientation**
 - **information**
 - **counselling, etc.**
- **Utilizes all staff members in their appropriate roles**
- **Creates an atmosphere of team work**
- **Must be flexible**
- **Should take into account:**
 - **age**
 - **location/environment**
 - **cultural background**
 - **sex**
 - **economic status**
- **Should benefit all students rather than just a few**
- **Should be printed and displayed**

DEFINITION OF A PROGRAMME 1

- * **A set of interdependent activities directed to the achievement of an objective or set of objectives**

DEFINITION OF PROGRAMME DEVELOPMENT

- **A systematic process that includes some sequential steps that one has to follow in introducing, establishing and implementing an intended programme, e.g. Guidance and Counselling.**

FINANCIAL RESOURCES

- For programme sustainability
- Determine the cost of all requirements
- Exploration of other funding agencies
- Development of project proposals
- Necessary rooms to be in place, e.g.
Counselling room

POLITICAL RESOURCES

- Policies and procedures for implementation to be known to the implementors
- Programme leader to understand policy
- Networking with user departments
- Knowledge and use of proper channels of communication
- Appreciation to be given to all programme supporters

PROGRAMME IMPLEMENTATION

HUMAN RESOURCES

- Staff development
- Counsellor/student ratio
- Full of part-time guidance teachers/teachers counsellor
- Definition of guidance teachers or teacher counsellor's role
- Professional and productive/competency of the guidance teacher/teacher counsellor

COMPONENTS OF THE PROGRAMME STRUCTURE (DESIGNING)

1. Individual Planning

Focus is on personal development of the programme recipients, e.g. empowerment of girls to plan for non-traditional careers.

2. Guidance Curriculum

Focus is on the provision of guidance content in a systematic way to all students, e.g. Grade 1-7 or Form 1-5.

3. Responsive Services

Focus is on addressign the immediate concerns of students, e.g. counselling, consultation, referral, information, etc.

4. Systems Support

Focus on activities that will support the development and implementation of the guidance programme. Programme delivery and support is of utmost importance.

CHARACTERISTICS OF EFFECTIVE PROGRAMME LEADERS

- A record of success
- Inspire confidence
- Partnership
- Motivate
- Create a positive atmosphere
- Visibility and vision
- Good decision-making

EVALUATION TECHNIQUES

- Observations
- Interviews
- Questionnaires

NEEDS ASSESSMENT

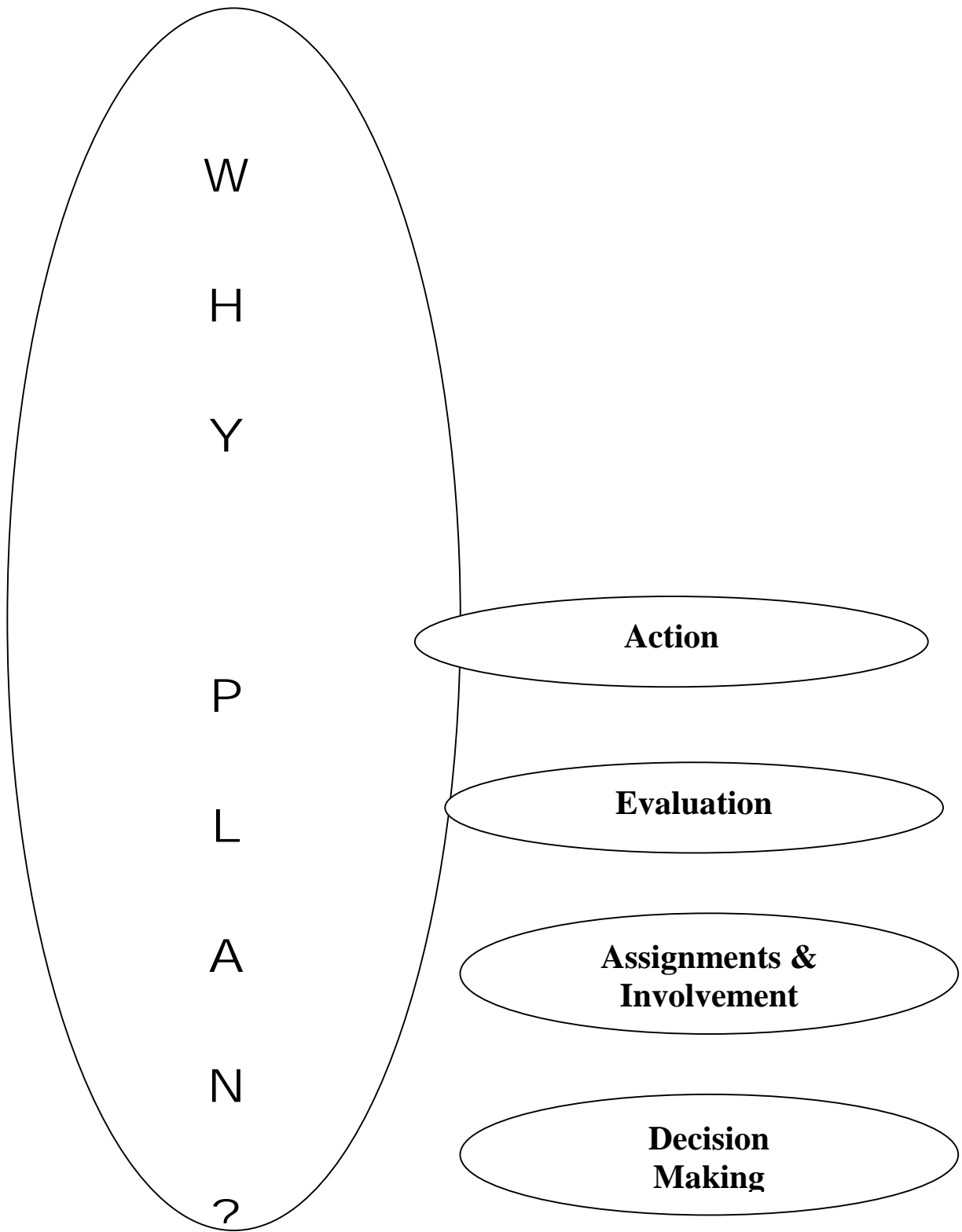
Step 1: Identify and list all populations

Step 2: Data collection

Step 3: Classified and analysed

EVALUATION PROCEDURES

- Identification of goals to be assessed
- Development of an Evaluation Plan
- Application of the Evaluation Plan
- Utilisation of the findings



PURPOSE OF PLANNING
A SCHOOL GUIDANCE PROGRAMME

INTRODUCTION: PROGRAMME BENEFICIARIES

