



REPUBLIC OF KENYA

**MINISTRY OF HIGHER
EDUCATION, SCIENCE AND
TECHNOLOGY**

**TIVET INSTITUTIONS GUIDANCE AND
COUNSELING POLICY AND OPERATIONAL
GUIDELINES**

2011

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DEFINITION OF TERMS

Client

A member of TIVET community in need of counseling services

Clinical Records

Notes on therapeutic content of counseling sessions

Clinical Psychologist

A professional practitioner, who administers, interprets psychological assessment and testing and conducts psychological treatment.

Confidentiality

The assurance that information shared during counseling will not be revealed without the written consent of the client.

Counselling

Counseling is a helping relationship in which a counselor assists client(s) to resolve their issues and/or cope with situations.

Counselling Contract

A written consent signed by the counselor and the client(s) indicating that he/she has agreed to be counseled.

Counselling Process

The period between the signing of a counseling contract and the termination of therapy

Counselling Professional Ethics

Principles, standards and guidelines that regulate the counseling practice.

Counselling Session

The period spent with a client within a counseling setting.

Counsellor

A professional practitioner who assists people to resolve their issues and/or cope with situations

Counsellor Supervisor

An experienced professional and certified counselor who provides counselor support and
ensures that counseling standards and ethical practices are upheld

Guidance

The provision of information, advice and psycho-education

Referral

Recommendation of a client to another practitioner or agency for appropriate care and services

Social Worker

A professional practitioner who provides social support to a patient/client, family and community

Sociologist

One who conducts studies on societies and the behavior of people in groups

Supervisor

A public officer assigned administrative responsibilities with officers reporting to him or her.

Termination

Exit phase of a counseling session.

Third Party

Practitioners in counseling and from other fields/professions from whom counselors would receive or make referrals - they include but are not limited to clinical psychologists, psychologists, social workers, sociologists, work supervisors, counselor supervisors and medical practitioners especially psychiatrists.

Workplace

Occupational settings, stations and places where workers are engaged for gainful employment

ABBREVIATION AND ACRONYMS

ACU	Aids Control Unit
AIDS	Acquired Immune Deficiency Syndrome
CEO	Chief Executive Officer
HIV	Human Immunodeficiency Virus
IEC	Information Education and Communication
ILO	International Labour Organization
MoHEST	Ministry of Higher Education Science and Technology
PS	Permanent Secretary
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training

FOREWORD

An effective guidance and counseling service is a useful tool for enhancing national cohesion, healing, promoting career choices for individual and development. Additionally, the supportive nature of the services offered in guidance and counseling enables individuals, families, communities and institutions of learning to manage difficult situations. Counselors have, therefore, been recognized and appreciated for their efforts in facilitating student learning and institutional stability.

These Guidance and Counseling Guidelines for TIVET Institutions have been developed to help ensure that all students, staff and the community in TIVET institutions benefit from comprehensive and high quality institutional guidance and counseling programs. Each institution has unique guidance and counseling needs for students, staff and community. Institutions across the country are, therefore, expected to validate or improve and use these guidelines to develop sound Guidance and Counseling programmes which are tailored to meet the specific requirements of the institution and based on the periodical assessment of students' needs.

The guidelines provide a good grounding for the development of such programs at institutional level. They also provide the required flexibility in programme design and implementation and enhance their efforts in contributing to increased student achievement and success. Counselors, members Boards of Governors, principals, heads of operational units, teachers and parents are all recognized as active participants in this broad-based process for determining the guidance and counseling needs of all students and for planning how best to meet those needs

It is my sincere hope that all parties involved will ensure the implementation of these guidelines for an effective and vibrant TIVET.



HON. PROF. HELLEN SAMBILI EGH, MP,
MINISTER

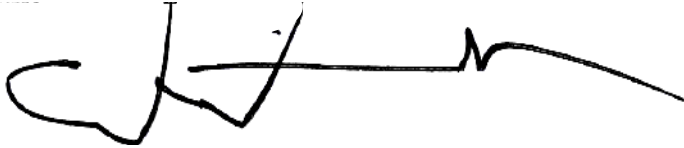
PREFACE

The challenge of education today is to offer experiences that provide students with opportunities to develop the understandings, skills, and attitudes to become lifelong learners capable of identifying and solving problems and dealing with change. TIVET institutions are constantly faced with challenges that relate to learning, career, and personal goals which impact negatively on their well-being. TIVET students need to be able to communicate clearly, competently and confidently and from a broad knowledge base in order to make thoughtful and responsible decisions.

Guidance and Counselling programmes are essential to prepare students for the challenges of the future by supporting their academic, career, and personal/social development and community participation. Institutions need guidelines to design and develop and deliver guidance and counselling services as one. In order to guide the design development and implementation of Guidance and Counselling programmes, the Ministry of Higher Education Science and Technology is implementing a TIVET Guidance and Counselling Policy in TIVET institutions. The objective of the policy is to promote the emotional well-being of students, staff and the community in the TIVET institutions by helping them establish and achieve their education, career, and personal goals.

It is to be emphasized that this Ministry will heavily depend on the leadership of institutional managers, particularly the Principals of the respective TIVET institutions, for the successful implementation of these guidelines on the one hand and the design, development and implementation of the guidance and counseling services in TIVET institutions, on the other. I also wish to emphasize the critical role of counselors at institutional level whose duty includes ensuring that students benefit from effective strategies and services aligned to government policies and guidelines. Students will need the counselors to help them acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of their courses, investigate the world of work in order to make informed career decisions and develop the understanding of, and respect for, self and others, and the skills to be responsible citizens.

I hope that these guidelines will help TIVET institutions to reconceptualise guidance and counselling from an auxiliary crisis oriented service to a proactive comprehensive service that includes preventative and activities and is designed to meet the needs of the students and community it serves.

A handwritten signature in black ink, appearing to be 'C. M. Kiamba', written in a cursive style.

PROF. CRISPUS M. KIAMBA, CBF
PERMANENT SECRETARY

ACKNOWLEDGEMENT

This Guidance and Counseling Policy Guidelines for TIVET is a product of concerted effort of the Ministry of Higher Education Science and Technology, coordinators of guidance and counseling in TIVET institutions and relevant stakeholders. I would like to acknowledge the support of the Ministry of State for Public Service, Ministry of Youth and Sports, the Teacher's Service Commission, senior staff of the Ministry of Higher Education Science and Technology and the Principals and Staff of Technical Training Institutions in the development of these Guidelines.

I wish to specifically thank Mr. Benard S. Isalambo and the team of officers from the Directorate of Technical Education who participated in the preparation of this document. It is with profound appreciation, gratitude and humility that we acknowledge the special support that the Permanent Secretary, Ministry of Higher Education Science and Technology Prof. Crispus M. Kiamba provided during the preparation of the Policy and the hosting of the National Stakeholders Validation Workshop.



**OWATE N. WAMBAYI, OGW,
DIRECTOR OF TECHNICAL EDUCATION**

CHAPTER ONE

1.0 Objectives

The broad objective of the policy is to guide the provision of effective, efficient and meaningful counseling services in TIVET institutions

The specific objectives are to:

- Assist the clients to adjust their perceptions and attitudes to match that of the counselor who continually update through education and research,
- Provide opportunities for the attainment of academic excellence and responsible career decisions for the TIVET institutions,
- Provide life skills, disaster response awareness,
- Appreciate the importance of integrating the special populations in TIVET institutions,
- Inform stakeholders on their rights, freedom and responsibilities,
- Set standards for mainstreaming workplace guidance and counseling for TIVET staff,
- Set Minimum Internal Requirements(MIR) for conducting counseling in TIVET institutions,
- Define institutional and operational structures for implementation of the G & C programmes,
- Establish Monitoring and Evaluation of G&C programmes and objectives

1.1 Scope

This policy applies to all students, staff and stakeholders in TIVET institutions

CHAPTER TWO

LEGAL AND REGULATORY FRAMEWORK

This policy derives its mandate from:

- Education Act
- ILO Convention
- TSC Act Cap 212 (1967) of the Laws of Kenya
- TSC Code of Regulations for Teachers (Revised 2005)
- TSC Code of Conduct and Ethics, 2003
- The Sexual Offences Act 3 of 2006
- The HIV and AIDS Prevention and Control Act 14 of 2006
- Gender Policy in Education, 2007
- The Mental Health Act Cap 248
- Vocational Rehabilitation and Employment (Disabled Persons) Convention 1983
- Labour Act
- Disability Act 2003
- Mental Health Cap 248
- Public Service Counseling Procedure manual 2009
- Drug and substance Abuse Alcohol Control Act 2010
- The Kenya Constitution 27th August 2010

CHAPTER THREE

GUIDING PRINCIPLES IN COUNSELING

3.1 Confidentiality

Is a cardinal principal in counseling which entails the following:

- Clients will be accorded privacy during the counseling process;
- The counselor will communicate clearly the extent of confidentiality offered to the client. The issues presented in the counseling session will be treated with confidentiality unless they pose a life threat to the client(s) /other person(s) or if a client commits any action that contravenes the law;
- Counseling records will be maintained in a confidential manner; and
- Access to Counselling records shall be bound by the rules of confidentiality.

3.2 Autonomy

Counseling will empower the client to make appropriate decisions, choose their own direction, and take necessary actions in a therapeutic relationship. Thus, counseling will endeavor to enable the clients(s) to resolve their issues and cope with their situation.

3.3 Beneficence

Counseling will respect the dignity and promote the welfare of clients. The counselor will ensure that what takes place within the counseling session is entirely for the client's well being.

3.4 Non-malficience

Counseling will not harm the client. The counselor will refrain from actions that risk hurting clients including physical or emotional among others.

3.5 Fidelity

The counselor will honour their commitment to the client(s) to enhance the trust placed in them.

3.6 Justice

The counselor will be fair and impartial to all clients in the provision of counseling services.

3.7 Fees

The counseling services provided will be free **except for referral cases**

3.8 Dual/Multiple relationships

The counselor will refrain from engaging in the counseling of clients with whom they have other relationships that may interfere with counselor objectivity.

3.9 Informed consent

The client has a right to be informed about the counseling procedure, goals and benefits of counseling so as to make an informed decision on whether or not to seek therapy.

3.10 Evaluation, assessment and interpretation of client's results

Counselors will use assessment instruments as one component of the counseling process, taking into account the clients' personal and socio-cultural context. They will only utilize those testing and assessment services for which they are competent and take reasonable measures to ensure their proper use.

CHAPTER FOUR

OPERATIONAL GUIDELINES AND IMPLEMENTATION FRAMEWORK

4.1 Overview

The Ministry of Higher Education Science & Technology (MOHEST) will coordinate, monitor and evaluate guidance and counseling services in the TIVET institutions. Counseling committees will be established at the Institutional, Regional and National levels to develop policies, strategies, programmes and guidelines for effective management of guidance and counseling services. This will be done in consultation and collaboration with the Ministry and the TIVET Institutions to address the psychological well being of the clients upon entry, stay and exit from the Institution.

4.2 Operational Guidelines

Provision of guidance and counseling in the TIVET institutions will be guided by the following guidelines:

- Guidance and counseling services will be provided by professional counselors employed by the TSC or may be outsourced in accordance with the regulations;
- The counselors will be deployed to the TIVET institution to provide guidance and counseling services to the clients;
- Institutions will interpret this policy to develop operational guidelines and establish Counseling Committee or out-source the services in accordance with the regulations;
- When an administrator notices signs of low productivity in a staff member, they will encourage the staff member to seek counseling services without coercion;
- When an administrator, a counselor, lecturer, non-teaching staff or peer educator notices signs of low performance in a student, they will encourage the student to seek counseling services without coercion;
- Staff member/students will be advised to seek counseling services by their supervisors if established that they are a danger to themselves or others;

- Counseling services will be restricted to staff member/students in the Institutions. However, consultation with family members or other persons may be sought; and,
- Counseling services in the Institutions will be free. In case of referrals to practitioners outside the Institutions, prevailing regulations on medical treatment will apply.

4.3 Research and Publication Responsibilities

When conducting research, counselors or other professional bodies are encouraged to contribute to the knowledge base of the counseling profession. In the event of conducting research:

- Researchers shall plan, design, conduct and report research findings in a manner that is consistent with pertinent ethical principles and scientific standards governing research undertaken with human research participants;
- Counselors shall support efforts of researchers by participating fully and willingly whenever possible;
- Counselors shall minimize bias and will respect diversity in implementing research programmes; and,
- Counselors shall take necessary precautions to protect research participants from adverse consequences of their participation.

4.4 Implementation Framework

The following stakeholders will play a pivotal role in the implementation of guidance and counseling services in the TIVET Institutions: Ministry of Higher Education, Science & Technology (MOHEST), Teachers Service Commission (TSC), Board of Governors, Administration and Counselors.

4.4.1 Role of Ministry of Higher Education, Science & Technology

The responsibility of the MOHEST will be to:

- Formulate and continuously review the policy on guidance and counseling services in TIVET institutions;
- Develop policy, strategy and guidelines on guidance and counseling services;

- Build capacity to implement guidance and counseling services and identify counseling training needs;
- Co-ordinate, monitor and evaluate the implementation of the guidance and counseling policy;
- Hiring and deploying a counseling regional supervisor;
- Provide counselor supervision which will include:
 - *monitoring the services provided by other counselors*
 - *supervising and evaluating the counselor's efficacy*
 - *assisting counselors in recognizing their own professional impairment by providing consultation and assistance when showing signs of impairment*
- Network with relevant organizations and individuals to enhance professional counseling services;
- Assist in developing sector specific programmes in state departments and corporations;
- Integrate guidance and counseling in the Performance Contract;
- Liaise with relevant sectors in developing counseling Information, Education and Communication (IEC) materials; and,
- Link with the National Disaster Management Committee in response to National Disasters/Crises.

4.4.2 Role of Chief Executive Officers /Authorized Officers

Their roles will include:

- Ensuring that guidance and counseling is mainstreamed in the Ministries/ Departments/ Corporations;
- Mobilizing the required resources to facilitate guidance and counseling services;
- Liaising with the MOHEST on the implementation of the policy;
- Allocate appropriate physical and material resources for guidance and counseling services;
- Promoting guidance and counseling services at all levels;
- Facilitating response to Disasters/Crises in the Institutions; and,
- Promoting partnerships with other counseling service providers.

4.4.3 Role of Teachers Service Commission (TSC)

- Deploying professional counselors to TIVET institutions

- Establish guidance and counseling department within TIVET institutions
- Reducing the workload of the counselor to a maximum of four(4) teaching hours per week
- Recognizing and motivating the staff in guidance and counseling
- Liaising with MOHEST on the implementation of the policy.

4.4.4 Role of TIVET Institutions Administrators

Their responsibilities will include:

- Liaising with the MOHEST to carry out sensitization on guidance and counseling services during induction of newly recruited staff members and admitted students in the Institution;
- Sensitizing staff on workplace challenges in relation to work performance, in conjunction with MOHEST;
- Sensitizing students on academic and social challenges in relation to academic performance;
- Advising and referring staff members and students in need of guidance and counseling services;
- Providing conducive environment to carry out counseling sessions and mobilizing the required resources for facilitation of guidance and counseling committee;
- Ensuring that guidance and counseling is mainstreamed into the core functions of the institutions' strategic plan;
- Facilitating response to disaster/crisis and liaise with National Disaster Management Committee as appropriate;
- Supporting guidance and counseling programmes in their respective work places; and,
- Facilitating administrative procedures for staff members and students to access counseling services.

4.4.5 Role of Counselors

They shall;

- Provide guidance and counseling services in:
 - *improving self-concept, increasing productivity and developing positive image*
 - *Family life education*
 - *addressing management of stress and burn-out*

- *career stagnation*
- *peace building*
- *disciplinary issues*
- *conflict transformation*
- *career guidance*
- *conflict and conflict resolutions*
- *socio-economic issues*
- *prevention and management of HIV and AIDS in collaboration with AIDS Control Units*
- *drug and substance abuse linked to HIV and AIDs*
- *prevention and management of Alcohol and Drug Abuse in collaboration with ADA Committee*
- *develop capacity for counselors to deal with drug addict and rehabilitation of drug addicts*
- *coping with challenges of restructuring and reforms in the Institution*
- *coping psychologically with employment separation, deployment and transfers and;*
- *other emerging issues*
- *Team building*
- *Promotion of interpersonal relationship in TIVET institutions and the family*
- *Emotional management*
- *Effective communication*
- *Psycho-trauma, loss and grief*
- Provide information for planning and budgeting for guidance and counseling programmes;
- Identify appropriate referral institutions or counselors for clients
- Identify suitable peer counselors in TIVET institutions
- Develop proposals for enhancing guidance and counseling services in the institution;
- Develop and implement guidance and counseling policies within their specific institutions;
- Keep clients' records and prepare confidential reports as deemed necessary for informed decision making
- Create awareness among the staff members and students on the role of guidance and counseling
- Make referrals of clients when necessary

- Conduct monitoring and evaluation of the implementation of counseling services
- Network with professional counseling bodies and organization to enhance provision of counseling services
- Develop and provide Information, Education and Communication (IEC) materials for their workplaces;
- Seek supervision
- Focus on disabled persons (people with special needs)
- Focus on lectures in the institutions
- Train on value system
- Holistic education
- The new constitution
- Vision 2030

CHAPTER FIVE

PROPOSED SPECIFICATIONS OF GUIDANCE AND COUNSELLING INSTITUTIONS SET UP

5.1 Office Set Up

The G and C office should have the following:

- Guidance and Counseling Office (size 5 x 4 metres)
- Counselling room

5.1.2 Coordinator's Office

To have one office table with drawers, shelves for books and magazines.

5.1.3 Furniture

- 2 good office desks/tables
- Lockable cabinets
- Computer, printer and shredder
- Four office chairs
- Notice board

5.1.4 Proposed Counseling Room

- Size (3 x 3 x 3) meters
- 2 office chairs
- Wall clock
- A couch
- Well ventilated
- Enough lighting
- Sound proof
- Have calming colors i.e. golden and purple colors
- Water dispenser, TV, fresh flowers which need to be changed daily
- Have 2 or 3 counselling booths and 2 or 3 chairs

- The chairs for the counselor and counselee in the counseling rooms should be of the same quality and size
- Have a toilet

5.1.5 Location

- Should be away from the administration block
- Should be in a quiet appropriate location

5.2 *Minimum Requirements for G and C Counselors*

5.2.1 Qualifications

- Should have at least a Diploma in Counseling Psychology from a recognized institution
- Should be registered with a professional body
- Should be a person of good conduct (good role model)
- Have a minimum of three years teaching experience and interest in interpersonal relationships

5.2.2 Peer Counselors

- At least Artisan level of education
- Should have basic counseling skills
- Should have good interpersonal skills
- Should be student/person of good conduct

5.3 Continuous Capacity Building for Counselors

- All counselors should be trained.
- MOHEST and BOG should facilitate the training of counselors to the minimum internal requirement (MIR).
- Counselors should be trained in short courses on emerging issues through workshops and seminars.
- The BOG should facilitate capacity building of peer counselors.
- Individuals should be encouraged to pursue training in G&C.

5.4 Operational Structures for Implementation of Guidance and Counseling (G&C)

Programmes in the Institution

Guidance and Counseling Committee Members

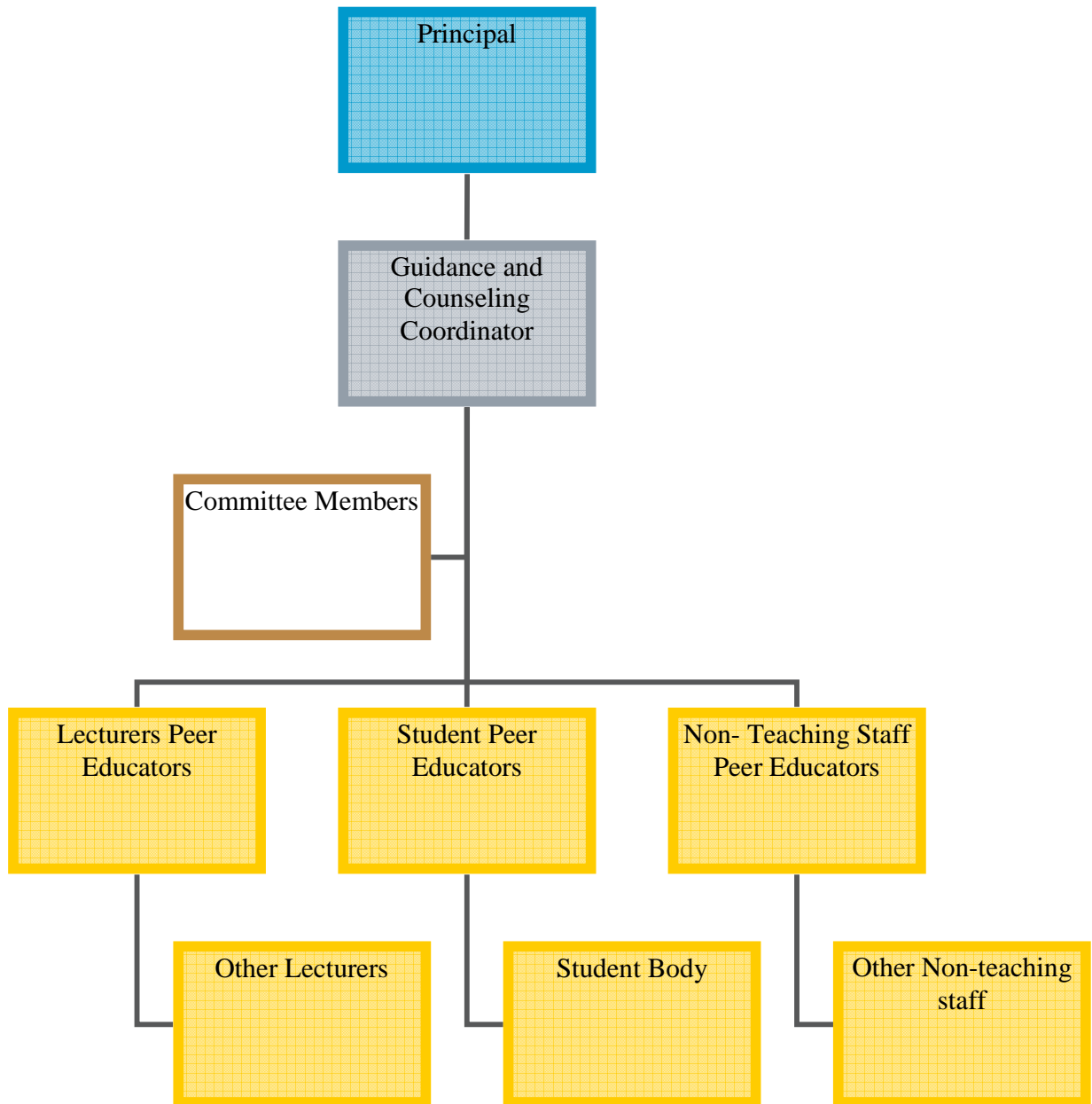
- Persons with interest/passion for G & C.
- Basic counseling skills.
- Members should be good role models
- Members should be available whenever required

5.5 Monitoring And Evaluation of Guidance and Counseling (G&C) Programmes and

Objectives

- MOHEST shall oversee monitoring and evaluation of G & C committee members and peer counselors.
- G&C Co-ordinator to oversee monitoring and evaluation of G&C committee members and peer counselors.
- Keeping record of G&C committee members and peer counselors.
- G&C Co-ordinator should keep records of G & C Committee Members
- Regional G&C coordinators to monitor G&C activities in institutions.

5.6 GUIDANCE AND COUNSELING STRUCTURE



5.7 *The Mandate of the Guidance and Counseling Co-Ordinator*

1. Provision of services in line with G&C to the students, teachers, non-teaching staff and the community.
2. In collaboration with ADA, NACADA, NASCOP and other legal institutions, organize and facilitate mitigation and preventive activities in areas of HIV/AIDS, conflict management, drug and substance abuse and social change.
3. Provide the senior management with information appropriate for planning and budgeting for G & C programmes.
4. Developing proposals for enhancing guidance and counseling services in their institutions.
5. Development and implementation of G & C policies within their institutions.
6. Keep client records and prepare confidential reports as deemed necessary for informed decision making.
7. Creation of awareness on the role of G & C among the staff members and the students.
8. Making decision regarding referral of clients whenever necessary in consultation with the management.
9. Networking with professional counseling bodies and organizations to enhance provision of counseling services eg. Liaise with Kenya Institute of Special Education (KISE) to enhance knowledge in special populations for effective integration in TIVET
10. Develop and provide information, education and communication (IEC) materials for their workplaces.
11. Conducting monitoring and evaluation of the implementation of counseling services within the institution.
12. Seeking supervision from professional organizations, senior management and MOHEST.