

School And Vocational Guidance Mechanisms In Algeria

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Abstract

The guidance process and its activities, whether school or vocational, are among the important procedures that must be given great importance in the educational system. On its foundation, the future of our students is built, and according to the effectiveness of these activities, their academic and professional paths are determined, and we can't imagine a successful system without giving importance to educational guidance.

The need for guidance is increasing at the present time with the scientific and technological progress witnessed by societies, and in view of family and social changes, as well as the increase in the number of students in educational institutions, in addition to the world of complex specializations and changes in work and professions; All of these facts and reasons force us to direct our efforts to developing guidance in our country.

Guidance in Algeria, like other pillars of the educational system, has witnessed some reforms since independence until today to keep pace with social development. This article discusses the mechanisms of school and vocational guidance in the Algerian educational system, and the stages of its development from independence until recent years, where we will answer the following questions:

- What is the concept of school and vocational guidance?
- What are the approved and new guidance approaches?
- What is the role of the school and vocational guidance counselor?
- What are the current guidance activities and their implementation mechanisms?
- What are the difficulties of applying these mechanisms in the field?
- What are the possible suggestions?

Keywords: Guidance; School guidance; Vocational guidance; Algeria.

Introduction

The rapid and continuous developments that this era is experiencing have imposed on all countries aspiring to progress major challenges to face the future with the changes and surprises it brings that affect all aspects of life. There is no doubt that countries' exploitation of the human resources they possess is one of the most important pillars on which they rely to achieve their goals and maintain their

continuity. Nations have become measured not by the natural resources they possess, but by the human resources they possess, which requires scientific, conscious, and correct guidance for individuals to choose their future academic and professional path that will enable them to invest their energies for the benefit of their nations.

I. The concept of school and vocational guidance:

Guidance is considered one of the basic pillars of the success of the education and training process, as effective guidance leads to achieving optimal support for young people and helping them choose the appropriate training path and succeed in it, and obtain work in the field corresponding to the training later. In this context, Truman Kelly defined guidance as: “establishing the scientific basis for classifying secondary school students, and establishing the basis upon which the probability of a student’s success in his studies or the courses he is studying can be determined” (Amar Zaghina, 2005: 35).

This means that the guidance is focused on helping the individual or student choose the type of major or study that matches his inclinations and aptitudes to ensure his success in study and academic achievement. Thus, we note that the tasks of educational guidance developed in the midst of developments in guidance in general, which found in the world of education and training a field for its practice and application so that individuals benefit from its services in knowing themselves and their inclinations, in knowing the world that surrounds them, and in all other requirements of life (Alawa Elaayech, 2011).

As for Pryor’s definition, he presented educational guidance as: the intentional effort made for the development of the individual mentally, and that everything related to teaching and learning can be placed under educational guidance. He believes that there is a difference between the phrase (education as guidance) and the phrase (educational guidance), as the former means the necessity of guiding students in schools in all aspects of their activity, while the latter means a limited aspect of guidance concerned with the student’s success in his academic life (Adnan Ahmed Elfafus, 2007).

Therefore, it is a psychological process whose goal is to suggest a specific direction for studying students according to what responds to their features, needs, and interests, or allows for the effective expression of their potentials and abilities. It is choosing a division from the education and training divisions in the school environment, or a program from among the programs. The latter is done according to several procedures, including:

- Selection by the concerned party and the Admission and Guidance Council.
- Selection by the educators and the institution.
- Guidance and appointment decision.

Some of them also define it as: the process of guiding young people on certain scientific foundations, to guide each individual to a type of education that is consistent with his general abilities, special aptitudes, professional inclinations, and other personal qualities, so that if such education is facilitated for him, the possibility of his success in it is high; Thus, he can provide his services to the community.

2. School and vocational guidance approaches:

School guidance emerged effectively in 1960, after the education reform of 1959 during the colonial period. It existed at that time to guide mainly colonialists and a few Algerians; Most of those in charge of guidance were French, and they applied rules to the students, which were not adapted to the Algerian environment, and therefore their judgments about the Algerians were wrong because they stemmed from colonial thought, which degraded the value of the Algerian people and their abilities.

After independence, Algeria inherited a set of laws issued by the French authority and structured according to the goals and objectives set by the colonial regime to serve its various and special interests. The conditions at that time were very difficult, and these laws were applied, with some of them being adapted to be in line with the characteristics of the Algerian character and the sovereignty of the state, although some of them contradicted the

country's choices and the aspirations of the masses.

A group of laws emerged that introduced several partial powers into the educational system, the aim of which was to abolish everything that violates national sovereignty, Arabize education, and demarcate the Arabic language as the official language. In the early seventies, Order No. 76/35 and the various decrees regulating it, dated April 16, 1976, and the basic texts of Algerian school legislation, filled a large legislative vacuum that the Algerian school was complaining about. At that time, Algeria began to be interested in the field of school guidance, so the government issued a set of decrees stipulating the creation of a certificate granted to school and vocational guidance counselors, on the condition that the guidance proceeds according to the capabilities of the Algerian student...

Thus, school guidance developed in Algeria, and the tasks of its centers expanded, to provide information to all segments of society, including those who are not schooled, and to evaluate programs and technical and educational research. All of this is in addition to the basic task, which is to direct students towards appropriate studies or professions that are appropriate for them and their capabilities (Elhani Achour, 2008).

Accordingly, guidance in Algeria has many characteristics and complex tasks, and is dependent on the diligence of its individuals and those who are experienced in it. The student and follower of school and vocational guidance approaches finds that they have taken two approaches: The diagnostic approach and the educational approach:

3- a)- Diagnostic approach:

Diagnostic guidance is a screening activity that relies on individual psychological examination and precise knowledge of the professions, in which the specialist plays the role of an expert, as after carrying out the diagnosis process and determining the individual's aptitudes and abilities on the one hand, and the requirements

of the available work positions on the other hand, he guides the individual (Boussena Mahmoud, 1998: 170).

The guidance specialist places the individual in the type of study or profession that best suits his characteristics and has the highest chance of success in it, as the specialist carries out the matching process between the characteristics available in the individual and the requirements of the field of study or profession.

In this case, the specialist relies heavily on what psychological tests provide to him in determining what is valid for the individual and what is not valid for him.

Therefore, carrying out guidance according to this trend or approach requires the availability of comprehensive and sufficient information about all aspects of the individual, as well as information about training centers or educational institutions and their branches, and about many professions and employment outlets in them.

This perception, which depends mainly on achieving parity between the characteristics of the individual and the characteristics of the professions, dominated guidance applications until the seventies, after which it witnessed a gradual decline due to some limitations, which Boussena, Charifati, and Zahi (1993) limited to the following:

Shortcomings of the diagnostic approach:

The diagnostic approach dominated until the seventies, then it began to decline, leaving a place for the educational approach due to the limitations that turned out to be linked to it, including the following:

- The difficulty of collecting sufficient information about various professions, in addition to the constant change in their requirements as a result of continuous technological changes and developments.

- The stagnation and limitation of the leadership relationship that exists between the guidance specialist and the student, where the former acts as an expert who takes decisions that determine the path that the latter - who is

in a state of complete subordination to him - must follow; It is worth noting that many students do not agree with the decisions made regarding their future on their behalf.

In order to overcome these negatives, the educational approach was developed, and many of the researches completed in this direction allowed us to reconsider and adjust the basic concepts related to guidance. Vocational choice has come to be seen as not an immediate decision that can be taken at a specific moment, but rather a process that extends over time, and is determined gradually without the individual's early final commitment (Boussena Mahmoud, 1998: 170).

b)- Educational approach:

The emergence of the educational approach to guidance is due to researchers' convictions in changing the roles of guidance specialists, due to the development of knowledge in many disciplines such as cognitive psychology, educational sciences, work and organizational psychology,... on the one hand; On the other hand, there are many contributions made by researchers in the field of guidance (Terzoult, 2010: 182).

Carl Rogers's style of self-theory had an impact on the field of guidance, as Rogers' ideas were initially focused on the field of psychotherapy and emerged from it. His method is called the client-centered method or the indirect guidance method, but the techniques advocated by Carl Rogers have influenced many fields, the most important of which is counseling and guidance. Rogers' perception of this method remains his belief that the individual has the ability to manage his affairs by himself and to lead and control himself without the need for specific circumstances to be available, just as it is not at all necessary for there to be control and management of the individual's affairs from outside of him (Youssef Mustapha Elkadi and others, 1984: 230).

Geisenberg's vocational choice theory also contributed to changing research from empirical to attempting to formulate hypotheses derived from this theory.

In addition to the works of Ginzberg (1963); The works of O'Hara (1963), Lawrence (1964), Sober (1967-1969), and Creech (1973) contributed significantly to the development of the educational approach, which, according to Legres & Pemartin, is based on two basic principles, in contrast to what the diagnostic approach is based on, and The two principles are as follows:

- The individual's abilities and inclinations are subject to constant change, especially during adolescence.

- Requirements for duty stations are not fixed; This is due in particular to the development witnessed in the world of work, whether in terms of organization, structure, technology used and the qualifications required (Tarzoult, 1997: 08).

“The position of guidance adopted by the expert was gradually rejected by the implementers, and was replaced by an attitude of understanding, informing, and clarifying the individual's projects, leaving the latter the freedom to make decisions” (Belhousini, 2002: 23).

Accordingly, guidance is based on this approach, as Carré expresses it: “The process through which the individual gradually builds his professional and future project, on the basis of which he recruits all his energies and capabilities to succeed in training, taking into account the time and possible means to achieve it; and this process is followed by successive maturity, which from During it, the project takes shape as emotional maturity, a sense of awareness, independence, and the emergence of need” (Houria-Tarzoult, 1997: 08).

Educational guidance aims to inform the individual and help him discover his interests and make his own decisions, within the framework of a clear academic and

professional project. Therefore, the procedural translation of the concept of guidance within the framework of the educational approach takes place through a set of activities that aim to bring the individual to self-direction, and the following is an explanation of these activities.

3- The role of the guidance counselor, his activities, and the mechanisms for implementing these activities:

The school and vocational guidance counselor is one of the employees of the education sector, and oversees the implementation of a school guidance plan drawn up by the Directorate of Evaluation, Guidance and Communication.

It is one of the structures of the Ministry of National Education. Maurice Roquelin defined him as: "The primary person responsible for implementing the school and vocational guidance process. He specializes in guidance and is considered one of the most capable and competent people to collect all information about the student to be directed and exploit it by adopting the principles and techniques of psychology."

The guidance counselor was appointed as a member of the institution's educational team secondary school pursuant to Ministerial Circular No.: 219/1241/91, dated: December 18, 1991; The school and vocational guidance counselor has an office in the high school equipped with all the means he needs in his field of work, and his field of intervention consists of a group of middle schools, and in some cases he intervenes in more than one secondary school due to the vacancy of that position, and he is provided with all facilities when carrying out his work, including reviewing files. Students at all intermediate and secondary levels.

The activities of the school and vocational guidance counselor revolve around three processes: school information, guidance, and evaluation.

1- Information: Informing students, especially the final sections, such as the fourth intermediate, about the structure of secondary education, the contents of the sections, and the

methods of directing them to them, to prepare them to choose the section of secondary education that is appropriate for them.

2- Guidance: Among the means used by the guidance counselor in admission and guidance class councils to prepare a proposal to direct the student to a common stream or branch, in addition to the inclinations and interests questionnaire and the desires card, are the guidance groups that allow calculating the student's third stage average in a number of subjects that are supposed to be It includes the basic principles of good teaching in the common core (Taawinat, 2009).

3- Evaluation: providing a diagnostic judgment about the extent of adaptation and compatibility between the possible choices given to the individual and his or her capabilities. In addition to:

- Counseling: The specialist works to provide suggestions to the individual based on the experiences and information he has acquired during his professional career.-Guidance: Helping the individual to reveal and express his thoughts and feelings about his current life, the possibilities available to him, the extent of their importance, and the difficulties he faces.
- Placement: helping the individual to obtain a job or training position (Boussena, 1998: 170).

Difficulties in field application:

School and vocational guidance in Algerian schools faces several field problems and difficulties in all aspects, which can be explained as follows:

1- On the legislative and legal regulatory aspect: When anyone interested in the field of education looks at the legislative and legal texts regulating the educational system, he will notice that there are major shortcomings and gaps, as we recorded the lack of a comprehensive and integrated vision for all the active and influential elements in school life, especially school and vocational guidance that The legislative texts governing it are still

outdated and do not keep pace with scientific and educational developments and modern requirements. On the contrary, it is still confined to the old perception of the quality of employees in the guidance body and the routine activities that are presented in the form of seasonal or temporary campaigns, and this is despite the shift that occurred in the nineties through the integration and generalization of the employment of guidance counselors at the level of the majority of secondary schools in the national country.

Accordingly, school and vocational guidance counselors face obstacles and difficulties to participate effectively in school life due to gaps in legislative texts, including:

- 1 - The circulars and decisions regulating the education, education and management councils, administrative coordination and disciplinary class councils do not recognize the membership of guidance counselors in them.
- 2 - Councils, admission and guidance; They are rarely given the say, and their opinions are recorded in the record of deliberations and are not taken into account, under the pretext that they are advisory members, as specified in the circulars regulating the councils.
- 3 - The absence of any text or clause regarding the school and vocational guidance counselor in the educational community law, even though he is an essential element and occupies a basic position, as classified by the structure of basic positions in the educational institution in secondary education.
- 4 - He does not have clear powers to intervene in psychological and educational issues (psychological and educational counseling) facing students in educational institutions, due to the absence of any direct relationship with professors, educational assistants, educational counselors, and inspectors on whom the guidance and remedial procedures for some of the problems raised may depend; This has made the interventions of advisors in this field limited, restricted and ineffective.
- 5 - The guidance counselor is not a member of the state appeals committee for school guidance because he is not included in the official lineup in the circulars in effect until the year 2003, even though he is well informed about the situation of the students and their educational, pedagogical, and even psychological and social issues through the follow-up that It is carried out at the level of the entire province, and he is more knowledgeable about school guidance requirements than middle and secondary school directors, who are considered essential members of the committee.
- 6 - Other gaps are found in the circulars and ministerial decisions regulating the work of the guidance counselor, such as Ministerial Resolution No. 827 of 11/13/1993, which specifies the tasks of school guidance counselors; Ministerial Circular No. 245/MTA/93 dated 12/04/1993 regarding the regulatory procedures for the activity of guidance counselors in secondary schools, which confirms that the guidance counselor is assigned to a broad and small educational district determined by the director of the center; However, the form of intervention, its quality, and its administrative procedures through (movement costs, risks, and guarantees) are not precisely and clearly defined, which is confirmed by the third axis of the aforementioned circular (No. 245), which states the following: "As for the method of intervention that must be adopted in every A sector that will be determined by a later instruction," and we have not received any instruction to this day since that date. Accordingly, guidance counselors move to several colleges in remote areas on their own,

without a mission order and without compensation for the expenses they spend. This makes the work of guidance counselors limited and incomplete, as they cannot accomplish all their activities and fulfill them in their original institutions, and if they are exposed to accidents, they may not find a legal framework that protects their rights.

- 7 - The other legal problem is the reading adopted by the directors of educational institutions to classify the work and activities of guidance counselors, as Article 10 of Ministerial Resolution (No. 827) confirms that he falls within the educational team affiliated with the institution, but they include him within the administrative team (educational supervision), as his position is a base position, he is required to do some administrative work such as shifts during school holidays without benefiting from the rights associated with that, such as the right to job housing and compensation. He is also sometimes tasked with distributing textbooks, registering independent candidates for the baccalaureate, compiling lists of beneficiaries of financial aid (school solidarity)...and others.

Moral obstacles to guidance and counseling specialists:

The basic law for educational workers, specifically in the axis of school and vocational guidance, contains illogical paradoxes as a result of his classification as a holder of a bachelor's degree in the same ladder as senior technicians, and he has no outlets for promotions except as inspector of school and vocational guidance, which is linked to the availability of financial positions in the states, or the extent of opening centers for guidance, and it is rare and monopolized with the complicity of the Ministry, which does not see any importance in school guidance activities in the educational process, and does not have a strategic vision in this

field, when the guidance counselor reaches a certain level of seniority and experience, he finds an ambition for administrative promotion, but he encounters the impossibility of that. His morale weakens, he becomes frustrated, and his motivation weakens, so he is not enthusiastic about work, especially since he works in a high school with teachers who hold a bachelor's degree and are classified in the 15/3 scale (according to old classification), and they supervise only 3 or 4 educational groups.

While he supervises all the students of the small and large districts (high school and middle school) and receives a wage that is much less than the effort expended and the responsibility placed on him.

In the field of psychological and educational follow-up:

School and vocational guidance counselors encounter several difficulties and obstacles in this area that reduce the effectiveness of their interventions, which are as follows:

1 - The difficulty of collecting quarterly academic results for analysis and participation in the school council, due to:

a- The absence of a means or mechanism for collecting academic results, and even when we developed a model in the form of a table that includes (all subjects, in which students are distributed according to categories; the percentage of absence is recorded in each section and in each subject; behavioral cases are recorded in each subject and in each section In order to analyze it and make comparisons to determine the impact of each of these factors on academic performance), we have found great difficulties in filling it out by teachers and educational administrations, believing that it is an additional activity that is meaningless and of no benefit.

b- Professors' delay in filling out score sheets, even hours before the school councils convene, as it is considered the only source available to the advisor to obtain the results. Therefore, it is impossible for him to analyze and employ it

during council deliberations if he is given the opportunity to present the results of his work.

c- The secondary school councils coincide with the middle school councils on the same day and time. In some high schools, the high school administration programs two class councils for the same level, and in some cases for two different levels at the same time, which makes the guidance counselor's participation and follow-up of students at different levels impossible. Also, the analyzes that he conducts on the academic results and the observations that he records about the students' history and their problems in order to discuss them with the teachers and suggest appropriate solutions to them do not find space to be presented.

d- Class councils are also dominated by routine and the policy of escaping forward, as the discussions do not rise to the level of the tasks assigned to these councils. Rather, they are dominated by superficiality and haste in assessing the general level of the and discipline, without going into the analysis of the obstructing causes, and that is because the time allocated for each A very narrow session (30 mn), and it is not even enough to record the observations, permissions, or punishments that are given according to a scale that is determined in advance, and automatically. Rather, vacations are determined directly by a computer program and are rarely discussed.

Accordingly, school guidance counselors find themselves outside these councils for several reasons:

- 1 - In some cases, they are not given a say in councils on the grounds that they are members attending for advisory purposes only.
- 2 - In other cases, when they are given the floor, they are required to be brief and not delve into educational and pedagogical matters that are supposed to be the main focus of the discussion, due to time constraints and the necessity of completing the councils according to the timing scheduled for them; This is because councils are held outside

working hours and professors attend according to the timing of the class concerned with them, on the one hand, on the other hand, principals justify avoiding engaging in the educational and evaluation discussion by saying that professors are associated with special work that must be taken into account.

Therefore, the analysis prepared by guidance counselors becomes useless if it remains locked in their offices and is not exploited or benefited from. Indeed, in some cases, counselors wonder what is their educational role in such councils, in which they are deprived of giving a distinct vision of educational work by contributing to its evaluation from multiple angles with the aim of proposing remedial measures for all the problems raised?

As for the coordination meetings of classroom heads and educational subject officials:

Its mission is to monitor and periodically evaluate the extent of progress and delay in the academic program, diagnose the difficulties facing students in each axis or subject, and address the behavioral problems raised. In reality, it does not meet and guidance counselors do not hear about it at all. Rather, more than that, it uses administrative methods to circumvent the procedures that are supposed to be followed to ensure its good operation, which are:

- Passing the record designated for these councils to individual professors to record their comments, with their signature on the record.
- Assigning one professor to record the observations and deliberations in the form of meeting minutes, then passing the record to those concerned for signature.

Accordingly, the guidance counselor has become absent and marginalized from these important coordination meetings in the educational process, which are supposed to be a tool for scrutiny, examination, and periodic evaluation of educational action, which would remove the gap between the goals achieved

and those expected or established at the time, and thus improve educational work and its returns.

In the field of psychological and educational counseling:

School and vocational guidance counselors in this field face multiple technical and administrative difficulties, which are:

1- The lack of exploratory means adapted to the Algerian reality, such as psychotechnical tests and assessments, to be used in the school environment as auxiliary tools to understand and diagnose some of the psychological and educational problems at hand, with the exception of very few that are not necessary to use in most cases.

2- Lack of control over the application of some psychological-technical tests by the majority of counselors due to the weakness of university training in this field on the one hand, and on the other hand the presence of specializations far from the fields of psychology and educational sciences; The appointed counselors did not study educational psychometric at all (such as the specialty of sociology).

3- Not applying available intelligence and personality tests to detect gifted and talented people, or even those who are behind in school, to take care of them and provide them with special education, due to the neglect of this type of education (adapted education) by the Ministry of National Education in the last ten years, despite the presence of indicators and signs of excellence and delay for many cases in our schools.

Which made each counselor act with his own diligence and according to the nature of his specialization and university training in interpreting and understanding some of the educational and psychological problems that he encounters in his district.

4- The absence of a model questionnaire for the inclinations and interests of various educational levels built according to scientific standards that can be relied upon to explore

and analyze students' academic and professional desires and inclinations and employ them in the school media strategy, in guidance interviews, as well as in developing advance guidance estimates, which help determine the features of educational maps.

This made each consultant strive to complete a questionnaire to apply and analyze it in his own way. However, regardless of the nature of this questionnaire, guidance counselors find it difficult to invest and employ its results with the concerned students, teachers, and educational administration for the aforementioned reasons.

Even if the results are presented in the class councils in a brief and quick manner, the guidance counselor does not find understanding or cooperation from these people (administration and professors) to take into account the recorded observations and suggestions. Especially with regard to the need to take into account the psychology of teenage students by treating them well; Avoid insulting or hurting them, no matter how annoying their behavior is. Responding to their concerns, with the need to pay attention to providing the educational and pedagogical conditions for the success of educational action. Not to make pre-judgments about specific subjects or educational style; Not taking into consideration the proposal to open some branches if there is a desire and appropriate academic profile...etc. However, all of these matters seem to them to be a kind of philosophizing and idealism, and no one accepts them as they are unfamiliar and costly in effort and time, according to the reactions we recorded (Khaled Abd Essalam, 2008).

In the field of school and vocational media:

The reality of school and vocational guidance shows us that school media is still incomplete, as there is no media strategy as it should be, despite its educational importance. This is because the administration of educational institutions has not yet kept pace with the

development taking place at the level of educational thought and modern administrative management techniques, which emphasize the importance of information and communication about all aspects of the educational system in educating and refining the inclinations, interests and choices of learners and qualifying them to take responsible and appropriate positions and decisions for their academic future.

On this basis, educational administrations do not pay due attention to such activity through:

1 - The monopoly of official circulars and decisions that reach educational institutions from the guardianship regarding all school affairs except some of them related to duties directed directly to the educational family for implementation, despite the fact that the Educational Community Law stipulates in the chapter on the provisions of the management of the institution, Article 18: "The director of the institution must within the framework of Information and continuous training, dissemination of instructions and communication of information directed by the peaceful authorities to students and employees". How can the task of information and communication be entrusted to a consultant who is not aware of the basic information about the educational system and is not aware of the changes and developments occurring in it?

2 - Not opening information and documentation cells in institutions despite the availability of the necessary structures and equipment in many of them, despite the insistence of the Ministry in charge of leaflets, as well as the insistence of school guidance counselors.

3 - Not purchasing, distributing and employing the media guides produced by the Directorate of Evaluation, Guidance and Communication for the benefit of students and parents at various educational levels.

4 - The almost complete absence of school journalism in many educational institutions,

which is considered a platform for communicating the educational message and training for learners in the spirit of media research to invest and discover their talents and innovations in various fields.

5 - Not allocating a budget for the necessary tools and means to complete the necessary informational and educational documents within the framework of the official guidance counselors' activities (such as coloring pencils, large cardboard, etc.), due to the ignorance or neglect of many educational administrations of the nature of the work of this new framework in the educational institution.

6 - The difficulty of programming media sessions for the benefit of students at different academic levels for two main reasons:

- a- There are no hours allocated for school guidance within the weekly program for students.
- b - The hour of the intervention sector (an average of each counselor sponsors 3 middle school + high school courses), and the guidance counselors' commitment to the appropriate time and period for each session.

As a result, guidance counselors began providing these information sessions either in:

- Free hours outside the official weekly program for students (at the end of the morning or evening period).
- Hours of teachers' absence from time to time, as the guidance counselor is on alert for the teachers' absence. Even educational assistants find in such a situation a good opportunity to get rid of the burden of guarding the students inside the departments, as they call him upon every absence as if he were a rescue man.

In light of this prevailing climate in many educational institutions, school guidance and guidance activities have lost their meaning.

In the view and perception of the students, media classes with this sudden programming are meaningless, and are even considered a source of concern,

because they cannot bear additional hours beyond what they spend daily in school.

Guidance counselors also spend many weeks in one institution to complete one information session for an educational group, as a result of programming that is open on several days according to the free hours that are available during the week in each institution. The justification offered by educational administrations when they oppose programming information classes within one week and at a time appropriate for students to attend is as follows:

- It is not possible to take an hour from an official academic subject because it will affect the normal course of the lessons, so the teachers will be late in completing the scheduled program, and they must provide justifications to the inspector about the reasons for the delay.

Despite the objectivity of the justification, we find that school media, in the perception of many educational administrations and even the Ministry of National Education, is considered a secondary activity.

Another difficulty is the late arrival of school information documents, especially the university registration guide, which arrives at the end of May or June, when third-year secondary school students are on vacation, which deprives them of being informed of the requirements of university life and its registration procedures.

- At other times, amendments are made in the field of admission and guidance procedures at the end of the school year, which makes their use in the media for the benefit of students cause shock and confusion for them, due to their lack of advance preparation, so their morale collapses further, which affects their performance in exams.

In the field of evaluation and studies:

School and vocational guidance activities in this field face great difficulties in completing studies and benefiting from the conclusions reached, which are:

- Lack of necessary data to complete some studies, due to the lack of archives at the level of some institutions.
- Lack of cooperation and response with guidance counselors to complete the study projects they program, through:
 - a- Failure to provide correct information.
 - a- Not filling out the questionnaires and tables given to them to obtain information, or filling them out in a wrong way

Randomly and with incorrect or contradictory data.

- c- The fear of some parties about addressing some sensitive educational issues such as the way students are treated, teaching methods, social relations within the educational institution, the impact of absences (professors and students) on the students' academic results, the reasons for the poor academic level; Shortcomings and defects of achievement tests due to their relationship to educational performance and efficiency in management and education...etc.

- d - The absence of meetings and seminars between guidance counselors and concerned parties in the school to study, discuss and exploit the results of completed studies to solve the educational and psychological problems at hand, as these studies remain neglected and no one knows about them except the guidance counselor.

- Suggestions to activate guidance mechanisms:

Making psychological and educational guidance and guidance an important and essential dimension in the strategy of achieving the goals of the Algerian educational system.

In order to further activate the activities of school and vocational guidance counselors to meet the challenges of the Algerian school in the third millennium, it is necessary to:

- 1- Limiting the intervention of school guidance counselors to educational activities at the secondary school level in which they are employed only, with the need to generalize the employment of guidance counselors at the middle and primary levels to ensure serious psycho-educational follow-up and better care for students (ordinary, retarded and gifted children and adolescents).
- 2- Developing a special curriculum for school and vocational guidance that includes all aspects of psychological and educational activities, taking into account:
 - a- The principle of integration between various activities.
 - b - The principle of progression in completing activities from simple to complex, and from easy to difficult.
 - c - The different educational levels in each educational stage.
 - d - The needs and interests of students at all levels of study, in every section of study, and on every occasion or circumstance.
 - e- The national economic, social, geographical and cultural particularities and requirements, as well as for each region or region.
- 3- It is necessary to allocate official time for guidance and counseling within the weekly program for students in various specializations and branches of study.
- 4- Giving guidance counselors the powers to intervene and make decisions regarding educational and psychological issues, and the choices of academic divisions that serve his school adaptation and future project.
- 5- The necessity of introducing various contemporary media and communication technologies into the activities of guidance counselors, especially in activating media classes for students, and in counseling

classes and all other activities, with the need to think about preparing scientific videos about: professions, university training outlets, the economic and social environment, educational and psychological problems. Common among learners and how to address them.

- 6 - Establishing specialized magazines and newspapers, in addition to specialized radio and television educational sessions in the educational field, which contribute to spreading psychological and educational culture among members of society, and sensitizing families to the necessity of cooperating with the school in raising their children.
- 7 - Reconsidering the structure and tasks of school guidance centers and the counselors working in them, especially after generalizing the recruitment process at the secondary, intermediate and primary levels, by transforming them into specialized centers that carry out the task of coordinating, theorizing and following up on the guidance and counseling process, in order to unify the field work strategy, and provide and implement Typical work tools for each educational activity or process, with follow-up and evaluation.

We suggest that the guidance centers be composed of at least three departments, each department consisting of a technical team with (at least 3 advisors), which are as follows:

- a - The Information and Communication Department is responsible for:
 - Providing work means for guidance counselors in the field by accomplishing:
 - Media guides and magazines for various educational levels - banners and posters to unify the media strategy at the state, regional and even national levels.
 - Organizing open doors, forums and media exhibitions on academic and professional paths and their relationship to economic, social and labor transformations.

Carrying out the mission of the official spokesman for education affairs at the state level due to the specialization of its employees and their follow-up of educational work in all its aspects.

a - The Department of Guidance and Psychological Counseling is responsible for:

Implementing various exploratory methods (psychotechnical tests) and amending the awards imported from them in coordination and cooperation with national universities by providing cooperation, supervision and follow-up mechanisms for this.

Organizing and supervising psychological and educational support operations for students at various academic levels to raise their morale and help them overcome their psychological and educational problems during the semester, and during regular and official school examinations.

- Supervising the psychological follow-up and exploration committees for students with special needs; (Adapted education for those who are academically backward, the outstanding, the disabled, those with chronic diseases, and others).

C - Department of Evaluation and Studies; It takes care of:

- Designing forms for questionnaires to evaluate various educational processes and the activities of guidance counselors in the field (baccalaureate certificates and "formerly basic" intermediate education - evaluating the media impact; evaluating the educational returns of educational institutions).

Conducting investigations, surveys and studies in various fields of educational work to obtain information with the aim of improving educational performance and returns.

8 - Reconsidering the legislative texts regulating education, by developing an integrated and harmonious vision for all

actors in the educational field, filling all the gaps and shortcomings currently recorded in all aspects, to effectively and seriously integrate the activities of school guidance and psychological counseling, and to benefit from its services in the educational field.

9 - Reconsidering the basic law for education workers by reevaluating work positions according to the university degrees of those working in them, such as reclassifying school guidance counselors according to the university degree and the tasks assigned to them.

In addition to giving them opportunities for professional advancement in various administrative and educational responsibilities (such as a high school or middle school principal, since they hold a bachelor's degree in psychology, educational sciences, or sociology; they are closest to the tasks of managing educational institutions by virtue of their basic training in the social and educational sciences, and they have qualifications in managing relationships Humanity as well as solving educational and relational problems.

10 - Opening employment positions in school guidance inspection at the level of major provinces that include between (10 to 12 secondary schools + their affiliated middle schools), taking into account the future situation when generalizing the employment of counselors at the middle school level, provided that the traditional tasks of the guidance inspector are reconsidered to keep up with the new phase.

11 - Including the guidance and counseling axis in the training program for principals, inspectors, educational advisors, and all those prepared to work in the education sector, so that each party understands and comprehends the importance of this aspect in solving

educational problems and improving the academic performance of learners, as well as so that each one becomes aware of his role and responsibility with the guidance counselor in this aspect. (Khaled Abdsalam, 2008).

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