

**Haigazian University  
Libraries**



0 0 0 0 3 8 2 2 5

*Barsumian Library*  
*Haigazian University*

**Beirut, Lebanon**

---

T  
0014

HAIGAZIAN UNIVERSITY

CAREER COUNSELLING:  
A NEW CONCEPT IN LEBANON

A THESIS SUBMITTED  
IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS TO THE  
DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES  
AT HAIGAZIAN UNIVERSITY

A THESIS SUBMITTED  
IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS TO THE  
DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES  
AT HAIGAZIAN UNIVERSITY

MAY 2005

NABIL COSTA

Approved by:  
Name: Adviser:  
Fahim H. Haddad

BEIRUT, LEBANON

MAY 2005

Name: Member of Committee:  
Mehdi Haddad, Ph.D.  
Riad Haddad, Ph.D.

RUNNING LEAD: CAREER COUNSELLING

HAIGAZIAN UNIVERSITY

CAREER COUNSELLING:  
A NEW CONCEPT IN LEBANON

A THESIS SUBMITTED  
IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS TO THE  
DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES  
AT HAIGAZIAN UNIVERSITY

NABIL COSTA

BEIRUT, LEBANON

MAY 2005

Approved by:

Name

Advisor

*Flavie Hat, Ed.D.*  
.....  
.....

Name

Member of Committee

*Abdallah Kharat, Ph.D.*  
*Lara Ghazal, Ph.D.*  
.....  
.....

## ABSTRACT

## DEDICATION

This study, and the effort behind it, is dedicated to my parents, a visionary couple, who implanted in me a spirit of life-long learning that will forever make a difference in my life! Special thanks also to my wife and children, for their on-going support as I continuously seek to invest all that God has given me to make a difference in the lives of others!

Nabil K. Costa



ABSTRACT

This study provides an overview of WAZNAT, a recently established Lebanese career counseling firm. The Founders had perceived the dilemma of graduating high school students in relation to their education and career options. They sought to address this need through the provision of relevant information and career guidance services at the school level. The study provides a qualitative analysis in relation to Waznat’s in-formal educational role in terms of providing career guidance and academic orientation services in schools. The survey included 200 high school students from 13 different schools located in Beirut and remote areas; 100 students from Grade 11 and another 100 from Grade 12.

## Table of Contents

	Page
Introduction	
a. Statement of the Problem .....	viii
b. Purpose of the Study .....	ix
c. Need for the Study .....	x
d. Background of the Study .....	xi
e. Areas of Investigation .....	xi
f. Methodology .....	xii
i. Waznat's Literature .....	xii
ii. Unstructured Interview with the Founder and General Manager of Waznat .....	xii
iii. Unstructured Interviews with School Principals, Directors of Orientation in Schools, & Directors Of Secondary Divisions .....	xii
iv. A Questionnaire targeting a Sample of Students .....	xiii
g. Definition of Terms .....	xiii
i. Nonformal Education .....	xiii
ii. Academic Orientation .....	xiii
iii. Career Guidance .....	xiii
h. Basic Assumptions .....	xiv
i. Limitations of the Study .....	xiv

I.	Chapter I: Review of Literature .....	1
j.	Career Counseling: A Life-Long Learning Process!.....	1
k.	Career Counseling and Technology .....	2
l.	Role of Career Counseling in Society .....	2
m.	Challenges for Career Counselors.....	3
n.	Major Career Counseling Services .....	4
	i. Canada .....	4
	ii. United States of America .....	4
	iii. United Kingdom .....	5
o.	Call for a National Strategy of Intervention .....	6
p.	Options for Lebanese Students after High School Graduation .....	7
q.	Decision-Makers in the Lives of Lebanese Students .....	8
r.	Choosing a Major in College .....	10
s.	Role in Career Guidance Process of Lebanese Students .....	11
	iv. College Fairs in Schools .....	29
II.	Chapter II: Background and Nature of WAZNAT .....	12
a.	History of WAZNAT .....	12
b.	Goals of WAZNAT .....	12
	i. Career Guidance Centers in schools .....	13
	ii. Awareness among students and parents .....	13
	iii. In depth approach to Decision Making Process –	
	Choosing a College or University .....	14
	iv. In depth approach to Decision Making Process –	

c.	Choosing a Major .....	16
c.	Planning .....	17
i.	Sharing information with Students and Parents .....	17
ii.	Providing Balanced and Objective Information about	
iii.	Universities and Majors .....	19
iii.	Eliminating Manipulation .....	19
iv.	Helping Students Make the Right Decisions .....	20
d.	Composition of WAZNAT .....	22
III.	Chapter III: WAZNAT's Activities, Challenges and Future Plans .....	24
a.	Activities .....	24
i.	Classroom Instruction .....	24
ii.	Counseling Meetings with Students and Parents .....	26
iii.	Presentations .....	29
iv.	College Fairs in Schools .....	29
v.	Organizing a "College Fair" on School Campus .....	30
vi.	Career Fairs in Schools .....	31
vii.	Field Experience .....	32
viii.	Visiting the Most Comprehensive College Fair .....	33
ix.	Career Tests .....	34
x.	Visiting College Campuses .....	35
b.	Challenges .....	36
i.	Indicators of Success .....	36

ii. Short-term Indicators .....	36
iii. Networking with Others – Sharing Experiences .....	38
c. Future Plans .....	38
IV. Chapter IV: Conclusions and Recommendations .....	40
i. Evaluation .....	41
ii. Advocacy .....	42
iii. Expansion of Scope of Focus .....	43
iv. Establishing Links between Schools and Employment Sectors .....	43
Conclusion .....	44
i. Focus on Universities vs. Universities and Vocational Schools .....	44
ii. Delivery time-frame of Career Guidance .....	45
iii. Diverse Delivery Program .....	45
iv. Services of Career Counselors .....	45
v. Documentation of Process and Lessons Learnt .....	46
vi. Addressing Cultural and Societal Patterns .....	46
Future Studies .....	49
V. References .....	50
VI. Appendices .....	53

## Introduction

### Statement of the Problem

In many school systems around the world, career guidance programs are implemented, at different levels in the school setting, to prepare students for a variety of future careers as well as college majors and specializations (Watts & Sultana, 2003). In the United States, for example, career counseling is, and has been for a significant number of years, an integrated program of the school system, of a number of schools, whether as a curriculum (or curricula) to be implemented along with the other academic curricula or as separate services offered by the career guidance office of the school (Zunker, 2002).

In Lebanon, on the other hand, this concept of career guidance and academic orientation is relatively new. They were preceded by shy trials that remained at their infancy stage. For instance, in 1996, the Louize Wegman School, established a career counseling service in its High School at the Franciscan campus in Beirut. This new service mainly accomplished two things: First, it secured a smooth contact between the different local universities and the students, and second, it provided the high school students with some materials that were actually excerpts from magazines, newspapers, university catalogues and brochures. Attempts in the late 90's, similar to that at Louize Wegman School, prevailed at some other schools, such as the International College, the American Community School and Broummana High School. All those attempts remained immature and rather limited in scope. One cannot judge them as either comprehensive in nature or satisfying to students' needs and common concerns.

At this point one can say that Lebanese schools, in general, lack comprehensive career guidance programs that could play a significant orientation and planning role in the future career and/or university choice and specialization area of the students.

However, two years ago, a relatively new effort in the field of career guidance and awareness in Lebanon was initiated by a group of people that is worth studying. This organized effort represented by an organization called "Waznat" is the focus of this study.

Waznat is a relatively newly founded firm. The word Waznat represents no sets of abbreviations. It is an English spelling of an Arabic word in the plural form that means weight. Where did the idea of "Waznat" come from? Very simply, it came from the Gospel. In the New Testament there is a parable about three different workers who were given by their master different weights (Waznat) of a certain monetary value. The three workers received ten, five and one "Waznat" respectively. Briefly, the one with ten "Waznat" invested his assets and gained ten. The one with five "Waznat" invested his assets and gained five. However, the worker with one "Wazneh" hid his asset. He neither gained more nor lost it. The story ends by the master getting mad at this worker and taking away his asset. What is basically derived from the parable is that "Waznat" stands for the concept of development.

Waznat was established in 2002. Its purpose is to cater to two major needs: (1) career guidance and academic orientation exclusively in schools and (2) training of human resources and developing systems within schools, non-profit organizations, and firms. It is a profit making firm that is owned by three partners, Mr.Samir Costantine, Mrs.Siham Semaan, and Mrs. Jihad El-Azze. Mr.Costantine is the General Manager of



the firm, and Mrs.Semaan is the Operations Manager. They, with four career counselors and three freelancing trainers, form the staff of the firm.

### **Purpose of the Study**

It is my objective to understand and assess the nonformal educational role of Waznat in terms of providing career guidance and academic orientation services in schools.

### **Need for the Study**

The study is needed for at least the following three reasons: First, being newly founded, Waznat has not been assessed yet, neither by the representative of the organization nor by an outside body. Actually, it was on the minds of the owners to have it assessed, few weeks before I approached them with a request of the sort. They wanted the firm evaluated in order to come up with some recommendations regarding the quality of the services offered and the followed methodology.

Second, Waznat is embarking soon on starting another phase of the program. It comprises holding meetings with students and parents in the offices of Waznat, a service that has never been offered before. So far, the firm has limited its services to offering career counseling on school campuses. Therefore, this paper will serve as another tool to prove to Waznat's clientele the seriousness of the organization's work and the authenticity of its services.



Thrd, this kind of research study in career guidance and academic orientation is considered new for Lebanon. Not much is known around the country about firms that offer career counseling services.

### **Background of the Study**

I became interested in conducting this research study after a series of personal involvements with the mentioned organization. In fact, I have attended four classroom sessions with students, met with parents and students together during a series of scheduled appointments as well as participated in a couple of college fairs on school campuses. I also became more and more interested in this topic ever since I joined the Lebanese Society for Educational and Social Development (LSESD), which is the owner of the Beirut Baptist School (BBS) in Mousaitbeh. I wanted to know more about this service for it was highly demanded by students and parents in the school. Actually, it is one of the very few services on which students, parents and school administration see eye to eye.

### **Areas of Investigation**

The areas that will be investigated in this study are:

- History of Waznat
- Goals of Waznat
- The composition of Waznat
- Procedure of work
- Planning Methods
- Human Resources

- Activities
- Problems and Challenges
- Future Plans

### **Methodology**

This research study employs a qualitative analysis method in order to be able to understand and assess the nonformal educational role of Waznat in the field of career guidance and awareness. The qualitative data were analyzed with respect to the above mentioned areas of investigation. The qualitative data were collected from the following sources:

#### **Waznat's Literature**

The data from this source consisted of published papers, brochures, reports, different types of forms, career tests and other literature used by the organization. Some of the materials analyzed in this paper appear in the Appendix section.

#### **Unstructured Interview with the Founder and General Manager of Waznat**

All questions used in this interview were open-ended and they all focused on the above mentioned areas of investigation.

#### **Unstructured Interviews with School Principals, Directors of Orientation in Schools, and Directors of Secondary Divisions**

A total number of 11 school principals, 5 directors of orientation and 8 directors of secondary divisions were interviewed. All questions used were open-ended questions that focused on the interviewees' views regarding the new career guidance and awareness activities provided by Waznat to their prospective schools.

### **A Questionnaire targeting a Sample of Students**

A questionnaire was distributed to a sample of 50 grade 12 students in 13 schools. The purpose behind this questionnaire was to evaluate the students' perspectives regarding the offered services by Waznat.

## **Definition of Terms**

### **Nonformal Education**

“Nonformal education refers to any organized, systematic, educational activity, carried on outside the framework of the formal system, to provide selected types of learning to particular subgroups in the population, adults as well as children” (Coombs and Ahmad, 1974, p. 8).

### **Academic Orientation**

Academic Orientation provides more clarity in relation to academic pursuits. It is a direction of academic interest that the student acquires and becomes part of them.

### **Career Guidance**

According to Watts and Sultana (2003), the definition of Career Guidance adopted by the Organization for Economic Co-operation and Development (OECD), the European Commission, and the World Bank is as follows:

“Services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. These may include services in schools, in universities and colleges, in training institutions, in public employment services, in companies, in the voluntary / community sector and in the private sector. The services may be on an individual or group basis, and may be face-to-face or at a distance (including helplines and web-based services). They include career information (in print, ICT-based and other forms), assessment and self-assessment tools, counseling interviews, career education and career management programmes, taster programmes, work search programmes, and transition services” (2003, p.2).

### **Basic Assumptions**

- 1) Career guidance in high schools is a project that is needed by students, parents, and the school administrations.
- 2) The way the academic orientation is being conducted in most of the schools is closer to marketing the local universities in Lebanon than to guiding students to making the right career/college choices.

### **Limitations of the Study**

A number of limitations were encountered in the study. First, in my interviews with the school principals and the directors of the orientation programs, I refrained from asking them direct questions about the quality of services offered by Waznat. Since not enough time has elapsed yet to enable the interviewees to judge the quality of these offered services, I limited my questions to comparative type of questions that compared

the services offered by Waznat with the previous activities conducted in their schools in terms of career awareness.

Second, unlike some of the schools, a number of the targeted schools by Waznat have only recently started benefiting from its services. In other words, for the vast majority of the schools, it is too early to give an evaluative opinion regarding the quality of the services offered by the firm.

Third, since career guidance programs are relatively new in the Lebanese market, there are no available standards yet that one can refer to. I had to deal with what was available to me.

Finally, I was only able to interview the firm's founder and general manager. It was a bit difficult to meet with the four other counselors and secure their input.

## REVIEW OF LITERATURE

### Chapter I

#### **Career Counseling: A Life-long Learning Process!**

Career counseling and guidance is fast taking a wider dimension than originally understood! It is increasingly being associated with *lifelong learning* and *public policy* and as such its focus in many countries around the world today extends beyond helping students choose a college or university major (Watts & Sultana, 2003).

Professor W. Norton Grubb, in his paper entitled *An Occupation in Harmony: The Roles of Markets and Governments in Career Information and Career Guidance* (2002), writes about what he calls the Education Gospel (Grubb and Lazerson) and the importance of developing a lifelong learning spirit that enables the individual to keep up with the pace of technological change. Grubb (2002) highlighted the consequent social impact translated in terms of efficiency, productivity and competitiveness.

Moreover, Zunker (2002) emphasizes the importance of the technological revolution in the last decades in inducing changes in work environments as well as developing new skills among workers and employees. In the USA alone, as many as 43 million roles were lost in downsizing by 1995 and more job losses are expected in the near future (Zunker, 2002).

This new understanding of career guidance lays on the individual the responsibility of striving to remain properly equipped with skills and capacities that meet market demands. It also puts pressure on the government and educational institutions to ensure properly reformed systems and expanded choices (Grubb, 2002).



### **Career Counseling and Technology**

Technological advances have provided counseling tools that have gone far beyond the expectations of most career counselors. According to Mariani (1995), the numbers of individuals using computer-based tools to help them in their career searches has increased tremendously in the last ten years. In 1994, more than nine million individuals at twenty thousand different sites used career information delivery systems (Mariani, 1995).

While the internet makes accessible career information to a wide spectrum of people, it should not be taken for granted that those who receive the information are all equipped to understand what is being communicated. Hence, the provision of information alone is not sufficient. Career information and career counseling go hand in hand (Grubb, 2002; Zunker, 2002).

### **Role of Career Counseling in Society**

A country like Lebanon has much to learn in this field from the experience of those that are at varying advanced stages. In Lebanon today, limited educational and vocational choices and unscientific decision-making processes lead to dissatisfaction to say the least. The gap is much greater than what Waznat can address at least at this initial stage. Ideally, career counseling support should not be limited to high schools but should cover as well adult education and young people at risk who need to be integrated into the labour market.

Apparently the most comprehensive recent source of detailed and accurate information is the Review of Career Guidance Policies that was conducted separately in around 36 countries by the Organization for Economic Cooperation and Development (OECD), the European Commission, and the World Bank respectively.

Fourteen of these reviews are made available on OECD's website ([www.oecd.org](http://www.oecd.org)) and provide an overview of the history and current Career counseling processes and strategies in each of the covered countries. Countries however are cautioned to take note of the influence of a country's traditions and history of provision which can be specific to particular countries and therefore not applicable elsewhere in the world.

A summary of the perceived Contrasts and Common Themes in these reviews was documented by Professor Anthony G. Watts and Ronald G. Sultana (2003). The document states that "in all countries, career guidance is viewed as a public good, linked to policy goals related to learning, the labour market, and social equity."

Focusing on the key findings of the afore-mentioned coordinated reviews, the Consultants spoke of the importance of the delivery mechanism highlighting the role of schools in career education and guidance in schools "not only in helping young people to make the immediate choices that confront them but also in laying the foundations for lifelong learning and lifelong career development" (2003).

### **Challenges for Career Counselors**

The respective OECD country reviews note the challenges that face holistic European school Counselors whose time is taken up in dealing with the students' more urgent personal and behavioural problems. The qualification of these Counselors is another area of concern when the trend has been to recruit people with merely teaching experience as career counselors (Watts, 2004).

Instead of focusing on career counseling only at the high-school level, the need is for a more developmental approach that can provide support when and as needed. It is noted here that a survey in Oslo revealed that the average time that a grade 8-10 student spends with their counselor is 10 minutes (OECD, 2002).



In addition to schools, other delivery mechanisms in the USA such as colleges and universities, private organizations, community-based organizations (CBOs), public employment services, the internet, adult education, the workplace, etc... , should invest more in expanding and improving their career counseling services (Zunker, 2002).

In fact the career counseling profession as a whole is increasingly being challenged to meet the needs of the American society that is undertaking major changes in the workplace (Zunker, 2002).

### **Major Career Counseling Services**

**i) Canada:** The extent and quality of Canada's labour market information, its development of creative resources such as the Real Game (role-playing and active learning), strategic instruments like the Blueprint for Life/Work Designs and the Standards and Guidelines for Career Development Practitioners, as well as the creative support for public-private partnerships for third-sector initiatives both at local and at national levels, have given the country recognition as "being a world leader, a position endorsed and reinforced by the two recent international symposia on career development and public policy funded by Human Resource Development Canada and managed and co-ordinated by the Canadian Career Development Foundation" (OECD, 2002).

**ii) United States of America (USA):** Various successful strategies are being implemented in the USA today, presenting comprehensive guidance programs such as the Planning for Life Program and which provides career planning for all students. For instance, a key aspect of the Omaha, Nebraska public school system which received the 1994 national award for outstanding program is collaboration. The

school is supported by the community, and the parents are involved in career education programs. Students graduate with a career plan which they re-visit periodically (Zunger, 2002).

Another successful USA model entails Integrating Career Development Concepts into school curricula. The key aspect in this model is that teachers relevantly expand their educational objectives.

**iii) United Kingdom (UK):** In the UK, where the female work force participation level is above the OECD average, the areas of strengths of career guidance include high, expansive, innovative and quality provision level, diverse delivery mechanisms that render the service widely accessible (face-to-face instruction, distance education, and workplace assessment), involvement of public and private stakeholders, availability of professional practitioners, ...

The UK has a highly developed national-level institutional framework that provides strong “coordination and leadership mechanisms that support career guidance. This includes the “National Information Advice and Guidance Board which ensures coherence in the planning of the career guidance services ... The Guidance Council which represents the key organizations interested in the development of career guidance ... The Guidance Accreditation Board which provides accreditation to a national quality-assurance framework for organizations giving people information, advice and guidance on learning and work... The Institute of Career Guidance representing practitioners... The Employment National Training Organization responsible for setting training standards in guidance, counseling ... The Association of Graduate Careers Advisory Services represents career services in higher education... The Federation of Professional Associations for Guidance the umbrella body that represents career guidance practitioners in all sectors...” (OECD, 2003)

### **Call for a National Strategy of Intervention**

Effective career counseling calls for the involvement of all national career guidance stakeholders – government included – in the development of national vision statement and strategies for career guidance. These stakeholders include universities, trade unions, ministries, employers ... (Watts, 2003).

Indeed, the world today is gradually moving away from the old notion of career where experts in a particular field find themselves jobless when their field loses its usefulness. Lynne Bezanson (2003) defines the new concept as “the lifelong process of managing learning and work in order to live and work with purpose and create a quality of life.” According to Watts (2004), “this places career guidance centre-stage. It means that if, as many governments believe, lifelong learning is crucial to their country’s economic competitiveness and social well-being, then their country’s future is significantly dependent on the quality of the decisions and transitions made by individuals” (p.3).

Once again, situations differ between one country and the other. Individual countries should take into consideration the prevailing traditional, cultural and ethnic patterns and norms within its boundaries, and what that means in terms of dynamic group relations, worldviews, and decision making processes (Zunker, 2002).

Effective Counselors should be aware of the composition of their targeted societies and as such be able to be more relevant in their approach and advice whether that be to people of a majority or minority cultural group, or people with disabilities, etc... (Zunger, 2002).

On the country level, governments should note variations due to social and economic conditions. For instance, whilst unemployment maybe high in one country,

job mobility maybe high in another (Norway, 25% of employees change jobs every year). Learning from other's experiences does not necessarily mean that what works successfully in one particular country should work in all.

It is worth noting here that eleven of the fourteen countries covered by OECD's reviews are (Austria, Czech Republic, Denmark, Finland, Germany, Ireland, Luxembourg, Netherlands, Norway, Spain, UK). However, the World Bank is currently conducting similar reviews on seven middle-income countries namely Chile, the Philippines, Poland, Romania, Russia, South Africa and Turkey. It would be interesting, once the reviews are completed, to compare the findings with the OECD ones (Watts, 2003).

No doubt, there are lessons that Lebanon can learn from the experiences of countries with such diverse cultural and economic backgrounds.

### **Options for Lebanese Students after High School Graduation**

In the Lebanese system of education, a student graduates from High School at the age of 18, normally upon the completion of the "Terminale" class, and the passing of the official Baccalaureate exams. In fact, the first questions that come to the mind of the student are: What is next for a high-school student? What are his/her choices? In what direction should a fresh high-school graduate go?

Statistically speaking, students have four options in Lebanon. First, they may join a university, college or a university institute, and consequently follow an academic major. Second, they may opt for following a technical or vocational program known as the *Technicien Supérieur* (TS) program. This option may seem more popular for the *Baccalaureate Technique* (BT) students than to students in main

stream education, i.e., to those who are coming from the Technical Baccalaureate class. Third, a high-School graduate may leave the country to continue his/her education abroad. The United States of America, Canada, and France have traditionally been the most attractive countries for the Lebanese youngsters. It is to be mentioned here that technical students are allowed to join an academic university program if and only if the specialization in the Baccalaureate class is consistent with the college major. Fourth, a high school graduate may look for a job upon his or her completion of the Lebanese Baccalaureate. (See Appendix 1).

**Decision-Makers in the Lives of Lebanese Students**

Who makes the decision of the student? Is it only him or her? Who influences the decision of the student in regards to staying in Lebanon thus following an academic or a vocational program, or to leaving Lebanon for another country to pursue higher education?

In a study conducted by the Student Affairs Entity at the Lebanese American University (LAU) in the academic year 2000-2001, and later presented to the Board of Trustees and Overseers, the opinions of 200 terminal class students from 21 different feeder-schools were solicited regarding four categories of individuals who may influence their decisions. Those four are: parents, the school principal, high school teachers and friends. The following table summarizes the feedback of the students.

	Opinions	Importance to You		
		Important	Somewhat Important	Not Important
	How important is the Opinion of...?			
1.	My parents	157	39	4
2.	My school principal	79	88	33
3.	My high school teacher(s)	70	104	26
4.	My friends	45	108	47



From what has preceded, one may conclude the following:

- The decisions of high schoolers to join a university seem to be highly affected by the opinions of their parents. 78.5% of the applicants believed that the opinion of their parents was "important". Only 2% of high schoolers felt that the opinion of their parents was not important.
- The second most important opinion for high schoolers is that of the school principal. 39.5% of them felt it was "important".
- The opinion of the school management is more of "somewhat important" to high schoolers than "important" or "not important". While 44% of the sample believed that the opinion of the school principal was "important", 52% of the sample believed that the opinion of the school teachers – mainly the secondary division head – was "somehow important".
- The opinions of the peer group is "somehow important" for the majority of high schoolers. 54% believed so.
- Only a very limited percentage of the sample believed that the opinions of parents, school management and peers were "not important".
- One may conclude that a potential applicant to a university is subject to the influence of the following categories of persons according to the following descending order:
  - Parents
  - School management (principal and teachers)
  - Peer group

### **Choosing a Major in College**

Once in college, the most frequently asked question is "What are you majoring in?" It is a question that bounces around the college campus, in the cafeteria, at basketball games, in movie lines, every place where students gather. It's a nagging, incessant question. The supremely confident students have sure-fire, too-quick answers, but others are more tentative such as: "I was a nursing major but now I'm in Sociology", "I don't know, I'm still deciding", "My father thinks I should be in engineering but I'm more interested in Business", or "I'm switching to political science. I'm tired of making myself miserable with business courses I'm not interested in." All these student responses are considered typical. According to Andrews (1998), "some students quickly decide on a major and stick to it as if bonded with a strong adhesive all the way through college. But for many students, choosing a major is a difficult and sometimes agonizing decision" (p.1-2).

Most students go to university because it is what is expected of them to do; because it is what everyone they know does; because their parents want them to; because they think it will lead to a good career; because they think that the social life of a university student, free from parental control, is very enjoyable. In fact, Bernard (2003) commented on this subject by stating the following:

"Look at the brochures that universities send out and the photographs of life at the university. What you see are pictures of beautiful young people visibly enjoying life-clubbing, listening to music, drinking at the bar, dancing at parties, playing sport, looking dreamily at each other. Parents and their nagging control are nowhere in evidence and nor is the library or the examination room. Instead the impression is given of a kind of club or holiday camp peopled by large numbers of young people with similar interests enjoyably living together" (p. 55).

### **Waznat's Role in the Career Guidance Process of Lebanese Students**

Based on all the above mentioned, one can conclude that Lebanese students, in particular, lack a clear image of what college life is all about, lack a clear understanding of what different majors and specializations are available for them or suit their personal needs and aspirations as well as lack the means to make independent decisions regarding their future lives. Instead many of these students are tremendously influenced by people around them to make these important career decisions for them.

In this context, it is the aim of this research paper to study Waznat, as an organization that is trying to play a role in the career guidance and career awareness process of some Lebanese students.

For the academic year 2004-2005, the people in charge at Waznat predict that the number of schools might reach 25 schools, most of which are perceived as important schools.

#### **Goal of Waznat**

With Waznat's help, a total of fifteen schools made a number of steps towards institutionalizing the career guidance and students' orientation service, both conceptually and logistically. In this context, Waznat aimed at achieving three basic goals:



## **BACKGROUND AND NATURE OF WAZNAT**

### **Chapter II**

#### **History of Waznat**

Waznat, founded in 2001, is a firm that is specialized in career guidance and academic orientation. In the academic year 2001-2002 it started with four schools, Saint Joseph-Cornet Chehwan, Jesus and Mary-Rabieh, St.Coeurs-Ain Najm, and Antonines Sisters-Ghazir. The Waznat Founder joined hands with a Counselor, working together with little infrastructure and facilities. Soon after the operation started gaining credibility, and more school representatives began hearing about the career services that these two gentlemen were offering. A number of schools touched base with Waznat, and in the year 2002-2003, the firm implemented its program in the following schools: Evangelical School, Loueize, Beirut Baptist School (BBS), Antonines Sisters – Nabatieh, St, Coeurs- Batroun, St. Jean- Okaibe, Zahret Al-Ihsan–Ashrafieh, Champville Dik Mehdi, Mont la Salle-Fanar, and St. George – Zalka.

For the academic year 2004-2005, the people in charge at Waznat predict that the number of clients might reach 25 schools, most of which are perceived as important schools.

#### **Goals of Waznat**

With Waznat's help, a total of fifteen schools made a number of steps towards institutionalizing the career guidance and academic orientation service, both conceptually and logistically. In this context, Waznat aimed at achieving three basic goals:

### **i) Establishing Career Guidance Centers in Schools.**

The St. Coeurs – Ain Najm School was a pioneer in establishing a full-fledged career guidance center. As of September, 2002, Mr. Fadi Ibrahim, a lawyer and a Civics teacher, was appointed as the school's career guidance Counselor. "We started the center almost from scratch. All we had were a few catalogues or brochures from this university or that. Now we have a center, equipped with computers and internet access for our students to access the websites of the different universities, up-to-date promotional and informational material, application forms for admission and financial aid for all universities and university institutes, and all kinds of posters and announcements that cover the walls of the office regarding dates, fees, and types of entrance exams in universities (see Appendix 2) and other centers such as AMIDEAST and Centre Culturel Français (CCF). Students now know that the school has a Center, and not only a service. They come to it during the ten o'clock recess, lunch breaks, and after school hours according to a set schedule (F. Ibrahim, Personal Communication, 10 December 2003).

### **ii) Creating Awareness among Students and Parents regarding World of Careers and Majors in Lebanon**

The project in the visited schools aimed at creating awareness among students and parents to the importance of their decisions, availability of resources and availability of counseling services. In other words, the project aimed at making students and parents realize the new opportunities, and the available resources on one hand, and their needs on the other.

One might be worried that choosing a major means he/she is essentially choosing a career. This simply isn't so. Students and parents are now aware of the fact

that in certain fields, yes the degree essentially dictates the career. Engineering students, in most cases, aren't going to pursue jobs as psychologists (at least not right out of college). But many students use their majors as stepping-stones into other fields. The Staff of Princeton Review states that "Our world is changing fast; the jobs of today might not be around tomorrow, and the jobs of tomorrow aren't even on our radar yet. And you can't major in a field that hasn't even developed. Does this disqualify you from all the exciting opportunities ahead? Are you obsolete and outdated before you've even begun? Just the opposite. The best college experience prepares you for a changing job market and new opportunities employers seek out students who demonstrate creative thinking, innovation, computer knowledge, motivation, great communication and interpersonal skills, flexibility, and a solid academic background. Having a college degree means you've accomplished something important – you've shown that you know how to think, write, discuss, analyze, solve problems, organize your time, and learn about a field in-depth. These are all the qualities of a good employee" (Guide to College Majors, 2002, p. 14).

A broad-based, liberal arts education will give students the flexibility they need to adapt to the changing job world. To be successful in any field they'll need to stay on top of new developments, be aware of progress, and keep up with changing value systems, ideas, and debates. Graduating from college doesn't mean the learning stops. Actually, that's usually when the real learning begins.

### **iii) Teaching Students and Parents an in - depth Approach in the Decision-Making Process of Choosing a College or University**

In fact, in one of the power point presentations I attended in the St Jean-Okaibe school, the Counselor presented a number of university characteristics on

which a student's decision to join a university should be made. The characteristics included:

- Quality of professors
- Diversity of majors
- Quality of learning centres
- Quality of educational and extra-curricular services
- Quality of campus facilities
- Continuous academic follow up
- Availability of health care and psychological counseling
- Affordability of tuition fees
- Availability of financial aid programs
- Availability of athletic programs and facilities
- Availability of extra-curricular activities
- Campus beauty
- Geographic location
- Availability of transportation means
- Availability of convenient on campus housing
- Existence of multi-national student body
- Overall academic reputation
- International affiliations of the university
- Employability of graduates
- Credibility of university dealings with its students and parents

The presentation that was attended by students and parents raised all kind of questions among the audience. The questions that were raised and the comments that

were made reflected the parents' appreciation to drawing their attention to factors on which their decisions ought to be made.

#### **iv) Engaging Students in an in-depth Approach in the Decision-Making Process of Choosing a Major**

Just as choosing the “right” university is an important decision, so is choosing the “right” major. Through the use of career tests, individual counseling and other related activities, Waznat aims at helping students discover what majors and careers they favour over others.

Prior to establishing the Career Guidance and Academic Orientation service in some of the schools that I visited, students would normally make decisions based on little information and lots of factors of lesser importance. The most serious pitfall in their approach resulted from stereotyping them based on the Baccalaureate section they were in.

Juliana, a 17 year old student in one of those schools said once in an interview with the Counselor - which I attended - that last year she had a sister in the Third Secondary class. One day, said Juliana, the Director of Secondary Cycle in the school spoke in a gathering which was attended by her sister. The Director said that General Science (GS) students were born to be engineers and computer scientists, Life Science (LS) students were born to be doctors and pharmacists, Socio - Economics (SE) students should choose Business or Economics majors, and Humanities (H) students ought to major in Literature or Journalism!

This was a typical approach of a school's administration to decision making in any schools. The students were stereotyped based on their Baccalaureate section. Those administrators did not know that even the American University of Beirut

(AUB) would now allow an SE student to join the Architecture program for example with no need to take any remedial courses upon enrolment had he/she been in the scientific section of the "Première" Class.

The interviews I attended made me realize other things one of which is that the students' approach to decision making was not any better in general. The vast majority of them wanted to major in an academic discipline or join a university just because a friend or a sibling wanted so do the same thing.

A very limited number of students seemed to have cared to gather enough information about major specifications and university characteristics, or to develop sufficient notion about their likes and dislikes and compatibility with a profession's requirements. In brief, the current approach to decision making was at best an amateur one.

### **Planning**

It seems that Waznat is implementing two types of plans in the schools it is working with: direct plans and indirect plans. The following four plans are considered direct plans.

#### **i) Sharing Information with Students and Parents needed for Decision Making**

It seems that for a number of schools there is no better way to share information about professions, academic majors and universities than this. Parents, therefore, will be made aware of what professions fit their children's personalities, knowing that the person's personality is the most important factor in making him/her succeed in one's profession. Moreover, parents will be made aware of what majors a university offers, and what its tuition fees are? Are there any financial aid programs?



How many credits does a major entail? Is it a credit system university or a yearly system one?

Moreover, students are encouraged to keep an inquisitive attitude even after joining college. Here are some practical steps derived from the "Guide to College Majors" (p. 13) that are usually shared with the students:

- Talk to your advisor about possibilities and doubts. That's why your advisor is there.
- Discuss majors with upperclassmen, like your resident advisor. Are they happy with what they're studying? Are they inspired by the work they do? Do they look forward to class? Is the major what they'd thought it'd be? Why or why not? Try to find out what their interests are, and how they channel them through their major.
- Make a list of some careers you might eventually like to pursue. Read about them on PrincetonReview.com. It lists majors that often lead to those careers.
- Don't forget about minors and double majors. Sometimes not choosing is okay too.
- Talk to professionals in fields you find interesting. Ask them exactly what their jobs entail, how the jobs do (or don't) relate to their college majors, and what those college majors were. Learning about the paths others took to get where they are is often valuable and enlightening and even more often surprising.
- Pay attention to your passions. If you love playing video games, that might mean that you'd love making them. Majoring in something that can lead to a career as a software engineer could make sense for you.

Remember, you should take a proactive role in exploring possible majors. Treat your search as another class and devote as much time to this homework as to any other."

## **ii) Providing Balanced and Objective Information about Universities and Majors**

The Waznat program allows for no favoritism in treatment for any university. All are treated equally and equidistantly. No university will be given any better treatment than that given to other universities. Moreover, the program does not promote any academic major at the expense of other majors. Probably, some schools would like to boast about the fact that the majority of their students go to the schools of Medicine, Pharmacy, Dentistry, Engineering, or Architecture, and they consequently would like to promote those majors in the school. However, this program has no space for such a trend.

## **iii) Eliminating Manipulation.**

Students ought to be protected from manipulation. They ought to be told by university representatives the whole truth. "When university representatives speak of semester tuition fees, they have to give the student the figure representing the cost of 15 credits and not 12 credits. Sometimes they tell the students about the tuition of a full-time student per semester, but full-time could mean also 12 credit, so they give our students the lower figure of the bracket of a full-time student's tuition" (Father J. Salloum, personal communication, 25 October 2004).

How then should students decide between universities? They are plainly not all the same. Their brochures and WebPages make all kinds of increasingly boastful claims. Official assessments of research and teaching are of doubtful value.



"Newspapers offer league tables of doubtful validity. There is much folklore and anecdote. Is there any reliable and straightforward way of finding out which universities are the best?" (Bernard, 2003, p. 29)

#### **iv) Helping Students make the Right Decisions**

How should one Choose a College Major? Learning how to make decisions of optimum benefit is a skill that will be helpful for the student for rest of his/her days. The evidence that a student has already begun the steps in effective decision making are: to have identified the challenge, search for the best major for him/her, to have started to gather information, to be aware of his/her options, and to have not panicked and picked the first option that seemed feasible.

Students are encouraged not to fall into the trap of making ineffective decisions through accepting the first idea that presents itself, being easily persuaded by others, having no clear correlation between decision and goals, or relying on faulty information (p. 1-2).

In her book **How to Choose a College Major**, Linda Andrews (1998), expresses her belief that "the student will be using the opposite tactics:

1. investigating several ideas before making a decision
2. being independent in thinking; not easily swayed by others
3. having a clear idea of goals and how decisions affect these
4. checking and rechecking information to be sure it is accurate" (p.14).

The decision is difficult because most students don't have sufficient information to make an appropriate choice. Students lack information in four areas:

1. Personal information about themselves: interests, aptitude, motivation, and values
2. knowledge of what particular majors mean
3. information on how majors interact with careers
4. what skills they will need after graduation

The following three plans are considered indirect plans.

### **(1) Image Building for the School**

According to Roger Haywood, "Though image is an uncomfortable word for most practitioners – with its suggestions of the structured aura- it is widely used and understood. But, as David Bernstein (2003) has sensibly observed, 'A company cannot "create" an image. Only a public can create an image, in that it selects those thoughts and impressions on which any image is based. Possibly the most important principal in effectively projecting the corporate personality is to identify and understand the opinions and views of the key audiences'"(p.296). In this context, schools adopting such a career guidance and academic orientation program are developing the image of a "caring school", "quality school", "client service oriented school" etc...

### **(2) Fostering an Interactive Ambiance among Schools, Students, Parents and Universities**

The program encourages strengthening the bonds and developing a mood of positive and professional cooperation among the four parties concerned: students, parents, school administration and universities. These are the four stake-holders in

this business who have a genuine interest in looking for win-win solutions for the students' problems thus transforming their challenges into opportunities.

### **(3) Making Universities strive harder to attract the Student**

For a long time now, some high-schools have identified with some universities. "The schools belonging to the Ste. Coeurs Congregation have traditionally favored the St. Joseph University (USJ), Evangelical Schools have favored the Lebanese American University (LAU), and schools such as American Community School (ACS) and International College (IC) have favored the American University of Beirut (AUB)", (Father M. Tabet, General Secretary of Catholic Schools in Lebanon, personal communication, 3 February 2004). The program developed by Waznat however does not leave a space for any university to take any feeder-school or category of feeder-schools for granted. "It creates among them a spirit of positive competition that aims at achieving one objective, i.e., serving the students better" (L. Daher, personal communication, 20 December 2004).

### **The Composition of Waznat**

So far, the firm has adopted a simple organizational structure which is perceived as an efficient one by the existing staff. The founder, Mr. Costantine continues to serve as the Sales Manager. In other words, he himself manages the first contact done with the schools and leads the discussions or the negotiations that may lead to adoption of this school or that of the service. In the structure there are two departments, the English education schools department headed by Ms. Pamela Shbat, an MA linguistics student at AUB, and the French education schools department, headed by Mr. Dori Khoury, and ESA MBA graduate with 13 years of experience.

Following two solid years of field experience Mrs.Siham Semaan will be serving as the Quality Assurance Manager for next year. Her role will be limited to making sure that school administrators, students and parents are satisfied with the quality of service that will be offered in classrooms in particular. The two department managers will be in charge of conducting the follow up on the schools in addition to doing some classroom work. Mr.Remy Costantine, an architecture graduate from LAU will be serving as the Exhibition organizer for the academic year 2004-2005. His role will be to make sure that a college fair is organized on each school campus.

### Classroom Instruction

This is the backbone of the career guidance and students' orientation program in schools. Classroom sessions are organized for Grades 10, 11, and 12. The sessions are given for each section of a class separately, usually in a power point format. (See Appendix 3). What does the material include? It basically revolves around four major types of professions; university characteristics, university entrance requirements and university conditions (i.e. Academic, Finance, Administration and Student services).

The six types of professions, artistic, social, investigative, enterprising, conventional and realistic, are normally shared with students in two sessions. (See Appendix 3). This typology of professions is based on Holland's theory in career counseling and which highlights the relationship between vocational personalities and environments, i.e. "people can function and develop best and find job satisfaction in work environments that are compatible with their personalities" (JCTM, 1997, p. 4-4).

In the "University Characteristics" sessions, students are encouraged to inquire about some characteristics of a university before joining it. Some of these characteristics are the following: quality of professors, diversity of majors, quality of learning centers, quality of educational and extra-curricular services, quality of

## WAZNAT'S ACTIVITIES, CHALLENGES AND FUTURE PLANS

### Chapter III

#### Activities

The Career Guidance and Academic Orientation Program of Waznat entails nine activities, four of which are year long activities, while the other five are achieved only once in an academic year. These activities are:

#### Classroom Instruction

This is the backbone of the career guidance and academic orientation program in schools. Classroom sessions are organized for Grades 10, 11, and 12. The sessions are given for each section of a class separately, usually in a power point format. (See Appendix 3). What does the material include? It basically rotates around four topics: Types of Professions, university characteristics, university entrance requirements and university constituents (i.e. Academic, Finance, Administration and Student services)

The six types of professions, artistic, social, investigative, enterprising, conventional and realistic, are normally shared with students in two sessions. (See Appendix 3) This typology of professions is based on Holland's theory in career counseling and which highlights the relationship between vocational personalities and environments, i.e. "people can function and develop best and find job satisfaction in work environments that are compatible with their personalities" (ICDM, 1991, p. 4-4).

In the "University Characteristics" sessions, students are encouraged to inquire about some characteristics of a university before joining it. Some of these characteristics are the following: quality of professors, diversity of majors, quality of learning centres, quality of educational and extra-curricular services, quality of

campus facilities, continuous academic follow-up, availability of health care and psychological counseling, affordability of tuition fees, availability of financial aid programs, availability of athletic program and facilities, availability of extra-curricular activities, campus beauty, geographic location, availability of convenient on campus housing, existence of multi-national student body, overall academic reputation, international affiliations of the university, employability of graduates, and credibility of university dealing with its students and parents.

Students wouldn't normally pay attention to these factors before making a decision to join this university or that. At best, they would take into account three or four of them.

The sessions on the university entrance requirements include information on certain entrance tests required by universities, such as, the SAT I, TOEFL, information on application forms and other related procedures.

Finally, the presentations on the "Constituents of a University" would give the high school student an idea on what to expect in his/her college years. It briefs the students on the college terminology such as: GPA, credit, registrar, drop and add, advising etc..., as well as on the entities of a university i.e. academic affairs, student affairs, administration and finance, and public relations and development (See Appendix 4).

It is worth noting here that career guidance in grade 10 focuses more on the types of professions. In grade 11, on the other hand, the students are exposed in depth to those professions that they've heard of and need to know more about. They also go through the personality test that helps them identify which professions are more suited to their respective personalities. Then again in the 12<sup>th</sup>-grade – where much



less time is invested in career counseling – the students and their Counselor speak about majors and universities abroad and in Lebanon.

### **Counseling Meetings with Students and Parents**

In each school counseling meetings are stretched over the whole academic year. Between the beginning of October and the end of December, priority in granting appointments is given to the grade 12 students and their parents. As of the month of January, both "première" and "Terminale" students are treated equally. The appointment lists, are normally prepared in the Secondary Division and handed to Waznat one day before the meetings are held (See Appendix 5). The list normally includes the time of the meeting (20 minutes), the name of the student, and the Baccalaureate section (be it General Science - GS, Life Sciences - LS, Sociology & Economics - SE, or Humanities and Literature - HL). For instance, on January 12, 2004, Sister Dominique Halabi, President of the Antonine Sisters School– Ghazir, informed the parents of 11<sup>th</sup> and 12<sup>th</sup> graders of the dates during which they can see Waznat representatives (See Appendix 6). The dates were set for the months of January and February.

The purpose of these meetings is to help students and parents choose a profession, an academic major and a university for their children. Students may benefit from more than one interview during the academic year.

"This meeting was an eye opener to us! We never knew nor realized that our son can major in Mathematics, and that in doing so he does not necessarily have to be a Math teacher. But that he can pursue his degree in the States as actuary", said Mr. Jaber, one of five parents of students at the Beirut Baptist School whom I had met directly following a session that they had attended – together with their children –

with a Waznat representative.

"Finally my parents are convinced that I do not have to go to the school of Engineering, even if I have high grades in Math and Physics. It is my dream to become a Certified Public Accountant (CPA)! Now they know that with a degree in Business followed by two more years of study I can become a CPA", said Reem Ghorra.

Whether during the classroom instruction or the career counseling sessions, the Counselor makes use of a Waznat published reference book titled **"Roadmap to Your Future: Choosing a Profession and a College Major."** In fact, this publication was adopted in approximately 27 schools.

All of the publications on academic orientation that are in the market, share with the students information about universities, college programs (Bachelor/Master), academic majors, tuition fees, websites, email addresses of certain offices, etc... This new reference book, however, published by the Eastern Corporation in the summer of 2003, comprises three sections. Section one, titled, **Choosing a College Major**, includes information about 65 academic majors that are popular among Lebanese Students. (Costantine,2003). It highlights majors' specifications, areas of concentration, core courses, special interests and skills needed to make it in a specific major, job outlook and related academic fields. Section two, titled, **Choosing a Profession**, comprises information on 70 different professions. For each profession, it provides information on what professionals in that field do, where will they be employed, what type of training do they require, job outlook and related occupations. Section three, titled, **Glossary**, includes 154 terms that a first time college student should know before joining college. It aims at familiarizing students with the type of terminology they will be facing and using in their college years.

In brief, the book is unique in the sense that there is no similar publication to it in the market neither in Lebanon nor in the Middle East. It attracted the attention of the media institutions, one of which is An-Nahar newspaper (See Appendix 7).

Comments received from teachers and students were along the following lines:

- It was quite informative, giving – students and parents – a broad idea about possibilities;
- It provided access to enormous up-to-date relevant information on available majors in Lebanese universities and colleges; information that would have been quite time-consuming and frustrating to reach individually by students as well as teachers;
- Enabled open discussions between children and parent;

### **Presentations**

Parents of students are heavily involved in the orientation and counseling process as of the beginning of Grade 11. Parents get involved in the major activities, such as, their participation in the general sessions when the program is launched. For instance, on January 9, 2004, a general session was held at the Beirut Baptist School (BBS) where 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders, and their parents, attended a launching session of the program (See Appendix 8). The Founder of Waznat gave a couple of presentations, one on the categories of professions, and another on university characteristics (See Appendix 9).

### **College Fairs in Schools**

**Role of Marketing among Universities.** In the past, academic orientation services at the school were limited to giving a number of university representatives

the chance to speak to secondary students on what universities offer in terms of majors and other services, tuition fees and other admissions related topics. "This was closer to marketing the universities than to providing our students with career guidance and academic orientation services" says Mr. Bernard Merheb, the University Liaison Officer at the St. Joseph school – Cornet Chehwan (personal communication, 20 January 2004).

The marketing efforts made by non-profit organizations should not be perceived as an anathema. The attention finally being devoted to nonprofit marketing is overdue. According to William Stanton (1994) "these organizations handle billions of dollars and affect millions of people. Often the operation of these organizations is inefficient. Empty beds in hospitals and empty classrooms constitute a waste of resources we can ill afford. Frequently a large part of the money collected by the fees of a not-for-profit organization cover its administrative expenses, rather than to serve the intended markets. Thus, donor gifts are wasted and clients are not served efficiently. When nonprofit organizations fail to do an effective marketing job, there are additional social and economic costs" (p. 539).

It was capturing for me to hear Mrs. Maguy Yammine, a Biology teacher at the SJS – Cornet Chehwan, say in one general assembly for parents and students that had she known in high school what teaching required and what a teacher is expected to do, she would have had second thoughts about becoming a Biology school teacher. "Fifteen years ago I had high grades in Biology, and when a university representative came to my school in Bikfaya I asked him for his advice as to what major I should pursue, adding that I love Biology yet I cannot see blood and do not want to become a nurse or a doctor! His response was 'study biology and become a teacher' and that is exactly what I did."

She said that in her high school days, the only type of information the students were exposed to would fall into the category of marketing institutions of Higher Learning (General Assembly, 2003).

Waznat, on the other hand, is playing a contradictory role to that of the self-interest based marketing role initiated by a number of local universities in Lebanon, and instead, is offering a more realistic and comprehensive career and major outlook to the young students.

### **Organizing a “College Fair” on School Campus.**

In the first half of the 1990s, the tradition of visits made by university representatives to school campuses started. At the time only four universities would have an annual plan to visit the schools, meet with the students of Second and Third Secondary classes, and talk to them about the university's programs, available majors, tuition fees, financial aid programs, etc... However, there is progress today as was noted by Mr. Mounther Antoun, Principal of the National Evangelical School in Nabatieh "at the time only AUB, NDU (See Appendix 10), LAU and USJ would call us to arrange for appointments, but now things are totally different. Now more than fifteen university representatives call" (personal communication, 17 November 2003).

Still, according to Dr. Fadi Ibrahim, Director of Career Guidance Center at the St. Coeurs – Ain Najm School, "With the growing number of universities in Lebanon, and the tight schedule of Terminal class, schools found out that it is much more convenient and practical for them to organize one big orientation activity on campus than receiving individual visits from university representatives" (Personal communication, 10 December 2003).



Some Schools would conduct a survey among their students to find out what universities they are interested in, and accordingly invite those universities to the College Fair. Other schools would invite the top eight universities and two to four top university institutes. In both cases, parents are invited to attend those fairs (See Appendix 11), where university representatives are given the chance to give a one time 15-minute presentation. The rest of the time would be given to answer to individual questions coming from the participants, and to distribute to them the promotional material of the university. However, students like Rima Marcin a 12-grade student at BBS note that “those representatives are coming to us with the interest of promoting their respective universities or colleges as the best in Lebanon rather than having our interests in mind.”

### **Career Fairs in Schools**

Of all the schools that Waznat works with, only two choose to organize a Career Fair on Campus. What does this activity include? It is an activity where only professionals from different careers such as engineers, lawyers, teachers, doctors, bankers, actors etc.... participate.

The two schools are St. Joseph – Cornet Chehwan School which organized the activity last academic year in June, and the Antonines Sisters School in Nabatieh which will organize it this year on Thursday, April 22<sup>nd</sup>. The activity is normally organized in collaboration with the Parents’ Association and the Alumni Association. Professionals from these associations are contacted and asked to participate in the Fair and thus talk to high school students about the specifications of their professions and summary of their work experience. Yet, as cautioned by Father Simon Faddoul, former Rector at St. Joseph School “the only pitfall of the exhibition was that some



professionals discouraged students from going into this profession or that based on personal experience and the stagnant economic situation in Lebanon. I believe that participants in the Fair ought to receive some training – so to speak- before the exhibition is held in order to approach the whole thing in a positive and realistic spirit" (Personal communication, 29 January 2004).

### **Field Experience**

The Rotary Club – Baabda and the Zahrit-El-Ihsan school are leading a pioneering experience this year. Through the connections of the Rotary Club, the students of the "Terminale" class at the Zahrit-El-Ihsan school will spend a whole day at a number of institutions based on their interests in order to familiarize themselves with the type of work that certain jobs entail. Ms. Dani Nassar, the Director of the Secondary Division at the school said that "in one of the factories in Halat, students interested in Engineering majors, Human Resources, advertising, and marketing will go" (Personal communication, 12 January 2004).

I learned that all those interested in Medicine, Pharmacy, Nursing and Biomedical Engineering will spend the day at Rizk Hospital in Achrafieh. During the day, the students will tour the institution, interview persons holding certain positions thus inquiring from them about what they do, the type of training they receive, the type of skills their jobs require and what does their career path look like. "It is too early to judge the added value of this activity. The jury is still out. I personally am waiting to get the feedback, evaluate it, and later decide whether we can do something like this in other schools too" said the School's career guidance and academic orientation Counselor (Personal communication, 18 October 2003).

Field visits leave remarkable impressions! John Zighbi, a 12-grade student at St. Joseph, and a pre-med applicant said that he cannot wait to see the operating room in the hospital, "I want to imagine what I will be doing in the future!"

### **Visiting the Most Comprehensive College Fair**

A number of college fairs are organized every year in Lebanon. The most comprehensive one however is the one organized by Hariri Foundation in downtown Beirut, namely at BIEL exhibition center. The Foundation invites the schools to attend (See Appendix 12). One of the other exhibitions to which schools are invited is the one organized by The Middle East Education Market, Academia 2004 (See Appendix 13).

While Universities operating in Lebanon have their own booths, some industries such as the banking industry also have their own booths in addition to a "stand" representing the Military Academy of the Lebanese Army. Public and Private Schools from all over Lebanon are invited to participate through sending their students to the exhibition. The organizers estimated the number of visitors of the last exhibition which was held during the first week of December, 2003 at the 10,000 level. A principal of an official school who did not want his name to be disclosed in this paper noted that it was unfair to ask students of official schools to visit the exhibition when the organizers wouldn't allow university institutes to participate. He said that his students, and by no means, can afford the tuition fees of AUB, LAU, NDU or UOB. He added that tuition fees of institutions such as AUT, AUST and C&E are more compatible with the financial abilities of the students.

In the schools where Waznat is responsible for the orientation services, visiting the fair is optional for students and it is usually done after school hours. The

school would provide students with transportation means that would take them from the school to the BIEL Exhibition Center and vice versa. The percentage of students who chose to visit the fair in those schools did not exceed the 40% level among the "Terminale" class students. One of the BBS students mentioned after visiting the exhibition "there is much rich material to grasp in one visit! We need to spend quality time to benefit rather than merely acquiring a generic quick overview."

### **Career Tests**

"Psychologists will probably argue for as long as people tread the earth as to whether our personality is 'caught' or 'taught' – whether we inherit it from our parents, or it develops as a result of our interaction with our environment. Whichever way we get it, we all have one!"

One of the international tests that relate personality traits to professions is the SDS, which is developed by the Psychological Assessment Resources, Inc., and is printed in the USA. Waznat uses SDS mainly with two categories of students. First, those students who are achieving high on most of the subjects, i.e. Science, Maths, Literature, and Arts, and at the same time have a multi-talent, multi-skill character. Second, those students who are de-motivated many a time, under-achievers, with no obvious talents or skills. Most of the time, those students wouldn't have any idea about what to be in the future, or what major to join upon graduating from high-school.

In a recent visit to grade 11 in one of the schools, 40% of the students mentioned that they will enrol in any university that will provide a scholarship in any major. Their decision is more scholarship-driven than career-driven.

The test is normally given in the lunch break for it takes around 30 minutes to complete and the results of the test are shared with the students and his/her parents in one of the meetings that are held in the presence of parents. The results of the test are matched to a guide developed by the same Firm that developed the test itself. The Guide's title is **Instructions for Using the Occupations Finder**.

For students in French education schools, Waznat has translated the test into French (See Appendix 14). In the past, students in French education schools would take the test in English, but as of January of this year, those students started taking the test in French.

### Visiting College Campuses

AUB, LAU, NDU, UOB, USEK and USJ are the universities that sent out individual invitations this academic year for high-school students to visit their campuses. Sister Raymonde Karim, Director of Secondary Division at the Antonines Sister School in Nabatieh said that "the problem with those visits is that they are normally scheduled during school hours which makes it very difficult for us to respond positively to them" (Personal communication, 20 October 2003).

The J.M. school in Rabieh drafted a letter to the Lebanese American University – Byblos Campus, encouraging them to schedule a few sessions after school hours (See Appendix 15). LAU had scheduled two sessions a day for a couple of weeks, one at 9:00 a.m., and another at 11:30 a.m. Regardless of what session to be chosen by the school, the students will have to miss five classes / sessions. Sister Suhaila Naddaf, principal of St. Coeurs-Batroun school said "if we want to respond positively to three universities only, our students will miss nothing less than 15

sessions which is too much to spend for visiting university campuses" (Personal communication, 1 February 2004).

Two universities at least, USEK and AUB took into account the schools' recommendations. "Last year USEK organized its Open Doors activity on its campus on a Saturday, and this year, AUB had during its Open Doors week, a daily session that would start at 3:30p.m.", said Dr. Steven White principal of Evangelical School in Loueizch (Personal communication, 24 November 2003).

### **Challenges**

#### **Indicators of Success**

This year, there was no major problem of competition facing Waznat. A major challenge, however, was to specify the indicators of success. How can the institute make sure that Waznat succeeded in the operation? What are the indicators of success? How can they measure them in the short term and the long term? This was the major challenge facing the firm.

#### **Short-term indicators.**

The short term indicators could be summarized in the Survey on Academic Choices Questionnaire (See Appendix 16) which comprises a questionnaire that was distributed to students last April in the academic year in which the administration solicited their input. The survey was conducted in thirteen schools and conveyed to the administration whether students were satisfied with the career guidance and academic orientation efforts conducted by the school or not.

- The sample included 100 Grade 11 students and 100 Grade 12 students from 13 different high schools. The survey reflected the following:

- Students seemed to have developed the best knowledge possible about two universities i.e. AUB and USJ. This actually came as a result of personal efforts invested by the students.
- The two most important sources of information for students were friends and university website.
- The three most important factors that would make students apply to this university or that were, in descending order, affordability of tuition fees, overall academic reputation, and availability of academic majors.
- The opinion that would leave the most effect on students was the opinion of their friends.
- In naming four universities that they might join, students mentioned in descending order the following: AUB, USJ, Lebanese University (LU), and NDU.

In June of the same year, a follow-up informal survey has been conducted on 50 grade 12 students from different schools with the objective of gathering their input in relation to the impact of Waznat's services in influencing their university education and career decision-making process.

25% said that Waznat confirmed their choice, and the one-on-one meetings with their parents and Waznat representative was quite helpful in convincing their parents technically that their choices were wise ones and compatible with the market's needs.

50% said that Waznat expanded their horizon and revealed to them possible available avenues that they had not thought of or considered earlier.

10% expressed their dissatisfaction with information about universities and opportunities abroad.



15% noted that the process was a waste of time and that it is the student's responsibility to search for such information while time at school should be focused on studies.

This approach is consistent with what Brian Tracy (2002) wrote in his **Create Your Own Future**: "Since there is a high probability that you are going to be changing jobs in the future anyway, you should start right now to define and describe your ideal job or position. You should think through and determine for yourself what you really love to do. You can then develop a plan to become excellent at doing what you most enjoy so that you can be paid at the very highest levels of your profession. If you don't do this for yourself, no one else is going to do it for you" (p. 93).

### **Networking with Others – Sharing Experiences**

Another challenge that faces Waznat is its ability, in the coming period, to keep a balance between maintaining its competitive edge in the market in the field of career counseling on the one hand, and being able to network with other stakeholders including those soon-to-be founded organizations that will have the same objectives as Waznat. For if career guidance is to be perceived as a matter of public policy in Lebanon then such a goal will necessitate synergies amongst entities that share the same vision.

## **FUTURE PLANS**

School principals, students and parents who have undergone the career counseling process with Waznat have come to appreciate the importance of this service. And this is an important achievement by itself. Waznat, too, is building its

experience in the field and is in a better position today to respond to the queries of students and parents.

The future trends of Waznat are not clear yet. Two projects are on the mind of the founder which he reflected upon during our many chatting encounters. First, to establish a career counseling for those Lebanese and Arab high school students who would want to come and continue their higher education in Lebanon, and second, to establish a career guidance center in a number of schools in the Arab countries namely the in the United Arab Emirates (Costantine, personal communication, October 2003).

In the meantime, Waznat is developing further its knowledge of European and American Universities – their majors, accreditation levels ... so that they can make this information available locally.

In a paper entitled *Career Guidance Policies in 26 Countries: Contrasts and Common Themes*, Waznat and Sullivan (2003) conclude that there are ten features of lifelong guidance systems that include "Transparency and lack of access over the lifespan ... attention to key transition points over the lifespan ... flexibility and innovation in service delivery to reflect the differing needs and circumstances of diverse client groups ... provision to stimulate individuals to engage in regular review and planning ... access to individual guidance by appropriately qualified practitioners ... programs for all young people to develop their career-management skills ... opportunities to investigate and experience learning and work options before choosing them; access to service delivery that is independent of the interests of particular institutions or enterprises; access to comprehensive and integrated educational, occupational and labor market information; and active involvement of relevant stakeholders" (p. 10-11).

## CONCLUSIONS AND RECOMMENDATIONS

### Chapter IV

Professor Anthony Watts in his document *Lifelong Learning and Career Development* (2003) notes that “life long learning stems largely from the notion that in the global knowledge economy, the economic competitiveness of countries is significantly dependent on the skills and knowledge of their citizens, and that the pace of economic and technological change requires such skills and knowledge to be developed on a lifelong basis” (p.1).

In reality, while Waznat is focused on career guidance for the improvement of the individual, OECD reviews highlight that the benefit will eventually be for the whole society (2004, p.2).

In a paper entitled *Career Guidance Policies in 36 Countries: Contrasts and Common Themes*, Watts and Sultana (2003) conclude that there are ten features of lifelong guidance systems that include “Transparency and each of access over the lifespan ... attention to key transition points over the lifespan ... flexibility and innovation in service delivery to reflect the differing needs and circumstances of diverse client groups ... processes to stimulate individuals to engage in regular review and planning ... access to individual guidance by appropriately qualified practitioners ... programs for all young people to develop their career-management skills ... opportunities to investigate and experience learning and work options before choosing them; access to service delivery that is independent of the interests of particular institutions or enterprises; access to comprehensive and integrated educational, occupational and labor market information; and active involvement of relevant stakeholders” (p. 10-11).

Noting the importance of the work at hand, and the medium and long-term anticipated rewards, it is recommended that Waznat takes the following steps into consideration:

### **Evaluation**

Develop long-term indicators to evaluate the process as well as achievements versus goals! Those could be secured through conducting surveys for three consecutive years with the students who were exposed to the career guidance efforts in their secondary classes and who are now students in the different universities. The questionnaires should target the same student sample for three consecutive academic years to find out whether they have changed their opinions after spending a number of semesters in the university.

Another survey will be conducted with the same sample of students after graduation, i.e. as of the day of their employability. The questionnaires should target the same student sample for three consecutive years to find out whether they've changed their opinions after spending a number of years on the job market. Those surveys will rotate around one major idea i.e. to know whether the career guidance and academic orientation they were exposed to at their schools helped them select the right profession or not.

Indeed, monitoring the process, and progress, is an essential part of the development of career counseling and guidance. The resultant learning outcome or social and economic impact may be an incentive that leads to the involvement of other stakeholders.

## **Advocacy**

Taking heed from the journey of other countries – particularly those covered by the OECD reviews (Watts & Sultana, 2003) – career guidance needs to become a matter of public policy in Lebanon in relation to learning, the labor market, and social equity. However, at this stage and since Waznat is pursuing a vision that addresses a portion of the whole, it needs to create awareness amongst the various stakeholders (educational institutions, governments, businesses and industries, unions ...) as to the volume of the need and the overall benefit to them once they partake in the process.

This is no doubt a lengthy exercise especially since far more developed countries are only recently starting to work on unified national strategies. However, Waznat needs to appreciate that the involvement of others will improve the process, expand opportunities, and in the long run affect the country's economy.

This is a process that requires awareness at various levels and which Waznat alone cannot influence! What Waznat can do, however, is involve its current school/university partners as well as children, parents and employment agencies who have already seen the difference, to advocate for through their own channels and networks.

The media can be an influential awareness creating medium in the process. Another influential potential partner maybe the international non-governmental organizations (NGOs) that are focused on improving the economic status and opportunities of marginalized and disadvantaged people. Other NGOs that focus on school scholarship support may be influential with schools particularly in relation to the recruitment of qualified counselors who are fully focused on career guidance rather than being generalists focusing as well on personal and behavioral issues

(2003). Such NGOs are able to exercise influence through international channels on the Lebanese government to assume its responsibility in the process.

### **Expansion of Scope**

Waznat's goals are currently focused on career guidance at the school level. It is recommended that Waznat seeks to develop a spirit of life-long learning amongst its constituents noting the relationship between Lifelong Learning and Career Development as highlighted by Professor Anthony Watts (2003) in his paper that is entitled as such. Here again, this higher level of focus necessitates creating a sense of urgency amongst the various stakeholders and their coming together in the development of a national strategy that includes supporting career guidance with public policy.

Such an expansion could include adult education as well as other segments of society including school drop-outs, marginalized communities that are having difficulty entering the job market ...

Waznat may partner with NGOs working with school drop-outs to create awareness as to the opportunities available for them either through acquiring certain vocational skills demanded by the market, or through motivating them to pursue their academic education.

### **Establishing Links between Schools and Employment Sectors**

Encourage schools to establish links with certain business/ industry sectors in their vicinity to open up opportunities for on-the-job orientation for their students on certain possible fields that are of interest to them. Certain refugee communities' vocational training schools in Lebanon already implement a similar program –



rendering the training of their students in the business/industry fields – as part of their career orientation process.

### **Conclusion**

Watt and Sultana (2003) note the “importance of viewing career guidance services in each country as a coherent system ... in more proactive terms” in addition to highlighting the “primacy of the individual’s interests”.

Countries that are not as developed yet as the OECD countries will no doubt be keen to learn from Lebanon’s experience in the Career Guidance field.

In looking at the nine activities that Waznat’s Career Guidance and Academic Orientation Program focuses on, and comparing those with what is currently being implemented in such developed countries as Norway, we conclude the following:

#### **Focus on Universities vs. Universities and Vocational Schools**

In Norway, and according to OECD Review of Career Guidance Policies in the country (2002), all young people between 16 and 19 years of age have a “statutory right to three years’ upper secondary education leading either to higher education or vocational qualifications ... To encourage parity of esteem between the general and vocational routes, care has been taken to maintain elements of general education in the vocational routes and to make it possible for those opting for these routes to acquire the additional qualifications required for entry to higher education.”

Apparently vocational training is more highly perceived in Norway than in Lebanon and this too is reflected in Waznat’s focus in its career guidance on professions that necessitate a university education.

### **Delivery time-frame of Career Guidance**

Classroom instruction on career guidance is provided by Waznat for Grades 10, 11, and 12. However, the risk is that some children may drop out before they reach grade 10. In Norway, on the other hand, and while the schools provide educational and vocational guidance integrated within the curriculum of primary and lower secondary schools, effective career guidance “amounts to 6 hours in grade 8, 8 in grade 9, and 10 in grade 10, largely concentrated in social sciences” (p. 6). Yet despite this, there is serious concern in Norway with regards to the students’ minimal exposure to career guidance opportunities, and calling instead for a more developmental approach that provides students with access to an one-on-one support as needed.

### **Documentation of Process and Lessons Learned**

#### **Diverse Delivery Program**

Waznat is to be commended for its nine-activity program at a time when in other more developed countries the provision of such services is covered by a network of providers rather than coordinated almost single-handedly by one entity. However, with the increasing interest in career guidance in Lebanon, and as more stakeholders assume their role in the process, there is room for improvement and the provision of more thorough and focused support.

### **Services of Career Counselors**

One of Waznat’s goals is the establishment of Career Guidance Center in Schools – which is an essential step. Yet, Waznat is cautioned from the start to learn from the experience of those OECD countries which according to Watts and Sultana are challenged with the risk of having “Career education and guidance in schools

being marginalized within a broad concept of guidance. Many countries have guidance counselors with a holistic role covering personal and social as well as educational and vocational guidance. In such schools, there is consistent evidence that career tends to be marginalized, in two respects: the pressing nature of the personal and behavioral problems of a minority of pupils mean that guidance counselors spend much of their time on these problems, at the expenses of the help needed by all pupils in relation to their educational and vocational choices” (2003, p.5).

Hence, Waznat would do well to take this note into consideration to maximize the benefit through fulfilling the goal of this activity.

### **Documentation of Process and Lessons Learned**

A scientific and objective approach necessitates the documentation of its phases since the very initial stage. The documentation – which includes an on-going monitoring and evaluation process – enables programmatic adjustments when needed, and the celebration of successes and lessons learnt.

Moreover, in maintaining such records, Waznat is in reality putting together a living document that can be of benefit to countries that are not yet as developed as the OECD countries – whose reviews have been considered excessively in this paper.

### **Addressing Cultural and Societal Patterns**

The survey done by Waznat in relation to decision-makers in the lives of Lebanese students revealed that around 78.5% of them are highly influenced by their parents’ opinions. This result which is probably particular of a non-Western culture led Waznat to involve the parents in the career guidance orientation process. This

strategic step is essential both on the individual and the societal level in creating awareness as to the specific gifts and capacities of people – and hence is perceived as a major preventive step in reducing university drop-outs and future job dissatisfaction.

In summary, on the students' level, they now know the difference between liberal arts colleges and research universities. They know the benefits and drawbacks of advanced study. They've got an idea of how academic advising works, and whether a pre-professional degree is worth it. They even know a few tricks for finding the major that just might turn out to be theirs. What don't they have? A major.

No one can tell the students what to do. According to Stephen Coomber (2002) "College is the first point in your life where you're free to really make decisions on your own, where you're free to explore the world and find your place in it. Choosing a major is just one of the many important decisions to come. There'll be options; there'll be choices. Sometimes you'll think there are too many. But it's up to you to sift through the information, figure out what to listen to and what to ignore, and decide what's right for you" (p.27).

We all want to have the best, and we hope that students are considering schools that offer the best of everything. It's not always easy, however, to discern what the "best" really is, since "best" means different things to different people. When choosing a college, one primarily wants to consider what each school emphasizes for its students. Is it financial success? Ethical living? Religious values? Different colleges may emphasize different aspects of the undergraduate experience, leading and shaping their students in different ways. The ethical and philosophical missions of a school will affect how it views itself and how it is viewed by others.

One shouldn't choose a college based on the perceived prestige of a particular academic program, especially if one hasn't visited it. If a student is in high school and is pretty sure he wants to major in English, well he/she might major in English just as he planned, but there's a good chance he'll change his mind by the time major-declaring time rolls round. It doesn't mean he's immature. It means he's human. "College is going to change you in many ways and open your eyes to new and exciting possibilities. Committing to a program based solely on the prestige of that program before you even know what else is out there would limit you in many ways" (Mitchell & Crumboltz, 1996).

One more thing about prestige is that it doesn't always translate into student success, either within the classroom or after graduation. There are many, many more students who graduate from "non-prestigious" schools and become just as successful. A high school student should not let a name or a ranking make the decision for him. Famous professors, cutting-edge research, and a stellar reputation do make for an enticing package in an academic program.

In brief, choosing a profession, an academic major, and a university is not an easy task. Moreover, the repercussions of those three decisions are carried throughout one's life. Schools that have realized the importance of those choices, and care to be "caring schools" are making efforts in that direction. Schools that still fall behind ought to wake up, feel the responsibility they have towards their students even after graduation, and take a step forward!

### Future Studies

With the increased awareness in Lebanon with regards to the importance of career guidance, it would be interesting – and educational too – to observe how the concepts of career guidance, lifelong learning, will find their way to public policy. Also, how the various stakeholders will eventually perceive that the resultant benefit is for the public good, and how from there they own up to their respective responsibilities and roles. And here, and bearing in mind the current struggles of the Lebanese government, it would be equally interesting to see who will take the lead in the formation of a related national strategy.



## V. References

- Andrews, Linda Landis. How to Choose a College Major. Chicago, Ill.: NTC/Contemporary Pub. Group., 1998. 1-2
- Andrews, Linda Landis. How to Choose a College Major. Chicago, Ill.: NTC/Contemporary Pub. Group., 1998. 14
- Antoun, Mounther. Personal interview. 17 November 2003
- Bernard, G. W. Studying at University: How to Adapt Successfully to College Life. New York, N.Y.: Routledge, 2003. 29
- Bernard, G. W. Studying at University: How to Adapt Successfully to College Life. New York, N.Y.: Routledge, 2003. 55
- Coomber, Stephen, et al. The Career Adventurer's Fieldbook. Oxford, U.K.: capstone, 2002. 245
- Costantine, Samir. A Road Map to your Future: Choosing a Profession and a College Major. [s.l.]: Eastern Co., [s.d.]
- Costantine, Samir. Personal interview. 18 October 2003.
- Daccash, Father Robert. Personal interview. 20 November 2003.
- Daher, Louis. Personal interview. 20 December 2004.
- Faddoul, Father Simon. Personal interview. 29 January 2004.
- Ghanem, Miled. Personal interview. 25 January 2004.

Grubb, Norton W. (2002). An Occupation in Harmony: The Roles of Markets and Governments in Career Information and Career Guidance. Paper prepared for the European Commission, Directorate General for Education and Culture.

Grubb, Norton W. (2002). Who Am I: The Inadequacy of Career Information in the Information Age. OECD.

The Staff of the Princeton Review. Guide to College Majors: Everything you

Haywood, Roger. All About Public Relations: How to build Business Success on Good Communications. 2<sup>nd</sup> ed. London: McGraw-Hill Book Co., 1991. 296

Hornby, Malcolm. 3 Easy Steps to the Job you Want. London: Pearson Education, 2000. 30

2002. 14

Ibrahim, Fadi. Personal interview. 10 December 2003.

Tracy, Bob. Crack Your Own Future: How to Master the 12 Critical Factors of

Karim, Sister Raymonde. Personal interview. 20 October 2003.

Marianni, M. (1995). Computers and Career Guidance: Ride the Rising Ride. Occupational Outlook Quarterly, 39, 16-27.

Merheb, Bernard. Personal interview, 20 January 2004.

Mitchell, L.K., & Krumboltz, J.D. (1996). Krumboltz's learning theory of career choice and counseling.

International Perspectives. Annual Conference of the Institute of Guidance and

Naddaf, Sister Suhaila. Personal interview. 1 February 2004.

Nassar, Dani. Telephone interview. 12 January 2004.

Organization for Economic Co-operation and Development (2002). Career Guidance Policy Review: Country Note on Norway. Paris: OECD

Salloum, Father Joseph. Telephone interview. 25 October 2004.

Stanton, William J., et al. Fundamentals of Marketing. 10<sup>th</sup> ed. McGraw-Hill Series in Marketing. New York, N. Y.: McGraw-Hill, 1994. 539

Tabet, Father Marwan. Personal interview 3 February 2004.

The Staff of the Princeton Review. Guide to College Majors: Everything you Need to Know to Choose the Right Major. New York, N.Y.: Random House, 2002. 13

The Staff of the Princeton Review. Guide to College Majors: Everything you Need to Know to Choose the Right Major. New York, N.Y.: Random House, 2002. 14

Tracy, Brian. Create Your Own Future: How to Master the 12 Critical Factors of Unlimited Success. Hoboken, N.J.: Wiley, 2002. 93

Watts & Sultana (2003). Career Guidance Policies in 36 Countries: Contrasts and Common Themes. Toronto, Canada: OECD and the Canadian Government.

Watts, A.G. (2003). Lifelong Learning and Career Development. Lifelong Learning Conference. Jamaica. November 16<sup>th</sup>, 2004.

Watts, A.G. (2004). Bridging Policy and Practice in Career Guidance: An International Perspective. Annual Conference of the Institute of Guidance and Counselors. Denegal, Ireland. November 16, 2004.

White, Steven. Personal interview. 25 November 2003.

Zunker, Vernon G. Career Counseling: Applied Concepts of Life Planning. California, USA: Brooks/Cole. 2002.

## VI. Appendices

Appendix 13: Letter from JM school to Admissions office of LAU

Appendix 1: جدول تحديد مسالك البكالوريا الفنية

Appendix 2: Dates Des Tests Et Examens D'entrée 2003-2004

Appendix 3: Power point presentation on "Types of Professions"

Appendix 4: Power point presentation on "The Constituents of Universities"

Appendix 5: List of appointments for personal counseling

Appendix 6: Letter from President of the Antonines Sister School–Ghazir to parents

Appendix 7: Clipping from An-Nahar newspaper on 9-9-2003

Appendix 8: Letter from the BBS principal to parents of secondary students

Letter from the Rector of the St. George-Zalka School to parents

Appendix 9: Power point presentation on “University Characteristics”

Appendix 10: Letter from the Admissions office at NDU to schools

Appendix 11: Letter from the Director of secondary division to Admissions offices in universities

Appendix 12: Letter from Hariri Foundation to schools

Appendix 13: Letter from the Middle East Education Market to schools

Appendix 14: French copy of the test

Appendix 15: Letter from JM school to Admissions office of LAU

Appendix 16: Survey on academic choices

Appendix 1





الاختصاصات في التعليم العالي	الاختصاص المفروض لشهادة البكالوريا الفنية
<ul style="list-style-type: none"> <li>- الهندسة المعمارية</li> <li>- الهندسة المدنية</li> <li>- هندسة المساحة</li> <li>- هندسة التجميل الداخلي</li> <li>- الفن الزخرفي</li> <li>- الفنون الغرافيكية (Graphic Design)</li> </ul>	<ul style="list-style-type: none"> <li>- البناء والأشغال العامة</li> <li>- الرسم المعماري</li> <li>- المساحة</li> </ul>
<ul style="list-style-type: none"> <li>- الهندسة المعمارية</li> <li>- هندسة التجميل الداخلي</li> <li>- الفن الزخرفي</li> <li>- تصميم الاعلان</li> <li>- الفنون الغرافيكية (Graphic Design)</li> <li>- رسم و تصوير</li> </ul>	<ul style="list-style-type: none"> <li>- الرسم المعماري</li> <li>- التجميل الداخلي</li> <li>- فنون الاعلان</li> </ul>
<ul style="list-style-type: none"> <li>- الاعلانات والعلاقات العامة</li> <li>- التوثيق</li> <li>- الصحافة ووكالات الانباء</li> <li>- الاذاعة والتلفزيون</li> <li>- تصميم الاعلان</li> </ul>	<ul style="list-style-type: none"> <li>- التوثيق</li> <li>- فنون الاعلان</li> </ul>
<ul style="list-style-type: none"> <li>- ادارة الاعمال (بجميع فروعها)</li> <li>- العلوم الاقتصادية</li> <li>- الادارة الاقتصادية</li> <li>- الادارة والتسويق</li> <li>- المحاسبة والتمويل</li> <li>- الادارة الفندقية</li> <li>- السياحة</li> <li>- علوم مصرفية</li> <li>- المعلوماتية الادارية</li> </ul>	<ul style="list-style-type: none"> <li>- برمجة الحاسبات الالكترونية</li> <li>- العلوم التجارية</li> <li>- امانة السر</li> <li>- المحاسبة والمعلوماتية</li> <li>- البيع والعلاقات التجارية</li> <li>- امانة السر الادارية</li> <li>- الفنون الفندقية</li> </ul>
<ul style="list-style-type: none"> <li>- الكيمياء الصناعية</li> <li>- الكيمياء</li> <li>- البتروكيمياء</li> <li>- العلوم الصيدلانية</li> </ul>	<ul style="list-style-type: none"> <li>- الكيمياء الصناعية</li> </ul>
<ul style="list-style-type: none"> <li>- علم اللاهوت</li> <li>- دراسات اسلامية</li> </ul>	<ul style="list-style-type: none"> <li>- كافة الاختصاصات</li> </ul>

الاختصاصات المفروض لشهادة البكالوريا الفنية	الاختصاصات في التعليم العالي
<ul style="list-style-type: none"> <li>- العناية التمريضية</li> <li>- مساعدة طبية للإنسان</li> <li>- مراقب صحي</li> <li>- فنون التجميل</li> <li>- التربية الحضانية</li> <li>- مرشد اجتماعي</li> <li>- موسيقي</li> </ul>	<ul style="list-style-type: none"> <li>- العلوم المخبرية</li> <li>- العلوم التمريضية</li> <li>- الاشراف الصحي الاجتماعي</li> <li>- العلاج الفيزيائي</li> <li>- القبالة</li> <li>- تقويم النطق</li> <li>- تأهيل المعوقين</li> <li>- العلوم الصيدلانية</li> <li>- التربية</li> <li>- علم النفس</li> <li>- علم الاجتماع</li> <li>- التنشيط الاجتماعي</li> <li>- الموسيقى</li> </ul>
<ul style="list-style-type: none"> <li>- الميكانيك الصناعي-الميكانيك العام</li> <li>- ميكانيك السيارات</li> <li>- ميكانيك الطائرات</li> <li>- الميكانيك البحري</li> <li>- تكييف الهواء / التدفئة والتبريد</li> <li>- الانشاءات المعدنية</li> <li>- التمديدات الصحية</li> <li>- الكيمياء الصناعية</li> </ul>	<ul style="list-style-type: none"> <li>- هندسة الميكانيك</li> <li>- معلوماتية ادارية</li> <li>- معلوماتية صناعية</li> <li>- معلوماتية</li> </ul>
<ul style="list-style-type: none"> <li>- الكهرباء</li> <li>- الالكترونيات</li> </ul>	<ul style="list-style-type: none"> <li>- الكهرباء والالكترونيات</li> <li>- الاتصالات السلكية واللاسلكية</li> <li>- هندسة المعلوماتية</li> <li>- أنظمة</li> <li>- شبكات</li> <li>- تقنيات الآلات الطبية</li> <li>- معلوماتية ادارية</li> <li>- معلوماتية صناعية</li> <li>- معلوماتية</li> </ul>

# Appendix 2

DATES DES TESTS ET EXAMENS D'ENTRÉE 2003-2004						
UNIVERSITÉ	Test de Langue		Examen d'Entrée			Date d'inscrip. à l'année univ.
	Date d'Inscrip.	Date du Test	Note de réussite	Date d'Inscription	Date de l'examen	
Université Libanaise (UL)				Concours pour Facultés des Beaux-Arts, d'Info. & Doc. De Génie, D'Agronomie, de Pédagogie, des Sc. Appliquées, de Sciences Economiques & Gestion des affaires, de Santé Publique <b>Inscript:</b> Juin. - Juillet / <b>Exam.:</b> Juillet		Concours
				<b>Médecine, dentaire:</b> 12/20 1ère An. bio + concours <b>Pharmacie:</b> 10/20 1ère Année de bio + concours		Concours en fin d'année
				<b>Examen d'Entrée</b> pour Faculté de Gestion Hôtelière, & de Tourisme & Fac. de Lettres <b>Inscript:</b> Septembre / <b>Exam:</b> Fin Sept.		10./20
				<b>Pas d'examen</b> pour les Facultés de Droit, Sc. Polit. Sciences, Sc. Sociales, & Sc. Hum. <b>Inscript:</b> Sept.		
				<b>3 modes d'admission pour:</b> Médecine, Pharmacie, Dentaire, Diététique & nutrition, Traduction & Interprétation, Ingénierie		
USJ	Tests d'Aptitude : tout au long de l'année à l'exception du mois d'Août Individuelle Ou En groupe avec l'école	Tests d'Aptitude : tout au long de l'année à l'exception du mois d'Août Individuelle Ou En groupe avec l'école	A ou 50/100	<b>Dossier :</b> Retirer en Dec- Jan ou Concours: Selon Fac: entre mi Juin et mi-Juil ou <b>Sur Titre</b> avt 15 Sept.		<b>Dossier:</b> réponse en Avr. ou Concours ou Mention BAC. Sept.
				<b>Examen d'Entrée</b> pour Audiovisl & Art Scénique, format Sociales, SC Infirm, Inform de Gestion, Pub et Venie, Psychomotricité, Education / <b>Inscript:</b> Sept - Oct. / <b>Exam.:</b> Sept. - Oct.		10. / 20
				<b>Concours d'Entrée:</b> Physiothérapie, Orthophon., Sc de Labo / <b>Inscript</b> Juill., Sept / <b>Exam:</b> Sept		Concours
				<b>Sur Dossier:</b> Sc., Gest Hotel / <b>Inscript :</b> mai à Sept		Selection
				<b>Pas d'examen</b> pour Droit, Sc. Politiqu., Assur. Econom., Gestion des Entreprs. & management, Sc Religieuses, Sc. Hum. <b>Inscript:</b> Sept - Oct.		

ESEK	Jusqu'à une semaine avant le test	16 & 30 Nov. 14 Dec. / 11 Jan 15 Fév. 8 & 29 Mars, 12 Avril 17 & 31 Mai 27 Juin 11 & 25 Juillet, 5, 12, 19 Sept.	Test de placement	Semestre d'hiver : 1 semaine avt l'épreuve  Pas d'examen d'Entrée pour Théologie, Musique	Semestre d'hiver: Sc & Génie Inform. 24 Mai / Méd. & Sc. Hum. 22.23 Juil. / Beaux-Arts 24 Mai, 17 Juil., 11, 30 Sept. / Gestion. 15 Jul. 16 Sept. / Infirm 24 Jul. 24 24 Juil., 18 Sept	Concours pour Médecine & Ingénierie. Pour les autres, c'est une simple épreuve	Semestre d'hiver : Sept. & Oct.
	SAT I Verbal @ Amideast  ou TOEFEL @ Amideast 3 à 4 semaines avant test  ou EEE @ AUB : 1 sem. Avt test	Voir dates exam. d'entrée @ AUB  TOEFEL @ Amideast de Janv. à Sept. tous les jours Jusqu'au 21 de chaque mois Nov. & Dec. tous les jours 15 Janv. & autre test tout les 2 mois	500/800  230/300  500/1000	Semestre d'hiver : Jusqu'à 10 Sept., 02 Jusqu'au 27 Sept., 02 Jusqu'au 1 Nov., 02  Semestre du printemps Jusqu'au 23 Déc., 02 Jusqu'au 28 Mars, 03 Jusqu'au 2 Mai, 03 Jusqu'au 9 Sept., 03 Jusqu'au 26 Sept., 03	Semst. Du printemps: Sc. & Génie Inform 18 janv / Beaux Arts 24, 27 Jan, Gestion 15 jan. Agronomie 5 Fév. SAT I @ Amideast Semestre d'hiver: 12 Oct., 2002 2 Nov. 2002 14 Dec., 2002  Semest du printemps 25 Jan., 2003 3 Mai, 2003 7 Juin, 2003 11 Oct., 2003 1 Nov., 2003	Concours d'Entrée	Semestre d'hiver : jusqu'au 15 Jan. 2003  Semestre du printemps jusqu'au 30 Nov. 2003
UOB & ALBA	Test de langues @ UOB (Angl. ou Fr. + Arabe) Semest d'hiver: 2 sess. : de Mars à Mai/Juin à Août	Semestre d'hiver 2 sessions Mai & Août	10. / 20	Semestre d'hiver : 2 Sessions - Mars & Mai - Juin & Aout	Semestre d'hiver : Mai & Août	10. / 20	Semestre d'hiver : Oct.
	Semst du printemps Nov à Déc. Test de Langue Sept.	Semestre du printemps : Dec Test de Langue 1 Oct.	Test de Placement	Semestre du printemps 13 Nov à Déc. En Sept. Test en Maths	Semestre du printemps Déc.	8. / 20	Semestre du printemps : Déc. Début Oct.

# Appendix 3



# Types Of Professions

سؤالان يردهما التلميذ

الكتاب من المؤلفات الأولى

سوء الان ير ددهما التلميذ  
ابتداءً من الصف الثانوي الأول

؟

• ما هي الجامعة التي ساءَذهب إليها ؟؟؟

• ما هو الاختصاص الجامعي الذي ساءَدرسه ؟؟؟

لكن السؤال الذي نادراً ما يسأله التلميذ هو:

ما هي المهنة التي  
ستكون مهنتي؟؟؟

مصنفة تصنيفاً عالمياً

في العالم هناك:

1072

مصححة

مصنفة تصنيفاً عالمياً

# هذه المهن تنقسم الى ست مجموعات أساسية

Artistic

فنية

Social

اجتماعية

Investigative

بحثة

Conventional



لكل نوع من أنواع هذه المهن سنذكر ثلاثة أمور:

أمثلة عن هذه المهن

خلاصة صغيرة عن نوعية المهارات التي تتطلبها

صفات الشخصية التي تنجح في هذه المهن

ARTISTIC

فنية

أمثلة:

• مؤلف موسيقي

• عازف موسيقي

• كاتب

• ممثل

• مخرج

• مصمم داخلي

## خلاصة:

يكون لهؤلاء الأشخاص عادة قدرات (abilities) فنية ، لكنهم غالباً ما يفقدون الى المهارات الإدارية والتنظيمية ...

# صفات في شخصية أصحاب هذه المهن:

- فوضوي
- غير عملي
- عاطفي
- له ردات فعل قاسية
- معبر<sup>31</sup>
- مستقل
- مثالي
- منفتح
- خيالي
- original

**SOCIAL**

**اجتماعي**

**أمثلة:**

• معلم

• طبيب نفسي

• مرشد counselor

• كاهن - راهبة

• معالج لمشكلة النطق therapist  
Speech

## خلاصة:

يكون لهؤلاء الأشخاص عادة مهارات اجتماعية  
ومواهب لكنهم غالباً ما يفتقدون القدرات الميكانيكية  
والعلمية...



## صفات في شخصية اصحاب هذه المهن:

tactful • حذق

• متفهم

• صبور

• لطيف

• مقتنع

• متعاون

• مثالي

• كريم

• اجتماعي

• مساعد

• متعاطف

• مسؤول

# INVESTIGATIVE

## بحثية

### أمثلة:

- Biologist
- Chemist
- Physicist
- Anthropologist
- Geologist
- Medical technologist

## خلاصة:

يكون لهؤلاء الأشخاص عادة قدرات رياضية (mathematical) وعلمية ، لكنهم غالباً ما يفتقدون المهارات القيادية...

## صفات في شخصية أصحاب هذه المهن:

• دقيق

• مستقل

• محلّ

• متحفّظ

• عقلاني

• حذر

• منطوي

• منهجي

• معوّد

• متواضع

• ناقد

• متشائم

• حشري

أمثلة:

• ميكانيكي سيارات

• مزارع

• لحام

• كهربائي

• Aircraft controller

# صفات في شخصية أصحاب هذه المهن:

• خجول

• صريح

• علمي

• أصيل genuine

• مثابر

• صعب المراس

• مادي

• طبيعي

• متواضع



أمثلة:

• مدقق حسابات

• مصرفي

• خبير ضرائبي

• مخمّن <sup>31</sup>Cost Estimator

حلا صفة

الكون العلاء الانخفاض عادة فدرات  
(arithmetic) والدارية التطبيعية  
عالباً ما الحفظون القدرات الفتيه

## صفات في شخصية أصحاب هذه المهن:

• مثابر • له ضمير واع

• عملي • منته

• خياله محدود • فعال efficient

• منظم

• مطيع

أمثلة:

• مندوب مبيعات

• مدير

• منتج تلفزيوني

• Sports promoter

# صفات في شخصية أصحاب هذه المهن:

• مسيطر domineering

• واثق بنفسه

• متقائل

• يستقطب الانتباه

• اجتماعي

• منفتح

• نشيط energetic

• طموح

• شعبي popular

• agreeable

• مغامر

مسائل يجب أن تستعظم عنها الجامعة

نوعية الهيئة التعليمية

Quality of professors



توفر ووجود الاختصاص

Availability & quality of major

جودة مراكز التعلم

Quality of learning centers

# سهولة العلاقة مع الهيئة التعليمية

## Friendly access to professors

الأقساط الجامعية

Tuition fees

توفر البرامج والتسهيلات الرياضية

**Availability of athletic  
programs & facilities**

# جمال الحرم الجامعي

Campus green



# الموقع الجغرافي

# Geographic location

توفر وسائل نقل عام

**Availability of public  
transportation means**

نوعية السكن في الحرم الجامعي

Quality of on-campus housing

الجسم الطلابي المتعدد الجنسيات

**Regional & international  
student body**

السمعة الأكاديمية بشكل عام

**Overall academic reputation**

# مصادر المعلومات حول الجامعات:

- المطبوعات التي تصدرها الجامعة
- الموقع الجامعي على الإنترنت
- المعلومات حول برامج المساعدات المالية



• زيارة ممثلي مكاتب القبول للمدرسة

• المطبوعات التي تصدرها الجامعة

• موقع الجامعة على الإنترنت

• المعلومات حول برامج المساعداات المالية

• زيارة الحرم الجامعي

• زيارة المعارض الأكاديمية للجامعات.

• معرض جامعي في الحرم المدرسي.

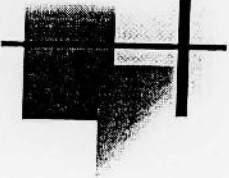
• التواصل مع تلاميذ المدرسة في هذه الجامعة أو تلك.

• التواصل مع خريجي الجامعة.

• زيارة مكتب القبول في الجامعة.

## Appendix 4

# The Constituents of Universities



مكونات الجامعة

# تقوم كل جامعة على 4 خدمات اساسية:

-Academic affairs

-الشؤون الاكاديمية

- Student affairs

-الشؤون الطلابية

- Administrative and financial affairs

-الشؤون الادارية و المالية

- Public relations and developments

-العلاقات العامة و التنمية

# مكاتب الخدمات في شؤون الطلاب:

- Extra-curricular sports activities

-الرياضة اللاصفية

- Financial aid

-المساعدات المالية  
-الخدمة الصحية

- Infirmary

- Cultural activities

-الانشطة الثقافية

- Guidance and counseling

-الارشاد و التوجيه

- Spiritual counseling

-الارشاد الروحي

- Dorms/ Residence halls

-السكن في الحرم  
الجامعي



# مكاتب اساسية يجب ان يتعرف عليها كل تلميذ جديد!

- Admissions office

-مكتب الدخول

- Entrance Exams office

مكتب امتحانات  
الدخول

- Registrar's office

-مكتب التسجيل

- Financial Aid office

-مكتب المساعدات  
المالية

- Business office

-المكتب المالي

# في الشؤون الأكاديمية، تقوم الهيكلية على الشكل التالي:

- The head of the school-faculty is the dean
- The head of the department is the chairman
- In each department there are several academic majors
- In each major there are several courses
- In each course there is a certain number of credits

-الكلية يرأسها عميد

-الدائرة يرأسها رئيس

-في كل دائرة هناك عدة اختصاصات

-في كل اختصاص هناك عدد من المواد

-في كل مادة هناك عدد من الارصدة

# الجامعية : الكليات

- School of Theology
- School of Arts and Sciences
- School of Business
- School of Engineering & Architecture
- School of Agriculture
- School of Medical Sciences
- School of Pharmacy
- School of Law
- School of Health Sciences

- كلية اللاهوت
- كلية الآداب و العلوم
- كلية ادارة الاعمال
- كلية الهندسة و العمارة
- كلية الزراعة
- كلية العلوم الطبية
- كلية الصيدلة
- كلية الحقوق
- كلية العلوم الصحية

# الدوائر الأكاديمية في كلية الآداب و العلوم

- Department of Education
- Department of Natural Sciences
- Department of Music
- Department of Social Sciences and Humanities

- دائرة التربية
- دائرة العلوم
- دائرة الموسيقى
- دائرة العلوم
- الانسانية و الاجتماعية

# الدوائر الأكاديمية أو الاختصاصات في كلية إدارة الأعمال

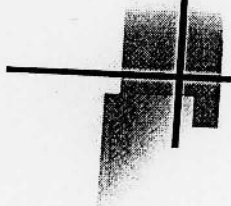
- Banking and Finance
- Hospitality Management
- Marketing
- Economics
- Hospital Management

- العلوم المصرفية  
و المالية
- الادارة السياحية
- التسويق
- الاقتصاد
- ادارة المستشفيات

# الدوائر الأكاديمية أو الاختصاصات في كلية الهندسة و العمارة

- Civil Engineering
- Electrical Engineering
- Computer & Communication Engineering
- Industrial Engineering
- Mechanical Engineering
- Architectural Engineering
- الهندسة المدنية
- الهندسة الكهربائية
- هندسة الكمبيوتر و الاتصالات
- الهندسة الصناعية
- الهندسة الميكانيكية
- الهندسة المعمارية

# APPENDIX





JESSE & MARY SCHOOL - KAEWEN  
 PUBLIC RELATIONS DEPARTMENT  
 2003-2004

Appointments with Mr. Constantine on Academic Orientation  
 December 2, 2003

# Appendix 5

Time	Name of Students	Class
1:00 - 1:20	Marcel SARKIS	3LS
1:20 - 1:40	Fadi ABDEL AHAD	3LS
1:40 - 2:00	Lee KSAYER	3LS
2:00 - 2:20	Michelle HACHEM	3SE
2:20 - 2:40	Leyal MRAD	3CB
2:40 - 3:00	Tolane ASHAR	2SA
3:00 - 3:20	Amira PANAYOTI	3CS
3:20 - 3:40		
3:40 - 4:00	Kryael AZAR	3LS
4:00 - 4:20	Rouba ASMAR	3LS
4:20 - 4:40	Jane ABI ANTOUN	3LS
4:40 - 5:00	Elise CHOD	3CB
5:00 - 5:20	Nancy ABI ABBOUR	3LS
5:20 - 5:40	Kindy MANSOUR	3LS
5:40 - 6:00	Leah WYTHE	3LS

JESUS & MARY SCHOOL – RABWEH  
PUBLIC RELATIONS DEPARTMENT  
2003-2004

**Appointments with Mr. Costantine on Academic Orientation**  
**December 2, 2003**

<b>Time</b>	<b>Name of Students</b>	<b>Class</b>
3:00 – 3:20	Mariel SARKIS	3LS
3:20 – 3:40	Faten ABDEL AHAD	3LS
3:40 – 4:00	Lea KSAYER	3LS
4:00 – 4:20	Michelle HACHEM	3SE
4:20 – 4:40	Loyal MRAD	3GS
4:40 – 5:00	Tatiana ASHKAR	2SA
5:00 – 5:20	Amira PANAYOTI	3GS
5:20 – 5:40		
5:40 – 6:00	Krystel AZAR	3LS
6:00 – 6:20	Rouba ASMAR	3LS
6:20 – 6:40	Jane ABI ANTOUN	3LS
6:40 – 7:00	Elise CHDID	3GS
7:00 – 7:20	Nancy ABI ABBOUD	3LS
7:20 – 7:40	Kristy MANSOUR	3LS
7:40 – 8:00	Leah WEHBE	3LS

تاريخ: ٢٠١١/١٢/٢١

مكتبة أممي مكتبة المصنف ١٢ المصنفين

أول أن نذكر أن المكتبة أممي مكتبة المصنفين ١٢ المصنفين ٢٠١١  
قامت مكتبة أممي مكتبة المصنفين ١٢ المصنفين ٢٠١١  
أول المكتبة

المكتبة أممي مكتبة المصنفين ١٢ المصنفين

المكتبة أممي مكتبة المصنفين ١٢ المصنفين

المكتبة أممي مكتبة المصنفين ١٢ المصنفين

المكتبة أممي مكتبة المصنفين ١٢ المصنفين

المكتبة أممي مكتبة المصنفين ١٢ المصنفين

المكتبة أممي مكتبة المصنفين ١٢ المصنفين

المكتبة أممي مكتبة المصنفين ١٢ المصنفين

## Appendix 6

المكتبة أممي مكتبة المصنفين ١٢ المصنفين

المكتبة أممي مكتبة المصنفين ١٢ المصنفين

غزير في ١٢/١/٢٠٠٤

حضرة أهالي تلامذة الصفين ١١ و ١٢ المحترمين،

أود أن أفيكم انه تم الاتفاق على المواعيد التالية في شهري كانون الثاني وشباط، ٢٠٠٤ لعقد لقاءات ثنائية للأهالي والتلاميذ مع الاستاذ سمير قسطنطين حول موضوع التوجيه المهني والأكاديمي لأولادكم.

اللقاءات ستعقد في الأيام التالية:

الاثنين ٢٦ كانون الثاني

الجمعة ٣٠ كانون الثاني

الاثنين ٢ شباط

الاثنين ٩ شباط

الاثنين ١٦ شباط

وذلك بين الساعة الرابعة من بعد الظهر والساعة الثامنة مساءً. مدة اللقاء عشرون دقيقة.

تجري هذه اللقاءات بموجب مواعيد تؤخذ سابقاً من خلال مكتب الأخت إيفا شمعون.

مع محبتي

الأخت دومينيك الحلبي

## خارطة طريق من نوع آخر للاميل بسحر فلسطين

### مقاربة جديدة للتميز في المهنة والاختصاصات الجامعية

يعد اميل بسحر فلسطين كتاباً باللغة الإنجليزية لويماً من نوعه في لبنان والشرق الأوسط بعنوان *Road Map to Your Future. Choosing a Profession and a Collega Major* أي خارطة الطريق إلى مستقبلك: اختيار المهنة والاختصاص الجامعي. و الكتاب الذي صدر عن الشركة الشرقية للطباعة لا يتناول أي معلومات حول الجامعات كالمعلومة في لبنان والتي قد تتوفر في مراجع أخرى، بل ينفرد في نوعية المعلومات الموجودة وشموليتها وملائمتها للطلاب.

## Appendix 7

الكتاب جاء ثلثة أجزاء، الأولى تتناول المقاربة الجديدة للتميز في المهنة والاختصاصات الجامعية، والثانية والثالثة تتناولان على ثلاثة أقسام.

في القسم الأول يعرف المؤلف بسبع اختصاصات جامعي يوفر معلوماتها في الجامعات العاملة في لبنان بما فيها الاختصاصات الأكاديمية الحديثة، تمت كل اختصاصات ثم التعريف بخصوصياته والتحديات التي يتم التركيز عليها ونوعية الموارد والزيارات التي يجب أن تتوفر عند الطالب لتتأكد إذا ما رغب في الانضمام إليه ونوعية شهادات العمل التي تحتاج إلى خريجين في هذا الاختصاص وأسماء الاختصاصات الأخرى التي يوجد بينها مواد مشتركة.

في القسم الثاني يعرّف فلسطين بسحر مهنة مهنة يعمل عليها خريجو الجامعات، تمت كل مهنة من هذه المهين إعطيت على أسئلة طرحتها حول طبيعة العمل وأماكن التوظيف ونوعية التدريب والتمهنة الضرورية للنجاح وكيفية بناء السمعة والمهنة التي تتناسب معها.

## "خارطة طريق" من نوع آخر للزميل سمير قسطنطين

### مقاربة جديدة للتعريف بالمهن والاختصاصات الجامعية

أصدر الزميل سمير قسطنطين كتابًا باللغة الانكليزية فريدًا من نوعه في لبنان والشرق الأوسط بعنوان Road Map to Your Future: Choosing a Profession and a College Major أي "خارطة الطريق إلى مستقبلك: إختيار المهنة والاختصاص الجامعي". و الجدير ذكره أنّ الكتاب، الذي صدر عن الشركة الشرقية للمطبوعات، لا يكرّر أي معلومات حول الجامعات العاملة في لبنان و التي قد تتوفّر في مراجع أخرى، بل ينفرد في نوعيّة المعلومات الموجودة وشموليّتها و ملاءمتها للبنان.

الكتاب جاء تلبية لحاجة ملّحة لسعالجة القلق الذي يعاني منها طلاب الصفوف الثانوية عند التفكير بمستقبلهم، و هو يقع في ٢٤٠ صفحة ويشتمل على ثلاثة أقسام :

في القسم الأول يعرف المؤلف بستين اختصاص جامعي يتوفر معظمها في الجامعات العاملة في لبنان بما فيها الاختصاصات الأكاديمية الحديثة. تحت كل اختصاص تمّ التعريف بخصوصياته والنواحي التي يتم التركيز عليها ونوعية المهارات والرغبات التي يجب أن تتوفر عند الطالب الثانوي إذا ما رغب في الانتساب إليه ونوعية قطاعات العمل التي تحتاج إلى خريجين في هذا الاختصاص وأسماء اختصاصات أخرى التي يوجد بينها مواد مشتركة.

في القسم الثاني يعرف قسطنطين بحوال سبعين مهنة يقبل عليها خريجو الجامعات. تحت كل مهنة من هذه المهن إجابات على أسئلة طرحت حول طبيعة العمل وأماكن التوظيف ونوعية التدريب والتهيئة الضرورية للنجاح وكيفية إداء المهمات والمهن التي تتشابه معها.

وأما القسم الثالث فهو بمثابة قاموس صغير يضع تعريفات لمئة وستين عبارة تتعلق بالحياة الجامعية تساعد التلميذ الثانوي على فهم مصطلحات لخدمات ومكاتب ودوائر جامعية.

و قدم للكتاب كل من الدكتور أحمد الجمال مدير التعليم العالي في وزارة التربية و التعليم العالي، و الخوري سيمون فضول رئيس مدرسة السان جورج الزلقا وأستاذ محاضر في الجامعة الأميركية في بيروت، و نبيل قسطة المدير التنفيذي للهيئة اللبنانية للإنماء التربوي والاجتماعي.

للاتصال : [Roadmap@waznat.com](mailto:Roadmap@waznat.com)

Appendix 8



المسجلة في ٢١ كانون الأول ٢٠٠٢  
في أعالي الطلاب القانونيين القبول

شعوراً بأنها بأهمية الدراسة الأكاديمية والمهنية والتفكير الإنساني القوي على حياة أو لا حياة ومستقبلهم  
وإنها تبدأ بأن تكون المهنة والاختصاص الأكاديمي والاحاطة من قبل الطلاب وأولئك هو اختيار لا يقتصر  
معموله على الشرفاء الجامعية بل يتعداه ليشمل كامل النواحي التعليمية الإنسانية في سائر دوله العصرية  
الإنجليزية العصرية - المسجلة لتكون مع دراسة كورسات وأنتم يؤمنوا بالأساليب التعليمية الحديثة في  
مخرج المدرسة في مجال التوجه الأكاديمي والمهني للعلماء كراسي البحث

ويشمل هذا البرنامج خمس نواحي أساسية هي:

- ١- مشاركة الطلاب بمعلومات أساسية حول الأمن والاختصاصات كافة وذلك في مسعى إنسانية مثالية حتى  
تتلاقى بأجوبة للتدريس الحديثة.
- ٢- وضع من أيدى القائمين على البرنامج كتاباً بعنوان "Road Map to Your Future" وهو يتكون من معلومات شاملة  
حول مهنة والاختصاصات المهنية.
- ٣- زيارة لطلاب الجامعات والباحثين في مجال الأمن والاختصاصات المهنية.
- ٤- عقد لقاءات كتابية للطلاب وأولئك مع الأساتذة المحققين - بموجب برنامج يتم من خلال مكتب لدراسات  
الطلاب في المدرسة للتخصص حول المواضيع الجامعية كافة وقد عقدت الإدارة الأيام الثلاثة التالية في  
العمل المبكر يمكن خلالها إجراء اللقاءات.

هذه الأيام هي:

يوم الأربعاء الواقع فيه ٢١ شباط، ٢٠٠٢ بين الساعة ٢ و ٨ مساءً

يوم الجمعة الواقع فيه ٢٣ شباط ٢٠٠٢ بين الساعة ٢ و ٨ مساءً

يوم السبت الواقع فيه ٢٤ شباط ٢٠٠٢ بين الساعة ٦ صباحاً و ١ بعد الظهر

- ٥- تنظيم معرض صحفي في يوم خلال العمل الكتابي للطلاب فيه الجامعات التي تشارك في تنظيم تلكا حدث وبمشاركة  
الطلاب خلال هذا الوقت الفرصة للتعرف من كتاب على الاختصاصات الجامعية ومعايير القبول إلى  
الجامعات، ويضمن المعرض عرضاً أولياً مختصراً لأهم ما في تلك الجامعات، ومن ثم يتم فتح العمل أمام  
المسؤول لتوجيه الأسئلة.

## إلى أهالي الطلاب الثانويين الكرام،

شعوراً منها بأهمية التوجيه الأكاديمي والمهني وتأثيره الإيجابي المباشر على حياة أولادنا ومستقبلهم، وإدراكاً منها بأن اختيار المهنة و الاختصاص الأكاديمي والجامعة من قبل الطالب وأهله هو اختيار لا يقتصر مفعوله على السنوات الجامعية بل يتعداه ليشمل كامل الجوانب الحياتية المستقبلية للإنسان، قررت إدارة المدرسة الإنجليزية المعمدانية - المصيطبة التعاون مع مؤسسة "وزنات" بشخص مؤسسها الأستاذ سمير قسطنطين، وهو خريج المدرسة، في مجال التوجيه الأكاديمي والمهني للعام الدراسي الحالي.

وسيشمل هذا البرنامج خمس نواح أساسية هي :

١- مشاركة الطلاب بمعلومات أساسية حول المهن والاختصاصات كافة وذلك في حصص دراسية منتقاة من خلال ساعات التدريس العادية.

٢- وضع بين أيدي التلاميذ كتاباً بعنوان "Road Map to Your Future" وهو يحتوي على معلومات شاملة حول مئة وثلاثين مهنة واختصاص جامعي.

٣- زيارة معرض للجامعات والمهن هو الأكبر من نوعه والذي يجري سنوياً في لبنان.

٤- عقد لقاءات ثنائية للطلاب وأهاليهم مع الأستاذ قسطنطين ، بموجب مواعيد تحدد من خلال مكتب شؤون الطلاب في المدرسة، للاستفسار حول المواضيع الجامعية كافة. وقد حددت الإدارة الأيام الثلاثة التالية في الفصل المقبل يمكن خلالها إجراء اللقاءات:

هذه الأيام هي :

- يوم الأربعاء الواقع فيه ١١ شباط، ٢٠٠٤ بين الساعة ٣ و ٨ مساءً

- يوم الجمعة الواقع فيه ١٣ شباط، ٢٠٠٤ بين الساعة ٣ و ٨ مساءً

- يوم السبت الواقع فيه ١٥ شباط، ٢٠٠٤ بين الساعة ٩ صباحاً و ٤ بعد الظهر

٥- تنظيم معرض جامعي تربوي خلال الفصل الثاني تشارك فيه الجامعات التي تستقطب طلابنا عادة. وسيتسنى للطلاب خلال هذا الوقت الفرصة للتعرف عن كثب على الاختصاصات الجامعية ومعايير الدخول إلى الجامعات. ويتضمن المعرض عرضاً أولياً مختصراً لأهم ما في هذه الجامعات، ومن ثم يتم فتح المجال أمام الحضور لتوجيه الأسئلة.

كذلك فإنه يسرني أن أدعوكم إلى لقاء تمهيدي جامع لإطلاق هذا المشروع المهم وذلك في تمام الساعة السادسة من مساء يوم الجمعة الواقع فيه ٩ شباط ٢٠٠٤ في المدرسة . و سيتحدث الأستاذ قسطنطين في اللقاء الذي يستمر ساعتين و يتخلله طرح اسئلة و أجوبة، عن موضوع:

### " أنواع المهن و ماهية الجامعة و كيفية إتخاذ القرار "

ان إدارة المدرسة الإنجيلية المعمدانية - المصيطبة، إذ تتوقع مشاركة الأهالي الكرام بهذا المشروع المهم و المتكامل، تتمنى أن تبادروا إلى تسجيل هذه التواريخ في مفكراتكم الخاصة. وإذا أردتم الاستفسار اكثر حول أي من المواضيع المشار إليها في الرسالة، يرجى الاتصال بالسيدة منى قسطة مسؤولة شؤون الطلاب.

مع المحبة والشكر على التعاون، و إلى اللقاء في ٩ شباط بإذن الله.

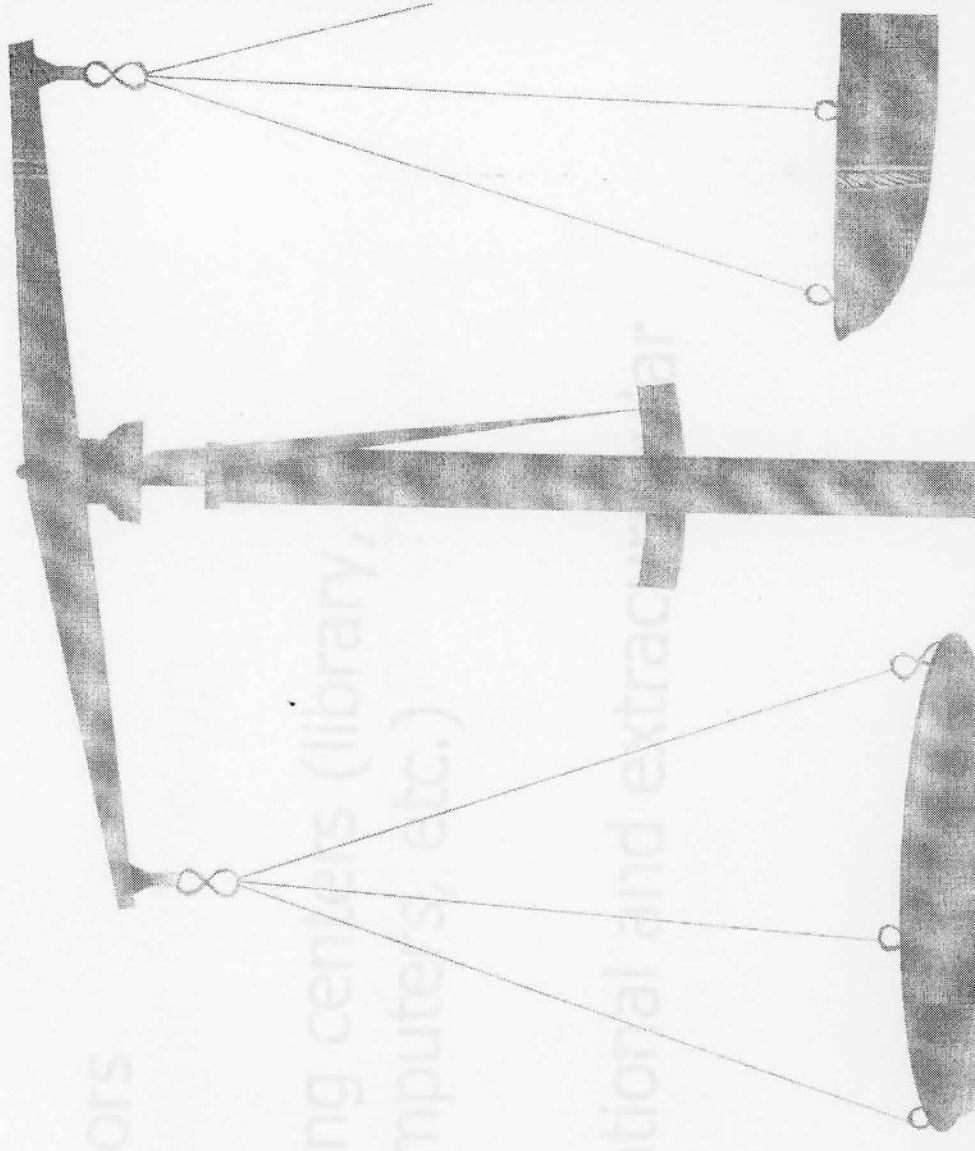
بول عويس  
مدير المدرسة

Appendix 9

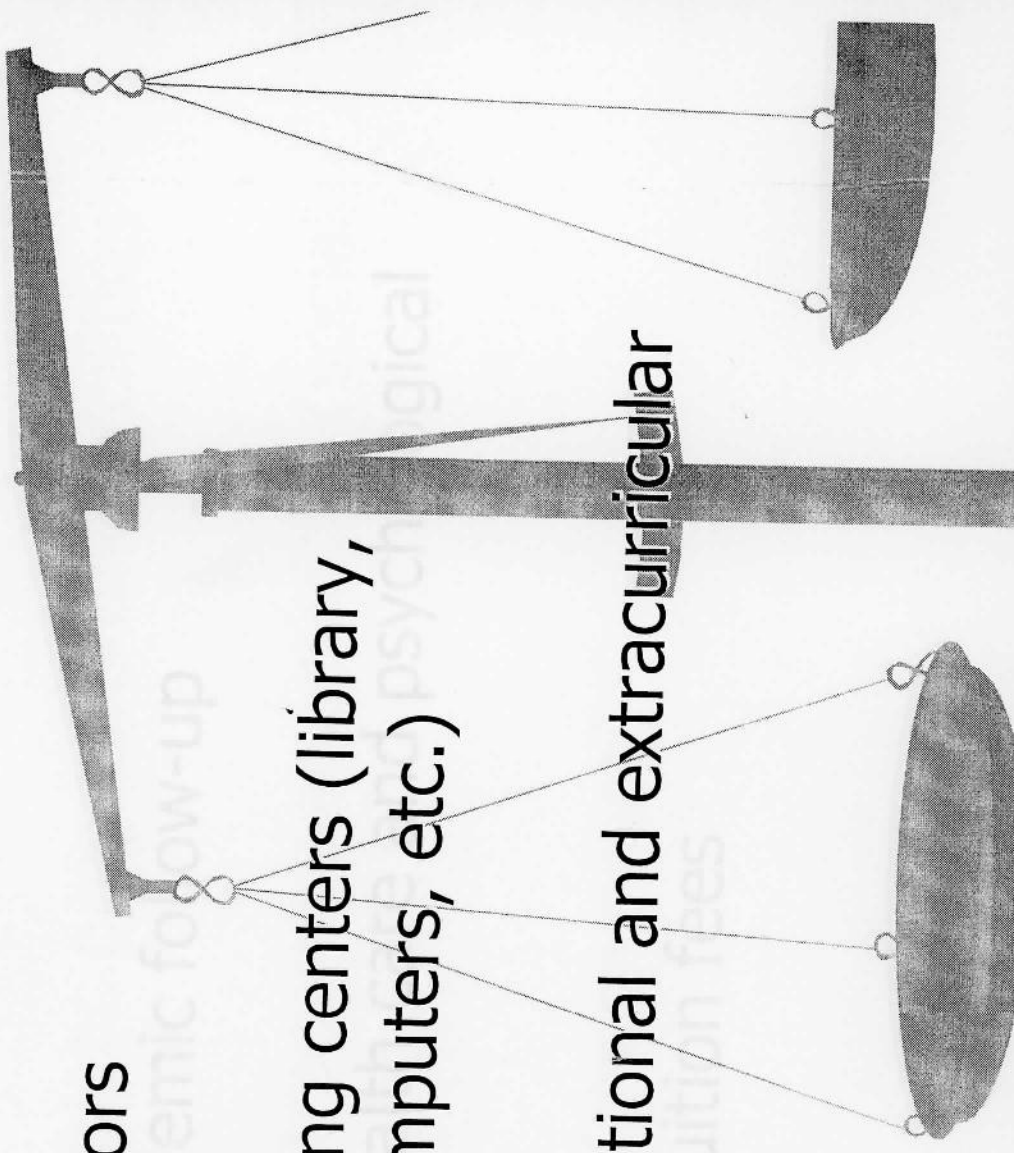
# Appendix 9

# UNIVERSITY CHARACTERISTICS

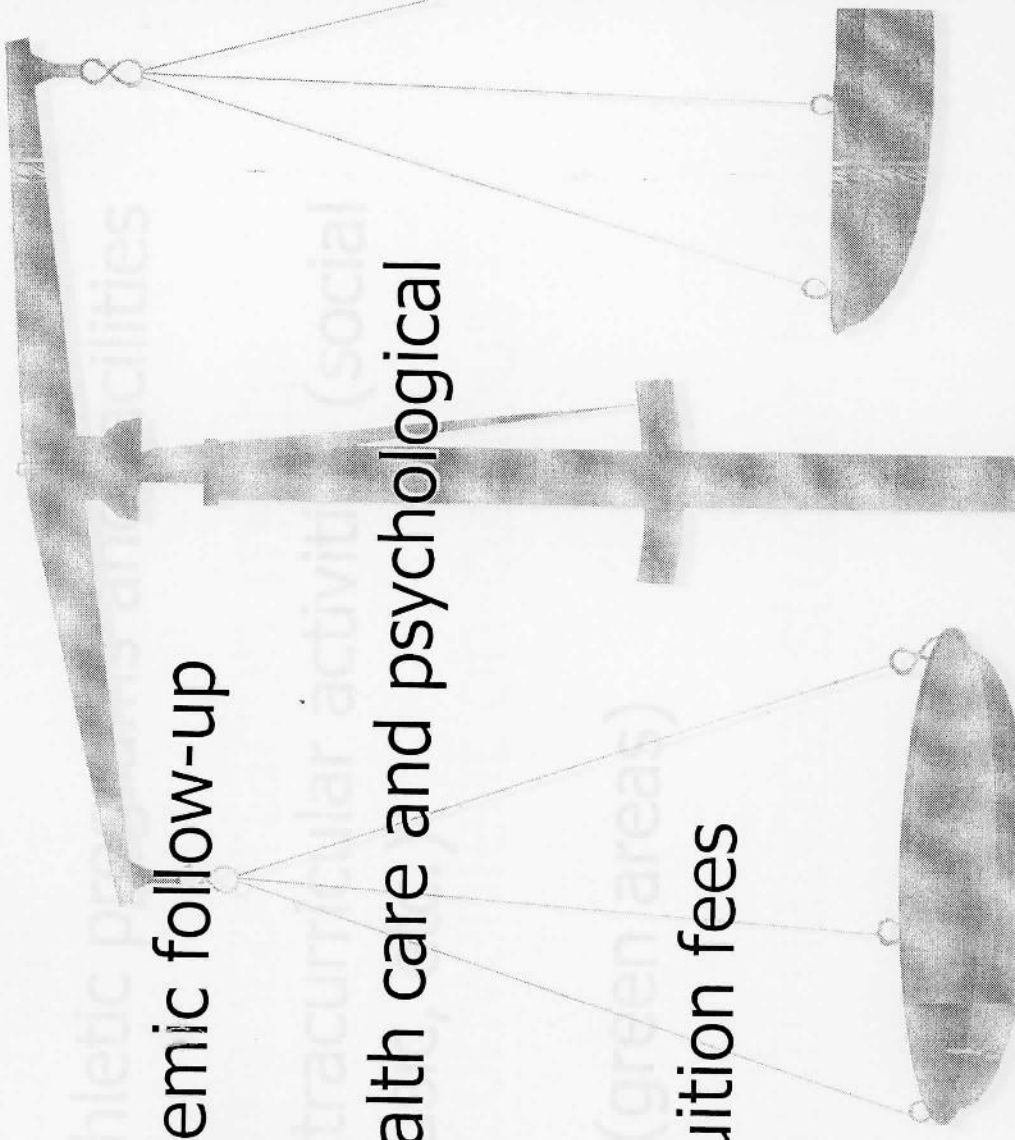
- Quality of professors
- Diversity of majors
- Quality of learning centers (library, laboratories, computers, etc.)
- Quality of educational and extracurricular services



- Quality of professors
- Diversity of majors
- Quality of learning centers (library, laboratories, computers, etc.)
- Quality of educational and extracurricular services

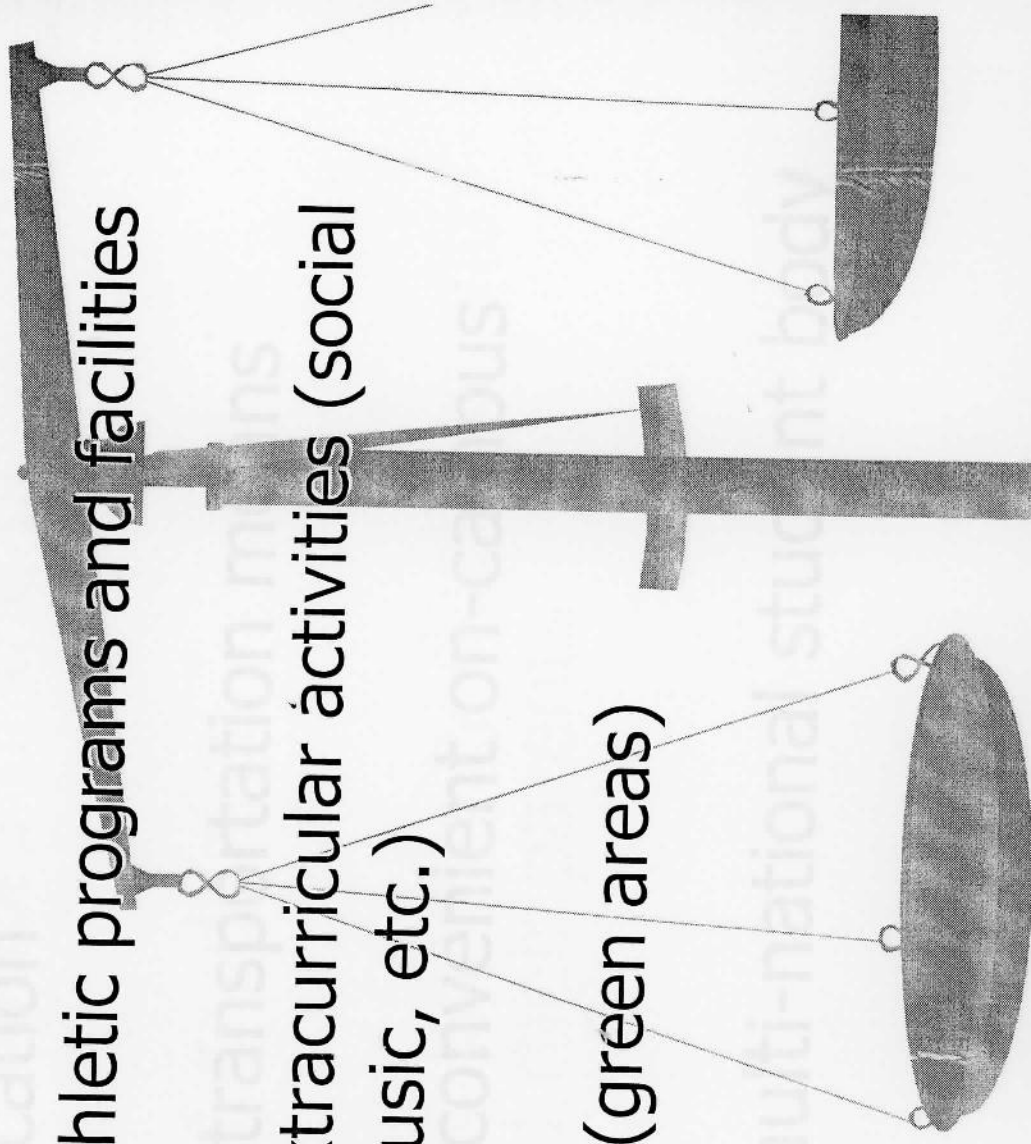


- Quality of campus facilities (classrooms, cafeteria,...)
- Continuous academic follow-up
- Availability of health care and psychological counseling
- Affordability of tuition fees

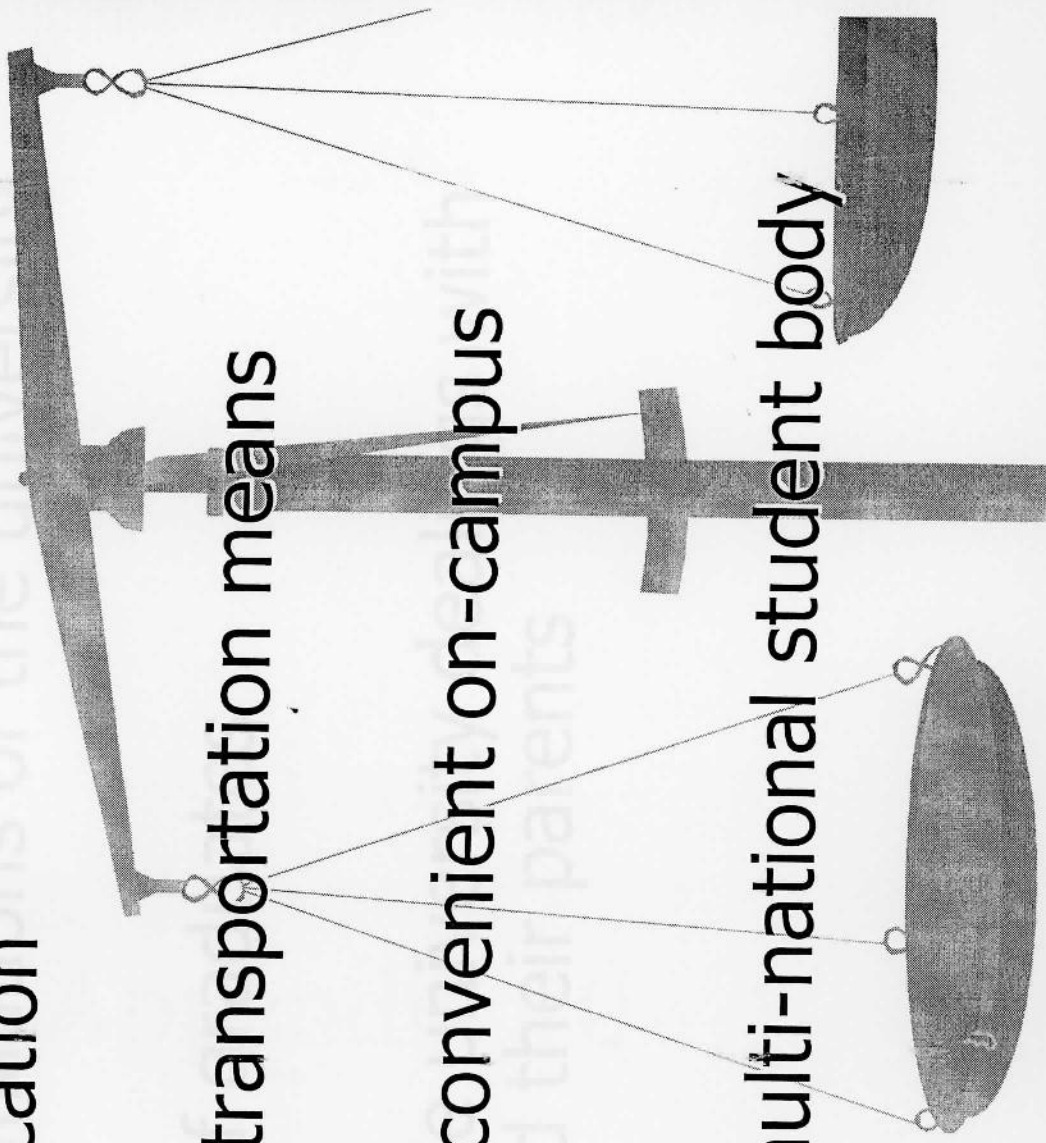




- Availability of Financial aid programs
- Availability of athletic programs and facilities
- Availability of extracurricular activities (social work, drama, music, etc.)
- Campus beauty (green areas)



- Geographic location
- Availability of transportation means
- Availability of convenient on-campus housing
- Existence of multi-national student body



- Overall academic reputation
- International affiliations of the university
- Employability of graduates
- Credibility of the university dealings with its students and their parents

By **BYJUZ**

## Appendix 10



PO BOX 72 ZOUK MOSBELL  
IL 6019218950  
FAX 9619218271  
ZOUK MOSBELL, LEBANON  
www.ndu.edu.lb

Wednesday, October 15, 2003

Dear Principal / Director,

Notre Dame University wishes you and your prominent institution a very prosperous academic year 2003-2004. We also encourage close collaboration for the welfare of our students.

We will be contacting you to schedule orientation visits or if you have a date in mind, don't hesitate to contact us. The Campus Tour will also continue. It is open for any day of the week between 9:00 A.M. and 2:00 P.M. A scheduled tour and details will be arranged.

If you have High School (Grade 12) students, please inform them that they must have their SAT I and SAT II scores (minimum combined 2000) before registration if they are to apply as freshmen.

For admission requirements, application deadlines and exam dates, connect to our website [www.ndu.edu.lb](http://www.ndu.edu.lb) or contact Mrs. Mirna Waked Sfeir at 09-225164 daily from 8:00 A.M. - 12:00 P.M. and 2:00 P.M. - 4:00 P.M.

Thank you for your cooperation.

Sincerely,

A handwritten signature in black ink, appearing to read 'Elham S. Nasham'.

Elham S. Nasham, Ph.D. ABD  
Director of Admissions

## Appendix 11

## ثانوية دار النياس للراحيات الأطنونيات-غزير المعرض الجامعي التربوي

مدراء مكاتب التوجيه في الجامعات والمعاهد الجامعية،

يسـرتني أن أعلمكم بأن الثانوية تنظم يوم الاثنين الواقع فيه ١٩ كانون الثاني ٢٠٠٤ معرضاً جامعياً تربوياً يجمع ممثلي التعليم العالي وتلامذة القسم الثانوي وأهاليهم، ويمتد هذا اللقاء من الساعة الرابعة بعد الظهر وحتى الساعة السابعة مساءً.

يقسم برنامج هذا اللقاء إلى قسمين متوازيين :

القسم الأول : تخصص قاعة كبيرة لكي تقدم كل مؤسسة عرضاً عنها لمرة واحدة، و تتوالى العروض طوال الساعات الثلاث بحيث تعطى المؤسسات المشاركة فرصاً متساوية و مستقلة. يرجى أخذ العلم أن القاعة مجهزة بكل ما أنتم محتاجون إليه.

## Appendix 12

القسم الثاني : طوال الساعات الثلاث للنشاط يشارك الجميع في معرض في اوديتوريوم المدرسة. تمنح كل جامعة زاوية خاصة فيها تعرض مطبوعاتها، و منشوراتها وكتيباتها، و يطرح الأهالي الأسئلة و الأجوبة.

من أجل المزيد من المعلومات يرجى الاتصال بالأستاذ ريمي قسطنطين على الرقم ٩٢٠١١٦-٠٩ او ٥٧٧٠٦٦-٠٣، كما يرجى تأكيد الحضور قبل ٢٣ كانون الأول ٢٠٠٣.

الأخت ايڤا شمعون  
مديرة القسم الثانوي



تتضمن هذه الوثيقة معلومات عن مؤسسة الحريري التي تم إنشاؤها في لبنان من خلال التبرعات والمساعدات من قبل الحكومة اللبنانية والقطاع الخاص في لبنان ومن خلال مشاركة بعض المؤسسات الأجنبية التي تدعم لبنان. وتتضمن هذه الوثيقة أيضاً معلومات عن مؤسسة الحريري التي تم إنشاؤها في لبنان من خلال التبرعات والمساعدات من قبل الحكومة اللبنانية والقطاع الخاص في لبنان ومن خلال مشاركة بعض المؤسسات الأجنبية التي تدعم لبنان.

الموعد : ٢ إلى ٦ تشرين الأول ٢٠٠٣

الوقت : من الساعة ٩ صباحاً إلى ٥ مساءً

المكان : HIEL - وسط بيروت

للحجز : الاتصال بمديرية التوجيه المهني في مؤسسة الحريري على الأرقام الآتية:

٠١/٨٥٣.٠٠١ - ٠١/٨٥٣.٠٠٢ - ٠١/٨٥٣.٠٠٣ - ٠١/٨٥٣.٠٠٤ - ٠١/٨٥٣.٠٠٥ - ٠١/٨٥٣.٠٠٦ - ٠١/٨٥٣.٠٠٧ - ٠١/٨٥٣.٠٠٨ - ٠١/٨٥٣.٠٠٩ - ٠١/٨٥٣.٠١٠

من الساعة ٨ إلى ١٠ مساءً بعد الظهر

الاحتفاء : يرجى الحجز قبل ٢١ تشرين الثاني ٢٠٠٣ وذلك لأن المؤسسة ستنفذ أبوابها طبقاً للأعداد من ١٢ إلى ٢٧ تشرين الثاني ٢٠٠٣

### تعليمات عامة:

١. الجامعة اللبنانية
٢. المعهد اللبناني للتكنولوجيا في الجامعة اللبنانية
٣. الجيش (الفرقة البحرية)
٤. الجامعة الأميركية في بيروت
٥. الكلية الحربية اللبنانية
٦. جامعة القدس بوليتيخنيك
٧. الجامعة اللبنانية الأمريكية
٨. جامعة بيروت العربية
٩. جامعة كيرتس
١٠. جامعة فريج النسيك
١١. جامعة عاليه
١٢. جامعة سيدة خورس
١٣. الجامعة اللبنانية الأمريكية
١٤. جامعة بوليتيخنيك
١٥. الجامعة اللبنانية في لبنان
١٦. جامعة القلم
١٧. جامعة الشرق الأوسط
١٨. المعهد الوطني العالي للتربية والتدريب
١٩. جامعة القادس
٢٠. جامعة القادس البحرية اللبنانية
٢١. المركز التربوي للبحوث والإنماء
٢٢. السفارة الفرنسية
٢٣. السفارة الإيطالية
٢٤. السفارة الإسبانية
٢٥. السفارة الأمريكية - AMDEAST
٢٦. المعهد اللبناني للتكنولوجيا
٢٧. المعهد اللبناني للتكنولوجيا
٢٨. المعهد اللبناني للتكنولوجيا
٢٩. المعهد اللبناني للتكنولوجيا
٣٠. المعهد اللبناني للتكنولوجيا
٣١. المعهد اللبناني للتكنولوجيا
٣٢. المعهد اللبناني للتكنولوجيا
٣٣. المعهد اللبناني للتكنولوجيا
٣٤. المعهد اللبناني للتكنولوجيا
٣٥. المعهد اللبناني للتكنولوجيا
٣٦. المعهد اللبناني للتكنولوجيا
٣٧. المعهد اللبناني للتكنولوجيا
٣٨. المعهد اللبناني للتكنولوجيا
٣٩. المعهد اللبناني للتكنولوجيا
٤٠. المعهد اللبناني للتكنولوجيا
٤١. المعهد اللبناني للتكنولوجيا
٤٢. المعهد اللبناني للتكنولوجيا
٤٣. المعهد اللبناني للتكنولوجيا
٤٤. المعهد اللبناني للتكنولوجيا
٤٥. المعهد اللبناني للتكنولوجيا
٤٦. المعهد اللبناني للتكنولوجيا
٤٧. المعهد اللبناني للتكنولوجيا
٤٨. المعهد اللبناني للتكنولوجيا
٤٩. المعهد اللبناني للتكنولوجيا
٥٠. المعهد اللبناني للتكنولوجيا
٥١. المعهد اللبناني للتكنولوجيا
٥٢. المعهد اللبناني للتكنولوجيا
٥٣. المعهد اللبناني للتكنولوجيا
٥٤. المعهد اللبناني للتكنولوجيا
٥٥. المعهد اللبناني للتكنولوجيا
٥٦. المعهد اللبناني للتكنولوجيا
٥٧. المعهد اللبناني للتكنولوجيا
٥٨. المعهد اللبناني للتكنولوجيا
٥٩. المعهد اللبناني للتكنولوجيا
٦٠. المعهد اللبناني للتكنولوجيا
٦١. المعهد اللبناني للتكنولوجيا
٦٢. المعهد اللبناني للتكنولوجيا
٦٣. المعهد اللبناني للتكنولوجيا
٦٤. المعهد اللبناني للتكنولوجيا
٦٥. المعهد اللبناني للتكنولوجيا
٦٦. المعهد اللبناني للتكنولوجيا
٦٧. المعهد اللبناني للتكنولوجيا
٦٨. المعهد اللبناني للتكنولوجيا
٦٩. المعهد اللبناني للتكنولوجيا
٧٠. المعهد اللبناني للتكنولوجيا
٧١. المعهد اللبناني للتكنولوجيا
٧٢. المعهد اللبناني للتكنولوجيا
٧٣. المعهد اللبناني للتكنولوجيا
٧٤. المعهد اللبناني للتكنولوجيا
٧٥. المعهد اللبناني للتكنولوجيا
٧٦. المعهد اللبناني للتكنولوجيا
٧٧. المعهد اللبناني للتكنولوجيا
٧٨. المعهد اللبناني للتكنولوجيا
٧٩. المعهد اللبناني للتكنولوجيا
٨٠. المعهد اللبناني للتكنولوجيا
٨١. المعهد اللبناني للتكنولوجيا
٨٢. المعهد اللبناني للتكنولوجيا
٨٣. المعهد اللبناني للتكنولوجيا
٨٤. المعهد اللبناني للتكنولوجيا
٨٥. المعهد اللبناني للتكنولوجيا
٨٦. المعهد اللبناني للتكنولوجيا
٨٧. المعهد اللبناني للتكنولوجيا
٨٨. المعهد اللبناني للتكنولوجيا
٨٩. المعهد اللبناني للتكنولوجيا
٩٠. المعهد اللبناني للتكنولوجيا
٩١. المعهد اللبناني للتكنولوجيا
٩٢. المعهد اللبناني للتكنولوجيا
٩٣. المعهد اللبناني للتكنولوجيا
٩٤. المعهد اللبناني للتكنولوجيا
٩٥. المعهد اللبناني للتكنولوجيا
٩٦. المعهد اللبناني للتكنولوجيا
٩٧. المعهد اللبناني للتكنولوجيا
٩٨. المعهد اللبناني للتكنولوجيا
٩٩. المعهد اللبناني للتكنولوجيا
١٠٠. المعهد اللبناني للتكنولوجيا

## Appendix 12

المكون

مقدمة الأستاذة ماريان عاصم المحترم

أ. ميسرة ماريان عاصم

تستلم مديرية التوجيه المهني في مؤسسة الحريري النداء التوعوي النهائي ٢٠٠٣-٢٠٠٤ الذي يهدف إلى إكمال المرحلة الثانوية أو البكالوريا التقنية على الاطلاع على الاختصاصات (داخل وخارج لبنان) من خلال الجامعات والمعاهد الفنية ومعاهد السفرات. بالإضافة إلى التعرف على فرص العمل المتوفرة في لبنان من خلال مشاركة بعض المؤسسات الاقتصادية التي تمثل مختلف مجالات العمل.

وتستهدف مؤسسة الحريري بدعوة طلابكم الكرام إلى زيارة هذا اللقاء السنوي الذي يتيح لهم أن يتعرفوا من خلال اللقاء بالجامعات والمعاهد والسفرات على مختلف الاختصاصات والشهادات، سنوات الدراسة، لغة التدريس، التخصص العالي، امكانيات وشروط الدخول، بالإضافة إلى الأقساط والتسلح الدراسية. أما من خلال اللقاء بالمؤسسات الاقتصادية، فممكن للطلاب أن يتعرفوا على أنواع التخصصات والشهادات المطلوبة في سوق العمل، فرص العمل المتاحة، نوع العمل الفعلي، الدخل المادي، المهارات المطلوبة، والتطلعات المستقبلية.

موعد : ٣ إلى ٦ كانون الأول ٢٠٠٣

وقت : من الساعة ٩ صباحاً إلى ٥ مساءً

مكان : BIEL - وسط بيروت

حجز : الاتصال بمديرية التوجيه المهني في مؤسسة الحريري على الأرقام الآتية:

٠١/٨٥٣٠٠٦ فاكس: ٠١/٨٥٣٠٥٥-٥٦-٥٧-٥٨-٥٩-٦٠

بين الساعة ٨ والنصف بعد الظهر

ملاحظة : يرجى الحجز قبل ٢١ تشرين الثاني ٢٠٠٣ وذلك لأن المؤسسة ستقفل أبوابها طيلة فترة

أعياد من ٢٢ إلى ٢٧ تشرين الثاني ٢٠٠٣

#### المشاركون في هذا اللقاء:

١. الجامعة اللبنانية
- المعهد الجامعي للتكنولوجيا في الجامعة اللبنانية
٢. الجيش (المدرسة العربية)
٣. الجامعة الأميركية في بيروت
٤. أكاديمية الحريري الكندية
٥. جامعة القديس يوسف
٦. الجامعة اللبنانية الأميركية
٧. جامعة بيروت العربية
٨. جامعة البلمند
٩. جامعة الروح القدس الكسليك
١٠. جامعة هايكازيان
١١. جامعة سيدة اللويزة
١٢. الجامعة الأنطونية
١٣. جامعة بيروت الإسلامية
١٤. جامعة الجنان
١٥. الجامعة الإسلامية في لبنان
١٦. جامعة الحكمة
١٧. جامعة الشرق الأوسط
١٨. المعهد الوطني العالي للموسيقى / أكونسرفاتوار
١٩. جمعية الكفاءات
٢٠. جمعية المقاصد الخيرية الإسلامية
٢١. المركز التربوي للبحوث والإماء
٢٢. السفارة الفرنسية
٢٣. السفارة الإيطالية
٢٤. السفارة الإسبانية
٢٥. السفارة الأمريكية - AMIDEAST
٢٦. المعهد الفلي السباحي
٢٧. مؤسسة قرطباوي
٢٨. المؤسسة المهنية العاملة
٢٩. معهد مون لاسال
٣٠. Pigier
٣١. المعهد الفلي الإسلامي
٣٢. معهد صيدا التقني للفتيات / جمعية الموانسة
٣٣. مدرسة القرون الإنجيلية الوطنية / صيدا
٣٤. معهد الحكمة التقني
٣٥. الجمعية المسيحية للفتيات في لبنان
٣٦. معهد علي الأكبر المهني والتقني
٣٧. المعهد التكنولوجي اللبناني للمجوهرات
٣٨. Microsoft
٣٩. تلفزيون المستقبل
٤٠. إذاعة الشرق
٤١. جريدة المستقبل
٤٢. أوجيه لبنان
٤٣. MedGulf
٤٤. Audi Bank
٤٥. Allied Bank
٤٦. Rotana Hotels
٤٧. Malia Group
٤٨. Green Peace
٤٩. MEA
٥٠. مستشفى جود

الدخول مجرم

حضرة الأستاذة عيلاد خانم المحترمة

أسيدتي حبايا الحبيب

## Appendix 13

ATT. Père Joseph DE LA PAULIE



OK

# الأمانة العامة للمدارس الكاثوليكية في لبنان

في ٢٠٠٣/٩/٢٥

حضرة مندوبي ومندوبات المدارس الكاثوليكية في لبنان المحترمين،

الموضوع: دعوة عامة لتلاميذ المدارس الكاثوليكية في لبنان

تحية بالرب يسوع،

تتمت الأمانة العامة للمدارس الكاثوليكية دعوة من أجمع المهنيين والتقنيين في لبنان لتلاميذ جميع المدارس الكاثوليكية للمشاركة ولحضور المعرض التربوي للإرشاد والكشف، الملتقى النسوي الأول للوزارات اللبنانية ومؤسسات الدولة الرسمية والتعليم العالي في لبنان.

وإذ أشكر تعاونكم معنا أمل أن تتحوا إدارات مدارسكم على إشراك طلابها في هذا الحدث لما فيه من أهمية ومردود على طلابنا ومستقبلهم من جهة وأهمية التعاون مع المؤسسات الحكومية من جهة أخرى انطلاقاً من مبدأ الغياب مملوع.

تعدون طيباً معي الدعوة كما وصلتنا إلى الأمانة العامة.

وتفضلوا بقبول فائق الاحترام

الامين العام للمدارس الكاثوليكية

الاب مروان تابت

الاب مروان تابت م.د.

ASSEMBLY OF PROFESSIONALS & TECHNICIANS  
IN LEBANON License N° 17/A.D



جمع المهنيين والتقنيين  
في لبنان  
طرابلس ١٢/٩

## جانب الأمانة العامة للمدارس الكاثوليكية

الموضوع : دعوة عامة لتلامذة المدارس الكاثوليكية في لبنان للمشاركة وحضور أول حدث من نوعه في لبنان .

تحية وبعد ،

نشرف بدعوة تلامذة جميع المدارس الكاثوليكية ، عبر أمانتكم الموقرة ، للمشاركة الكثيفة وحضور المعرض التربوي للإرشاد والتوجيه . الملتقى السنوي الأول للوزارات اللبنانية ومؤسسات الدولة الرسمية والتعليم العالي في لبنان .

المكان : قصر الاونيسكو / بيروت  
الزمان : ٢٧ - ٢٩ تشرين الأول ٢٠٠٣ من الساعة العاشرة صباحا إلى السادسة مساء

ملاحظة : يتخلل هذا الحدث ندوات حوارية بين الطلاب ووزراء الوزارات ورؤساء المؤسسات الرسمية المشاركة  
نرجو الاتصال على الرقم ٣٨٥٢٩٣ / ٠٣ للتنسيق في نقل التلامذة

الاهداف : تعريف التلامذة الى دولتهم من خلال الوزارات والمؤسسات الرسمية  
تعريف التلامذة الى الاختصاصات الجامعية من خلال المؤسسات التعليمية

### الوزارات المشاركة :

وزارة السياحة ، وزارة التنمية الإدارية ، وزارة الزراعة ، وزارة العمل ، وزارة الاقتصاد والتجارة ، وزارة الاتصالات ، وزارة الخارجية والمغتربين ، وزارة الطاقة  
مؤسسات الرسمية المشاركة :

التفتيش المركزي ، الضمان الاجتماعي ، مجلس الإنماء والإعمار ، المؤسسة العامة لتشجيع الاستثمارات في لبنان ( إيدال ) المؤسسة الوطنية لضمان الودائع ( كفالات )

فيما نأمل نجاحكم وتعميم هذه الدعوة على مدارسكم ، نتمنى لحضرتكم التوفيق والنجاح

رئيس اللجنة المنظمة

وتفضلوا بقبول احتراماتي وتقديري

بيار مكرزل

03/385293

رئيسة اللجنة المنظمة  
د. هبة مكي

## Vos compétences

Cocher la case O (oui) pour ce que vous êtes capable de faire ou très bien faire et la case N (non) pour ce que vous n'êtes pas ou peu capable d'accomplir.

R

- Je suis capable, sans aide, de faire de bons programmes descriptifs
- Je peux expliquer à l'écrit
- Je peux expliquer à l'oral ce que je pense d'un système
- J'ai réalisé une procédure, un logiciel ou une machine à commande numérique
- Je peux faire le découpage de machines ou d'objets en bois
- Je peux faire de simples opérations électroniques
- Je peux réaliser des circuits
- Je peux utiliser de nombreux outils de mesure
- Je peux faire de simples schémas de montage
- Je peux assembler de simples câbles en bois
- Je peux planifier les pièces d'une machine ou d'un équipement

O	N

Total de O

# Appendix 14

- Je peux me servir de l'
- Je peux faire une expérience de
- Je comprends le principe de
- Je peux me servir d'un instrument pour résoudre un problème électronique
- Je peux effectuer la fonction des
- Je peux expliquer une simple
- Je comprends pourquoi les
- Je peux régler un
- Je comprends le rôle des
- Je comprends le rôle de

O	N

Total de O

A

- Je peux faire un traitement de
- Je peux choisir dans un ensemble de
- Je peux choisir un
- Je peux poser une
- Je peux faire une
- Je peux passer un tableau, une
- Je peux faire un
- Je peux concevoir des
- J'ai des notions de
- Je peux réaliser un
- Je peux prendre de

O	N

Total de O

## Vos compétences

Cochez la case **O** (oui) pour ce que vous êtes capable de bien ou très bien faire et la case **N** (non) pour ce que vous n'êtes pas ou peu capable d'accomplir.

### R

- J'ai utilisé une scie, un tour ou une ponceuse électriques
- Je peux dessiner à l'échelle
- Je peux changer l'huile ou le pneu d'une voiture
- J'ai utilisé une perceuse, un broyeur ou une machine à coudre électriques
- Je peux faire le finissage de meubles ou d'objets en bois
- Je peux faire de simples réparations électriques
- Je peux réparer des meubles
- Je peux utiliser de nombreux outils de menuiserie
- Je peux faire de simples travaux de plomberie
- Je peux construire de simples objets en bois
- Je peux peindre les pièces d'une maison ou d'un appartement

**O**

**N**

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

Total de O

### I

- Je peux me servir de l'algèbre pour résoudre des problèmes de mathématiques
- Je peux faire une expérience ou une étude scientifique
- Je comprends la notion de « demi-vie » d'un élément radioactif
- Je peux me servir de tables de logarithmes
- Je peux me servir d'un ordinateur pour étudier un problème scientifique
- Je peux décrire la fonction des globules blancs
- Je peux interpréter une simple formule chimique
- Je comprends pourquoi les satellites artificiels ne retombent pas sur Terre
- Je peux rédiger un rapport scientifique
- Je comprends la théorie cosmologique du Big Bang
- Je comprends le rôle de l'ADN en génétique

**O**

**N**

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

Total de O

### A

- Je peux jouer d'un instrument de musique
- Je peux chanter dans un chœur de 2 à 4 personnes
- Je peux chanter en solo
- Je peux jouer dans une pièce de théâtre
- Je peux faire une interprétation de texte
- Je peux peindre un tableau, une aquarelle ; sculpter
- Je peux faire un arrangement musical ou composer de la musique
- Je peux concevoir des vêtements, des meubles ou des affiches
- J'écris des histoires ou des poèmes
- Je peux rédiger un discours
- Je peux prendre de belles photos

**O**

**N**

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

Total de O



**S**

- Je trouve facile de parler aux gens
- J'explique clairement les idées aux autres
- Je pourrais travailler dans l'organisation d'un événement de quartier
- Les gens viennent à moi pour exposer leurs problèmes
- Je peux facilement enseigner aux enfants
- Je peux facilement enseigner aux adultes
- Je suis capable d'aider les gens qui ont des problèmes
- Je comprends bien les relations sociales
- Je sais enseigner aux autres
- Je sais mettre les gens à l'aise
- Je travaille beaucoup mieux avec les gens qu'avec des objets ou des idées

O  
1  
1  
1  
1  
1  
1  
1  
1  
1  
1

N  
1  
1  
1  
1  
1  
1  
1  
1  
1  
1

Total de O

**I**

- Je sais être un bon meneur
- Je suis un bon orateur
- Je peux diriger une campagne de vente
- Je peux organiser le travail des autres
- Je suis ambitieux et sûr de moi
- Je suis capable de convaincre les autres qu'ils fassent les choses comme je le veux
- Je suis un bon vendeur
- Je suis un bon argumentateur
- Je peux être très convaincant
- J'ai de grandes compétences de planification
- J'ai de grandes compétences de meneur

O  
1  
1  
1  
1  
1  
1  
1  
1  
1  
1

N  
1  
1  
1  
1  
1  
1  
1  
1  
1  
1

Total de O

**C**

- Je peux classer courrier et autres papiers
- J'ai déjà travaillé dans un bureau
- Je peux utiliser un distributeur automatique de timbres
- Je peux faire rapidement un immense travail de bureau
- Je peux utiliser de simples catalogues d'informations
- Je peux faire un bilan (débit/crédit)
- Je peux garder un registre détaillé de paiements ou de ventes
- Je peux saisir des informations dans un ordinateur
- Je peux écrire des lettres d'affaires
- Je peux effectuer des travaux de bureau routiniers
- Je suis soigneux et méthodique

O  
1  
1  
1  
1  
1  
1  
1  
1  
1  
1

N  
1  
1  
1  
1  
1  
1  
1  
1  
1  
1

Total de O

# Métiers

Donnez votre avis concernant la liste de métiers ci-dessous en cochant la case **O** (oui) si vous aimez ou êtes intéressés ou dans le cas contraire, la case **N** (non).

	O	N
Mécanicien aéronautique	<input type="checkbox"/>	<input type="checkbox"/>
Mécanicien automobile	<input type="checkbox"/>	<input type="checkbox"/>
Menuisier	<input type="checkbox"/>	<input type="checkbox"/>
Chauffeur de camion	<input type="checkbox"/>	<input type="checkbox"/>
Expert	<input type="checkbox"/>	<input type="checkbox"/>
Inspecteur de chantier	<input type="checkbox"/>	<input type="checkbox"/>
Mécanicien télécoms	<input type="checkbox"/>	<input type="checkbox"/>
Ingénieur mécanique	<input type="checkbox"/>	<input type="checkbox"/>
Machiniste	<input type="checkbox"/>	<input type="checkbox"/>
Electricien	<input type="checkbox"/>	<input type="checkbox"/>
Fermier	<input type="checkbox"/>	<input type="checkbox"/>
Pilote d'hélicoptère	<input type="checkbox"/>	<input type="checkbox"/>
Technicien électronique	<input type="checkbox"/>	<input type="checkbox"/>
Soudeur	<input type="checkbox"/>	<input type="checkbox"/>

Total de R : O

	O	N
Conseiller emploi	<input type="checkbox"/>	<input type="checkbox"/>
Sociologue	<input type="checkbox"/>	<input type="checkbox"/>
Enseignant dans un collège	<input type="checkbox"/>	<input type="checkbox"/>
Consultant antidrogue	<input type="checkbox"/>	<input type="checkbox"/>
Expert en délinquance juvénile	<input type="checkbox"/>	<input type="checkbox"/>
Orthophoniste Conseiller légal	<input type="checkbox"/>	<input type="checkbox"/>
Conseiller matrimonial	<input type="checkbox"/>	<input type="checkbox"/>
Psychologue clinique	<input type="checkbox"/>	<input type="checkbox"/>
Enseignant en Sciences Sociales	<input type="checkbox"/>	<input type="checkbox"/>
Conseiller personnel	<input type="checkbox"/>	<input type="checkbox"/>
Directeur d'un camp de jeunes	<input type="checkbox"/>	<input type="checkbox"/>
Assistant social	<input type="checkbox"/>	<input type="checkbox"/>
Conseiller en réhabilitation sociale	<input type="checkbox"/>	<input type="checkbox"/>
Directeur de colonie de vacances	<input type="checkbox"/>	<input type="checkbox"/>

Total de S : O

Météorologue	<input type="checkbox"/>	<input type="checkbox"/>
Biologiste	<input type="checkbox"/>	<input type="checkbox"/>
Astronome	<input type="checkbox"/>	<input type="checkbox"/>
Technicien de laboratoire médical	<input type="checkbox"/>	<input type="checkbox"/>
Anthropologue	<input type="checkbox"/>	<input type="checkbox"/>
Chimiste	<input type="checkbox"/>	<input type="checkbox"/>
Chercheur scientifique indépendant	<input type="checkbox"/>	<input type="checkbox"/>
Rédacteur d'articles scientifiques	<input type="checkbox"/>	<input type="checkbox"/>
Géologue	<input type="checkbox"/>	<input type="checkbox"/>
Botaniste	<input type="checkbox"/>	<input type="checkbox"/>
Chercheur scientifique	<input type="checkbox"/>	<input type="checkbox"/>
Physicien	<input type="checkbox"/>	<input type="checkbox"/>
Chercheur en Sciences Sociales	<input type="checkbox"/>	<input type="checkbox"/>
Analyste de l'environnement	<input type="checkbox"/>	<input type="checkbox"/>

Total de I : O

Acheteur	<input type="checkbox"/>	<input type="checkbox"/>
Agent de publicité	<input type="checkbox"/>	<input type="checkbox"/>
Représentant d'usine	<input type="checkbox"/>	<input type="checkbox"/>
Cadre commercial	<input type="checkbox"/>	<input type="checkbox"/>
Maître de cérémonie	<input type="checkbox"/>	<input type="checkbox"/>
Vendeur	<input type="checkbox"/>	<input type="checkbox"/>
Agent immobilier	<input type="checkbox"/>	<input type="checkbox"/>
Directeur de grands magasins	<input type="checkbox"/>	<input type="checkbox"/>
Directeur de ventes	<input type="checkbox"/>	<input type="checkbox"/>
Cadre en relations publiques	<input type="checkbox"/>	<input type="checkbox"/>
Directeur de chaîne de télévision	<input type="checkbox"/>	<input type="checkbox"/>
Propriétaire d'une petite entreprise	<input type="checkbox"/>	<input type="checkbox"/>
Législateur	<input type="checkbox"/>	<input type="checkbox"/>
Directeur d'aéroport	<input type="checkbox"/>	<input type="checkbox"/>

Total de E : O

Poète	<input type="checkbox"/>	<input type="checkbox"/>
Musicien	<input type="checkbox"/>	<input type="checkbox"/>
Romancier	<input type="checkbox"/>	<input type="checkbox"/>
Acteur	<input type="checkbox"/>	<input type="checkbox"/>
Rédacteur pigiste (indépendant)	<input type="checkbox"/>	<input type="checkbox"/>
Arrangeur de musique	<input type="checkbox"/>	<input type="checkbox"/>
Journaliste	<input type="checkbox"/>	<input type="checkbox"/>
Artiste	<input type="checkbox"/>	<input type="checkbox"/>
Chanteur	<input type="checkbox"/>	<input type="checkbox"/>
Compositeur musical	<input type="checkbox"/>	<input type="checkbox"/>
Sculpteur	<input type="checkbox"/>	<input type="checkbox"/>
Dramaturge	<input type="checkbox"/>	<input type="checkbox"/>
Dessinateur de bandes dessinées	<input type="checkbox"/>	<input type="checkbox"/>
Animateur	<input type="checkbox"/>	<input type="checkbox"/>

Total de A : O

Teneur de livres de comptabilité	<input type="checkbox"/>	<input type="checkbox"/>
Contrôleur de budget	<input type="checkbox"/>	<input type="checkbox"/>
Comptable assermenté	<input type="checkbox"/>	<input type="checkbox"/>
Investigateur de crédit	<input type="checkbox"/>	<input type="checkbox"/>
Guichetier	<input type="checkbox"/>	<input type="checkbox"/>
Conseiller fiscal	<input type="checkbox"/>	<input type="checkbox"/>
Contrôleur d'inventaire	<input type="checkbox"/>	<input type="checkbox"/>
Opérateur d'ordinateur	<input type="checkbox"/>	<input type="checkbox"/>
Analyste financier	<input type="checkbox"/>	<input type="checkbox"/>
Evaluateur	<input type="checkbox"/>	<input type="checkbox"/>
Commis de paie	<input type="checkbox"/>	<input type="checkbox"/>
Inspecteur de banque	<input type="checkbox"/>	<input type="checkbox"/>
Commis de comptabilité	<input type="checkbox"/>	<input type="checkbox"/>
Auditeur	<input type="checkbox"/>	<input type="checkbox"/>

Total de C : O

Auto-évaluation

Faites vous-même l'évaluation de vos capacités par rapport à celles des autres personnes de votre âge. Soyez aussi précis que possible. Entourez le chiffre correspondant en évitant de choisir le même pour chaque réponse.

	Capacité mécanique	Capacité scientifique	Capacité artistique	Capacité d'enseignement	Capacité de ventes	Capacité administrative
Elevée	7	7	7	7	7	7
	6	6	6	6	6	6
	5	5	5	5	5	5
Moyenne	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
Basse	1	1	1	1	1	1
R I A S E C						

	Aptitudes manuelles	Capacité mathématique	Capacité musicale	Compréhension de l'autre	Aptitudes à diriger	Aptitudes de bureau
Elevées	7	7	7	7	7	7
	6	6	6	6	6	6
	5	5	5	5	5	5
Moyennes	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
Basses	1	1	1	1	1	1
R I A S E C						



# Comment organiser vos réponses

Commencez à la page 4. Comptez les réponses positives de chaque étape du test (O) : Activités, Compétences, Métiers.

## Activités (p. 4-5)

R I A S E C

## Compétences (p. 6-7)

R I A S E C

## Occupations (p. 8)

R I A S E C

## Auto-évaluation (p. 9)

(Inscrivez le numéro entouré)

R I A S E C

R I A S E C

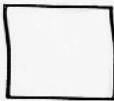
## Total des scores

(Additionnez chaque colonne séparément)

R I A S E C

Les trois totaux les plus élevés indiquent le résultat du test. Inscrivez-les dans l'ordre, dans les cases ci-dessous. En cas d'égalité ou de quasi-égalité, inscrivez les deux lettres dans la même case.

## Résultat



1<sup>er</sup>



2<sup>ème</sup>



3<sup>ème</sup>



October 15, 2007

Mr. Mohd NADAR  
Director of Admissions  
CAIT - Bhuber

Dear Mr. Nagar:

Thank you for the invitation to visit your campus in November. As the Jesus and Mary School appreciates the relationship with your esteemed university, I would like to draw your attention to the fact that after-school hours and weekends are the best time for us and for our students to meet and discuss any concerns or queries. We are now making our concerns into

## Appendix 15

The newly developed academic curriculum for Secondary Classes is an intensive to spare time for a campus visit although we see a great benefit in it for the students.

Sincerely,

Mohd. GHANEM  
Director of Public Relations



# JESUS & MARY SCHOOL



RABWEIL CORNICHAN LEBANON  
P.O. BOX 7511 - ANTILAS TEL: 049 9165312-14

October 15, 2003

Mr. Michel NAJJAR  
Director of Admissions  
LAU - Byblos

Dear Mr. Najjar,

Thank you for the invitation to visit your campus in November. As the Jesus and Mary School appreciates the relationship with your esteemed university, I would like to draw your attention to the fact that after school hours and Saturdays are certainly better times for us and for our students to visit. A growing number of universities is now taking our concerns into consideration.

The newly developed academic curriculum for Secondary Classes is too intensive to spare time for a campus visit although we see a great benefit in it for the students.

Sincerely,



*Milad*

Milad GHANEM  
Director of Public Relations



الجامعة اللبنانية الأميركية  
LEBANESE AMERICAN UNIVERSITY

October 2, 2003

**Mr. Milad Ghanem**  
**Jesus and Mary - Rabieh**

Dear **Mr. Ghanem**,

The Admissions Office at the Lebanese American University – Byblos is organizing an in-house orientation program to the graduating students of secondary schools.

The graduating students are invited to visit the campus and meet with the faculty and staff of the different schools, thus getting acquainted with the various programs and majors offered. They will also visit the computer centers, the science and engineering laboratories, the studios, the gymnasium, and the library.

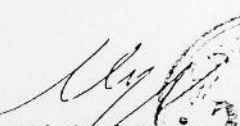
The program will take place on the Byblos campus premises Monday November 10 through Friday November 14, 2003. The first session will be between 9:00 a.m. and 11:30 a.m., and the second session between 12:00 noon and 2:30 p.m.

Kindly confirm the number of participating students and the suitable date by telephone or fax on the following numbers:

Tel: 09 - 547254 / 09 - 547262 Ext. 2191  
Fax: 09 - 546560  
E-mail: admissions.byblos@lau.edu.lb

Looking forward for continuous cooperation.

Sincerely,

  
**Michel F. Najjar**  
Director of Admissions  
Byblos Campus



MPUS  
5053  
rut  
ebanon  
E  
456/464  
098  
رأس بيروت  
ص.ب. ٥٠٥٣  
شوران - بيروت  
لبنان ١١٠٢ ٢٨٠١  
تلف: ٥٠٥٣/٤٥٦  
فاكس: ٤٥٦/٥٠٥٣

BYBLOS CAMPUS  
P.O Box: 36  
Byblos - Lebanon  
Tlx 48328 LE  
Tel (09) 547254/62  
Fax (09) 944851  
بيبلوس  
ص.ب. ٣٦  
بيبلوس - لبنان  
تلكس: ٤٨٣٢٨ LE  
هاتف: ٥٤٧٢٥٤/٦٢ (٠٩)  
فاكس: ٩٤٤٨٥١ (٠٩)

SIDON CAMPUS  
P.O Box: 267  
Sidon - Lebanon  
Tel (07) 728724/5  
Fax (07) 728726  
صيدا  
ص.ب. ٢٦٧  
صيدا - لبنان  
هاتف: ٥٠٧٢٨٧٢/٠٧ (٠٧)  
فاكس: ٧٢٨٧٢٦/٠٧ (٠٧)

NEW YORK OFFICE  
475 Riverside drive  
Room 1846  
New York, NY 10115 U  
Tel (212) 870 - 2592  
Fax (212) 870 - 2766



# Appendix 16

1. Name: \_\_\_\_\_
2. Class/ Second Secondary (Grade 11): \_\_\_\_\_
3. Section: \_\_\_\_\_
4. School Name: \_\_\_\_\_

5. Please rate your knowledge of the below mentioned universities. On a scale of 1 to 4, 1 represents very limited knowledge & represents maximum knowledge.

University	1	2	3	4
AUB				
USU				
HDU				
LAU				
ENIG				
Belgium University (VUB)				
Middle East Technical Univ (METU)				
Utrecht - Radboud				
American University				
Leopold University (Belgium)				
CUA University				
Beirut Arab Univ				
ADU				
AUHT				

# Summary

## on

# Academic Choices

## for

6. On a scale of 1 to 4, indicate the level of impact for you of each of the following as a source of information.

Source of Information	1	2	3	4
Web site of University				
University Website				
French Language Institute				
Classroom discussion				
Meeting with Counselor & parents				
Visit of University representatives in school				
Your visit to College fairs				
Your participation in Orientation Program on University Campuses				
Communication (Verbally and/or written) with Admission officers at Universities				

## 2<sup>nd</sup> Secondary Students

7. When choosing a University to apply to, to what extent are these factors important to you (on a scale of 1 to 4)?

Factor	1	2	3	4
Overall Academic Reputation				
Quality of Professors				
Geography of Location (distance)				
Quality of Learning Centers (Lab, Library, Computer Center)				
Presence of Friends of yours				
Parents' Recommendations				

1. Name: \_\_\_\_\_
2. Class: Second Secondary (Grade 11)
3. Section: \_\_\_\_\_
4. School Name: \_\_\_\_\_

5. Please note your knowledge of the below mentioned universities. On a scale of 1 to 4, 1 represents very limited knowledge, 4 represents maximum knowledge.

Lebanese University	1	2	3	4
AUB	1	2	3	4
USJ	1	2	3	4
NDU	1	2	3	4
LAU	1	2	3	4
ESIG	1	2	3	4
Haigazian University (HU)	1	2	3	4
Middle East university (MEU)	1	2	3	4
USEK – Kaslik	1	2	3	4
Antonine University	1	2	3	4
Sagesse University (Hikmeh)	1	2	3	4
C&E University	1	2	3	4
Beirut Arab University (BAU)	1	2	3	4
AUT	1	2	3	4
AUST	1	2	3	4

6. On a scale of 1 to 4, indicate the level of importance for you of each of the following as a source of information:

Web site of the University	1	2	3	4
University Publications	1	2	3	4
Friends & Relations	1	2	3	4
Classroom discussion	1	2	3	4
Meeting with Counselor & parents	1	2	3	4
Visits of University representations to school	1	2	3	4
Your visit to College fairs	1	2	3	4
Your participation in Orientation Program on University Campuses	1	2	3	4
Communication (Verbal/email etc.) with Admission offices in Universities	1	2	3	4

7. When choosing a University to apply to, to what extent are these factors important to you (on a scale of 1 to 4)?

Overall Academic Reputation	1	2	3	4
Quality of Professors	1	2	3	4
Geographical Location (distance)	1	2	3	4
Quality of Learning Centers (Labs, Library, Computer Centers)	1	2	3	4
Presence of Friends of yours	1	2	3	4
Parents' Recommendation	1	2	3	4

Tuition Fees	1	2	3	4
Financial Aid	1	2	3	4
Availability of Residence Halls (Dorms)	1	2	3	4
Language of Instruction	1	2	3	4
Availability of Academic Major	1	2	3	4

8. To what extent is the opinion of each of the following persons important for you while making a decision to choose an academic major? (tick ✓ under the right answer)

	Not Important	Important	Very Important
Parents			
Brothers and/or sisters			
Teachers in the School			
Friends			
Neighbors			
Former students of the School			
Secondary Cycle Administration			
Classmates			

9. Name up to four universities that you would might join. The first university represents your first choice, and the fourth represents your last choice:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

10. Name four universities that you would like to know more about:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

11. What is your First, Second & Third preference of professions? (What would you like to be in the future?)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

12. What id your First, Second & Third preference of academic major? (What major would you like to enroll in?)

1. \_\_\_\_\_