



Counselling

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Scoping report

International school-based counselling

Dr Belinda Harris – August 2013



Executive summary

Overview

This report presents the findings of a scoping of state-funded school-based counselling services for children and young people in 90 countries. The scoping is based on data accessed first, via a search of peer-reviewed journal articles written in the English language; second, via correspondence with key authors; and third, via the websites of national school-based counselling associations and Government departments.

From the evidence found, it is estimated that school-based counselling is well established in 62 countries, and in the early stages of development in a further seven countries across the globe.

Status and prevalence of school-based counselling

The data gathered provide a global overview of the status and prevalence of school-based counselling. Information was recorded in regional tables which are included as appendices to the main report. School-based counselling was found to be mandatory in 39 countries spread across the globe, from South America and the Caribbean, to Europe, Africa, the Middle East and Far East. In addition, school-based counselling is mandated in 32 American states, one Australian state, three German states, two UK countries and three Canadian provinces. There are a further 24 countries and many intra-national regions (e.g. 19 states in USA; two UK countries) where counselling is well established but not compulsory, and these reflect the same geographical span.

In the majority of these countries ($n=36$) and regional areas, counselling is offered to children and young people across the age range, from years 1 to 12 (ages 5–18). In the USA counselling is also mandated at kindergarten level in 24 states. Where counselling is not available at all levels of the system the emphasis is on counselling for secondary school students, aged 11 to 18 ($n=31$). However, in China, Japan and Iran, priority is afforded to pupils in middle schools, and exceptionally in the Lebanon, counselling is provided for primary and middle school pupils only.

Limited data was found on the numbers of counsellors and schools where counselling is offered in different countries. Counsellor-student ratios ranged widely, from: 1:245 (Finland) to 1:18,000 (Tasmania).

The counsellors and their work

In the majority of countries where counselling is mandatory, counselling is positioned at the intersection of two professions, namely education and counselling, and is delivered by experienced teachers with an additional postgraduate level qualification in guidance and counselling or school-based counselling. In many other countries the work of the counsellor is shared between teacher-counsellors and psychologists, or less frequently, teacher-counsellors and social workers. In the UK, counselling is a profession in its own right. This situation is unusual and shared by only a handful of countries (e.g. Nigeria and Kenya) and international regions (e.g. two Canadian provinces). However, there is evidence from the USA that in 21 states school counsellors may be appointed without a teaching qualification provided they have a counselling qualification and have undertaken a school-based supervised internship of at least 300, and more usually, 600 hours, and also studied specialist modules in education. In New Zealand the appointment of non-teaching qualified counsellors is perceived as a cause for concern by the NZAC [1].

This focus on counsellor's knowledge and expertise in education may be understood within a historical context, whereby the emergence of counselling can be traced back to changing educational landscapes and new imperatives or concerns in education. The practice model developed by the American School Counselor Association, for example, evolved from a long tradition of vocational guidance and psycho-education. In the UK, school-based counselling was originally advocated to support pupils who were deemed to be underachieving, and involved specialist training for teachers with pastoral roles and responsibilities, [2,3].

The American model has been influential in many regions (e.g. Caribbean, Central America and Middle East), and vocational guidance has been influential in the introduction of school-based counselling services in many regions, including Africa, Europe, the Far East and the Caribbean. In some parts of the world, the development of school-based counselling has been driven by specific social concerns (e.g. HIV/AIDS, teenage pregnancy) related to the health and mental wellbeing of children and young people. Equally, trauma counselling is prevalent in war-torn and war-recovering nations, such as Syria and Rwanda.

A surprising finding of this study was the low number of countries ($n=18$) in which individual case-work is a key feature of the counsellor's work.

The orientation of school counsellors

In approximately one third of the countries reviewed in this study school counsellors practise relational (e.g. person-centred) approaches to school-based counselling. In some areas of the world (Nordic region and South America), the sufficiency of the person-centred approach has been challenged and other approaches have been adopted in addition to meet the perceived aims of counselling within an educational setting.

Culturally informed counselling is particularly valued in the Far East and Venezuela. Increasingly, constructivist (e.g. narrative and personal construct) and activity-based approaches (e.g. cognitive-behavioural and solution focused) are being promoted as a means to support children and young people to meet specific goals. However, there are also a significant number of countries where pluralistic approaches are increasingly valued for their ability to meet the diverse needs of children and young people within their specific situations.

Concluding remarks

Overall, school-based counselling is developing relatively quickly into an integral part of the education system in many parts of the world. In many other parts it is developing a

firm foothold or emerging as a valuable way of supporting learning, as well as a range of health related concerns. The counsellor's work is understood to be specialised, requiring specific training and development opportunities, and involves a range of professional activities and responsibilities within the school setting.

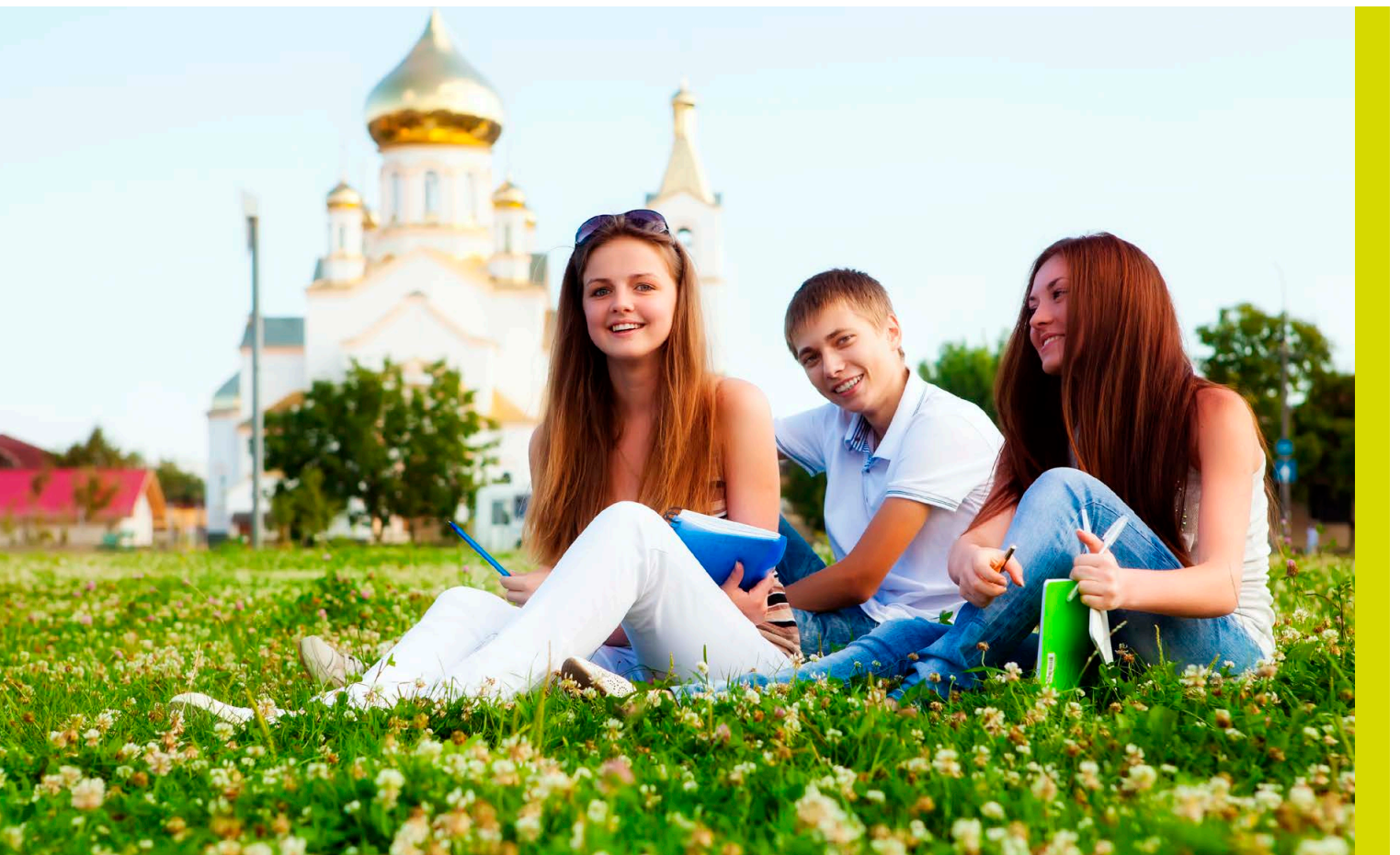
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About the author

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Overview

This scoping review was designed to identify where and how school-based counselling services are delivered in state schools across the globe. More specifically, the study sought to create an overview of the provision of school-based counselling across different geographical regions, and to ascertain basic information about the nature of this provision. This included a focus on the status and prevalence of school-based counselling, the nature of the school counsellor's work, the qualifications and experience required to become a school counsellor, and the therapeutic orientation guiding this work. As such, the scoping study did not attempt to undertake an in-depth account of school-based counselling internationally, but rather to focus on the range of school-based counselling provision across the globe.

Summary of findings

School-based counselling is well established in 62 countries across the globe and in the early stages of development in a further seven. More school-based counselling is delivered by teachers than by psychologists, professional counsellors or social workers. It is commonplace for school counsellors to have dual training in teaching and counselling or psychology. The majority of school counsellors have received a postgraduate education and are experienced in working with classes and groups of students, as well as with individuals. School counsellors are primarily trained in either relational or cognitive approaches, although there is a trend towards adopting a more pluralistic approach.

Due to limited resources, the researcher's priority was to develop an overview of provision for each region, rather than a comprehensive picture of provision in all countries. As soon as sufficient relevant data was found to illustrate trends within each region, the search moved to the next region, thereby leaving some gaps in the knowledge base.

Search procedure

A number of differentiated search procedures were used to identify countries where school-based counselling is available in state schools. The first line of enquiry involved a search of peer reviewed journal articles written in the English language to identify key papers focused on different countries, on a regional (global) basis. A combination of the following search terms led to the identification of relevant research papers on school-based counselling in 50 countries using Google Scholar, ERIC and PsycINFO:

School/educational
Mental health/wellbeing
Guidance/counseling/counselling/psychotherapy/psychology/psychiatry
Child/children/'young people'/'young adults'/adolescents

AND

Austria/Belgium/Cyprus/Denmark/Finland/France/
Germany/Greece/Holland/Iceland/Italy/Norway/ Portugal/
Sweden/ Spain/UK

Azerbaijan/Bulgaria/Croatia/Czech Republic/Estonia/Georgia/
Hungary/Kazakhstan/ Poland/ Romania/Russia/ Serbia/
Slovakia/Slovenia/Turkey/Turkmenistan

Egypt/Iran/Israel/Jordan/Kuwait/Lebanon/Oman/Saudi Arabia/
Syria/United Arab Emirates/Yemen

Cambodia/China/Hong Kong/Indonesia/Japan/Laos/Macau/
Malaysia/Myanmar/ Philippines/Singapore/South Korea/
Taiwan/Thailand/Vietnam

Afghanistan/India/Nepal/Pakistan

Botswana/Ethiopia/ Gambia/ Ghana/Kenya/ Mauritius/
Namibia/Nigeria/South Africa/ Rwanda / Tanzania/ Uganda/
Zimbabwe

Australia/ New Zealand

Canada/USA

Antigua/Bahamas/Barbados/Bermuda/Domenica/Dominican
Republic/Guyana/Jamaica/St Kitts/St Vincent and the
Grenadines/St Lucia/ Trinidad and Tobago

Argentina/Belize/Bolivia/Brazil/Chile/Columbia/Costa Rica/
Ecuador/ Guatemala/ Honduras/ Mexico/Paraguay/Peru/
Uruguay/Venezuela

(n=106)

Where a reading of relevant papers for each country left gaps in the data, key authors were identified and a personal e-mail sent to a) check the understanding of the data gained, and b) request further information or advice on how to access missing information.

Where relevant information was not forthcoming, or there were no specific papers available, then a third strategy was implemented which involved a Google search of all countries to identify national school-based counselling associations, and/or relevant Government departments, key policy documents, relevant reports or official information sheets. An e-mail was then sent via the 'Contact Us' link on the homepage of the website of the organisation, requesting specific information.

Finally, collaboration with other members of the project provided access to key individuals in countries where relevant information was not available or accessible in the English language. Of the 106 countries reviewed, some relevant information was found for 82.

Findings

A set of tables is attached as appendices to this report and gives a brief overview of the basic information found during this review for each country or region, as well as identifying key sources used. All personal contact information has been removed.

Prevalence

Summary

This study found that school-based counselling is mandatory in 39 of the 82 countries reviewed. Further, these countries are spread across the globe, (see Table 1).

Table 1: Countries in which school-based counselling is mandatory

Austria	Iceland	Slovakia
Bahamas	Indonesia	Singapore
Botswana	Iran	St Kitts
Costa Rica	Japan	S.Korea
Cyprus	Jordan	Sweden
Czech Republic	Macau	Tanzania
Denmark	Malta	Trinidad and Tobago
Finland	Malaysia	Turkey
France	Nepal	Venezuela
Gambia	New Zealand	Uganda
Germany	Nigeria	Vietnam
Ghana	Norway	Portugal
Hong Kong	Philippines	Romania

In addition, school-based counselling is mandatory in 32 (of 50) states in the USA, in 3 (of 10) provinces within Canada (Alberta, Nova Scotia, Prince Edward Island), in 1 (of 6) states in Australia (New South Wales), in 3 German states (Baden-Wuerttemberg, Bavaria and Nord-Rhein Westfalen) and in 2 countries of the UK (Wales, Northern Ireland).

The Nordic region is unique in that all five nations have made school-based counselling mandatory. In Germany, the USA, Canada and Australia where national policy is supportive of school-based counselling, individual states are responsible for implementation, which means there can be considerable variations in the nature and prevalence of provision. Within Australia for example, the numbers of school counsellors employed per school aged student varies from 1:850 in the Australian Capital Territory to 1:1800 in Tasmania [4].

North America

School-based counselling in North America is well developed and the American School Counselor Association National Model has been very influential in shaping the provision of school-based counselling in many parts of the world. Each US state and Canadian province is responsible for the development, implementation and evaluation of educational policy, including school-based counselling. According to the

American School Counselling Association and in Canada, the School Counsellor's chapter of the Canadian Counselling and Psychotherapy website, 32 of the 50 states in the USA and three of the 10 Canadian provinces have mandated for counselling. However, there is substantial evidence that school-based counselling is also practised in many, although not all, other states and provinces.

Australia and New Zealand

Counselling in schools is well developed in both Australia and New Zealand, although there are significant differences between these two nations in delivery. In both countries the provision of counselling in schools is supported by national governments, although in Australia, each state is responsible for policy and delivery of school-based services. In New Zealand, where education was decentralised in 1988, each school is responsible for managing service delivery. According to Barclay, Crocket, Kotze & Peter [1], this has contributed to a perceived decline in the prevalence, and has raised questions about service delivery and quality in some schools.

The Far East

In the Far East, school-based counselling is mandatory in eight of the 10 countries reviewed, although not at all levels of the system. In Indonesia, Malaysia, the Philippines and South Korea counselling is only mandated beyond the primary sector. Two countries, Thailand and China, have made a serious financial commitment to school-based counselling despite not making it mandatory. Therefore, in Thailand, the ratio of school counsellors to secondary school students is high by comparison with other countries (1:500) [5]. In Chinese urban areas, counselling is developing as a discipline and as a practice in schools. Government support for psycho-education for all pupils can be understood as a means of enabling young people to develop the skills necessary for thriving in a situation of rapid societal and economic change. However, in rural areas of China only 1% of schools have access to a school counsellor and the Chinese government is investing significant resources to ameliorate the situation across the country [6].

South Asia

In contrast to the Far East, evidence could only be found for mandatory counselling in Nepal, in South Asia. In 2001 the Indian Central Board for Secondary Education (CBSE) Examination Board made counselling mandatory for all schools registered with them, namely 850 Kendriya Vidyalaya (a system of central government schools under the Ministry of Human Resource Development), 593 Jawahar Navodaya Vidyalaya (Government boarding schools for talented children of secondary age), 1761 Government schools, 14 Central Tibetan schools and 5700 independent schools [7]. However, there is no overall Government policy to make counselling mandatory in all schools. In Pakistan limited evidence was found for school-based counselling and no information was available for Afghanistan.

Middle East

In the Middle East, school-based counselling was found to be well established in Jordan, Iran and Israel, despite not being mandatory in the latter. In Jordan there were 1950 school counsellors in the 2011–2012 academic year [8]. During the same period in Israel there were 4300 school counsellors working in primary, middle and secondary schools, achieving a high average ratio of 1:570 pupils [9]. In Iran, counselling is mandated for secondary schools but there are not enough trained counsellors for every school, particularly in rural areas [10]. School-based counselling is developing slowly but surely in Saudi Arabia, and according to Alghamadi and Riddick [11], 90% of Saudi secondary schools had some kind of school-based counselling service in 2010. In the Lebanon school-based counselling is found in 100 of 619 state primary and middle schools [12], in contrast to Oman and the United Arab Emirates where there is some evidence of counselling in the secondary sector. In Egypt counselling is delivered by school psychologists, although the ratio is the lowest found in the region, at 1:3080 [13]. Whereas school-based counselling existed in Syria before the war, children are now more likely to receive counselling if they are in a school club or refugee camp school, coordinated and staffed by UNICEF [14].

Eastern Europe

Guidance in Eastern European schools was introduced in the early part of the twentieth century e.g. Poland, 1918; Latvia, 1929; Lithuania, 1931 [15] and then disappeared after the Second World War, when central state planning removed expectations of individually focused guidance. More recently, counselling has begun to develop a new foothold in schools, and has been made mandatory in three of the 12 former

Eastern bloc countries reviewed for this study, namely the Czech Republic, Slovakia and Romania. It is also available to a much lesser extent in Croatia, Estonia and Serbia. In Georgia the ratio of counsellors to students is 1:615, which tends to suggest that it may be mandatory, although this cannot be confirmed on the evidence available at this time. By contrast, school-based counselling is mandatory and well established in all schools in Turkey [16].

Western Europe

Western nations, such as France, Germany, Holland, Austria and Switzerland have well established guidance and counselling provision for secondary students. In Germany this extends to all schools, although each state decides upon implementation and the specific allocation of resources by sector. In Belgium, where there are three separate regions, counselling is not mandatory in schools but there is evidence of some provision for children and young people both in schools and in local community centres [17,18]. In Southern Europe counselling is mandatory in secondary schools in Portugal, and well developed at this level of the system in Spain, although it was not clear whether this is mandatory [19,20]. School-based counselling is not mandatory in Greece, and despite a long tradition of educational and career guidance in middle and secondary schools, psychological counselling is located primarily in local community provision. The Cypriot Government mandated for counselling in schools in 1991, although the aspirational aims of the policy (e.g. one counsellor for 60 students, and at least one full-time counsellor in every secondary school) have yet to be fully realised. Counselling is not well developed as a profession in Italy [21].



Caribbean, Central and South America

In the Caribbean, Central and South America mandated provision for school-based counselling is sparse, and confined to Venezuela, Costa Rica, St Kitts and Nevis, Trinidad and Tobago, and the Bahamas. That is not to say that other governments are against school-based counselling. For example, there was some evidence to suggest that counselling is valued and developing in Ecuador and Belize. In the latter, 297 primary schools and 52 secondary schools have some access to a school counsellor and the ratio of counsellors to students in secondary schools in Belize city is 1:250, the second most favourable ratio found anywhere in the world. However, the ratio for the primary sector is 1:1000 in Belize City and 1:17,000 in rural districts. The urban rural divide seems particularly strong in this region, where economic hardship and other social, cultural and political factors may have a negative impact on services [22]. Little or no evidence could be found for the existence of school-based counselling in Antigua, Bermuda, Barbados, Bolivia, Chile, Columbia, Guatemala, Honduras, Mexico, Paraguay, Peru, St Lucia, St. Vincent and the Grenadines, or Uruguay.

African nations

In several African nations school-based counselling emerged as a specific discipline in response to two major influences, although these were experienced differently in each nation. Firstly, there has been a loss of social infrastructure due to the impact of HIV/AIDS or inter-ethnic fighting, with associated displacement of families and children. Secondly, there have been changes in educational priorities, whereby an increased focus on student achievement was perceived as negatively impacting teaching methods (towards authoritarianism) and increasing stress levels amongst students, evidenced by associated student unrest with fatalities e.g. Kenya.

Of the 12 African nations reviewed here, six have mandated school-based counselling, namely Ghana, Tanzania, the Gambia, Botswana, Uganda and Nigeria. The Kenyan government is also actively supportive of guidance and counselling for young people [23]. Online counselling provision was established for children and young people in Mauritius in September 2012 as part of a National Education Counselling Service, and there is published evidence of counselling projects for traumatised children and young people in some Rwandan schools, despite an absence of official policy at this point in time [24]. However, in Namibia, South Africa, Ethiopia and Zimbabwe no evidence could be found to suggest that counselling is available or officially valued in state funded schools. The author recognises however, that this may not reflect the totality of the situation as data was not sought for other English speaking African nations.

The following two tables identify countries in which counselling is well developed but not mandatory (see Table 2), and for which there is a paucity of published information (see Table 3).

Table 2: Countries where school-based counselling is well established but not mandatory

Australia	Greece	South Africa
Belgium	Holland	Spain
Belize	India	Switzerland
Botswana	Israel	Thailand
Brazil	Kenya	Taiwan
China	Kuwait	UK
Croatia	Lebanon	(n=24)
Ecuador	Saudi Arabia	
Georgia	Serbia	

Table 3: Countries for which no relevant information was found

Afghanistan	Guatemala	Portugal
Azerbaijan	Guyana	Russia
Bermuda	Hungary	South Africa
Bolivia	Kazakhstan	St Lucia
Bulgaria	Mexico	St Vincent and Grenadines
Cambodia	Myanmar	Turkmenistan
Columbia	Namibia	Ukraine
Dominica	Paraguay	Uruguay
Dominican Republic	Peru	Yemen (n=27)

Who are the clients?

In the majority of countries (n=39) and regional areas, counselling is offered to children and young people across the age range, from years 1 to 12. In the USA counselling is also mandated at kindergarten level in 25 states (see Table 4). Where counselling is not available at all levels of the system, the emphasis is on counselling for secondary school students (n=30) (see Table 5). However, in China, Japan and Iran, priority is afforded to pupils in middle schools, and exceptionally in the Lebanon, counselling is provided for primary and middle school pupils only.

Table 4: Countries where counselling is provided in primary, middle and secondary schools

Argentina	Gambia	Romania
Australia	Ghana	Serbia
Bahamas	Guyana	Singapore
Belgium	Hong Kong	Slovenia
Belize	Iceland	South Korea
Botswana	Israel	St Kitts
Brazil	Jamaica	Sweden
Czech Republic	Japan	Taiwan
Chile	Jordan	Tanzania
Denmark	Macau	Trinidad and Tobago
Egypt	Malta	Turkey
Estonia	Nepal	UK
Finland	Norway	Venezuela
		(n=39)

Canadian provinces: Newfoundland and Labrador, Nova Scotia, Prince Edward Island, Quebec.

US states: Alabama, Arkansas, Columbia, Georgia, Idaho, Indiana, Iowa, Maine, Maryland, Missouri, Montana, New Hampshire, New Jersey, New Mexico, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, West Virginia, Wisconsin, Wyoming.

Table 5: Countries where counselling is only provided in secondary schools

Antigua	India	Philippines
Austria	Indonesia	Poland
Croatia	Iran	Portugal
Ecuador	Kuwait	Rwanda
Ethiopia	Mauritius	Saudi Arabia
France	New Zealand	South Africa
Georgia	Nigeria	Spain
Germany	Kenya	Thailand
Greece	Oman	Vietnam
Holland	Pakistan	United Arab Emirates
		(n=30)

Canadian provinces: Manitoba, Saskatchewan.

US states: California, Louisiana, Mississippi, Nebraska, Nevada, Utah, Washington.

Who delivers school-based counselling?

Teachers as counsellors

The data indicates that in the majority of countries ($n=25/39$) where school-based counselling is mandatory, the service is provided by qualified, experienced teachers, who have normally undertaken additional training in guidance and counselling. Two of the three Canadian provinces require teachers to deliver counselling services. However, this trend is reversed in the USA, where, of the 32 states that have mandated for school-based counselling, only seven stipulate that counselling personnel must be qualified, experienced teachers.

Table 6: Countries where counselling is mandatory and delivered by teachers

Austria	Iran	Saudi Arabia
Denmark	Japan	South Korea
Finland	Malaysia	Sweden
Gambia	Malta	Tanzania
Germany	Nepal	Trinidad and Tobago
Ghana	New Zealand	Venezuela
Hong Kong	Norway	Vietnam
Iceland	Philippines	(n=25)
Indonesia	Romania	

Canadian provinces: Nova Scotia, Prince Edward Island.

US states: Alabama, Arkansas, Columbia, Louisiana, Nebraska, North Dakota, Vermont.

Teachers and/or psychologists as counsellors

Of the remaining 14 countries, two identify counselling psychologists as the sole provider of counselling services in schools. These were India and Slovakia. This is also the case in the Canadian Province of British Columbia. Otherwise, counselling is shared between school psychologists and teachers, with the latter normally having some specialist training in guidance and counselling or counselling. Exceptionally, in Trinidad and Tobago teacher-counsellors are complemented by social workers who work with parents and families; and in Macau, psychologists and social workers are equally employable as counsellors. The situation in Costa Rica was not clear from the data found.

In countries where school services are not mandatory the picture is more balanced, so that teachers provide counselling in 12 countries and five Canadian provinces, and psychologists provide counselling in 10 countries and two Canadian provinces. In Spain and Kuwait, psychology graduates are required to gain a postgraduate teaching qualification to be able to provide school-based counselling.

Table 7: Delivery of counselling services in countries where counselling is not mandatory

Countries where teachers are school counsellors	Countries where psychologists are school counsellors
Botswana, Chile, China, Guyana, Holland, Israel, Jamaica, Kenya, Lebanon, Oman, Taiwan, Zimbabwe (<i>n</i> =12).	Australia, Brazil, Croatia, Egypt, Georgia, Greece, South Africa, Pakistan, Switzerland, United Arab Emirates (<i>n</i> =10).
Canadian provinces: Newfoundland and Labrador, New Brunswick, Nova Scotia, Ontario, Quebec.	Canadian provinces: Alberta, Saskatchewan.

In the Czech Republic and Thailand school psychologists and teacher-counsellors work together, and in Portugal teachers with counselling training, and psychologists with teacher training are equally employable, although not normally found in the same school.

A range of professionals as counsellors

Counselling may be delivered by either psychologists or social workers in Belgium and Macau. Exceptionally, social workers make up 75% of the school-based counselling workforce in Belize, and the remaining 20% and 5% is made up of teachers and psychiatric nurses respectively. In England, there is some evidence that school-based social workers provide counselling in some schools [25]. Recently, some New Zealand schools have appointed social workers, counsellors and psychologists without a teaching qualification, which has been controversial for the New Zealand Association for Counsellors, where there is a strongly held view that school counsellors need an 'intimate understanding of learning, teaching and schools' (26, cited in 1). In the state of Idaho, school-based counselling in primary schools may be delivered by either social workers or qualified school counsellors. No clear cut information was available about the provider of school services in Antigua, Costa Rica, Poland, Serbia or Slovenia.

Counselling professionals

In the UK, school-based counselling is normally provided by qualified counsellors or counselling students on a supervised internship organised by a local, regional or national provider. The UK is distinct from most other nations in this regard, although evidence was found for counselling as a profession in its own right in four Canadian provinces, and in 20 of the USA's 50 states (see Table 8). In the latter, the supervised internship period required of trainee school counsellors ranged from 300 to 600 hours, and counsellors are required to evidence having taken education focused modules. In Jordan, school-based counselling is emergent as a profession, as school counsellors are required to hold a graduate degree in pedagogical guidance, psychological health guidance or psychology. In Venezuela, guidance and counselling degrees were introduced in 2009 which

suggests that school-based counselling may become a profession and differentiated from the counselling delivered currently by teachers. In reality there may be other countries (e.g. Poland) where school-based counselling is a profession but limited access to information means this could not be confirmed at the current time.

Table 8: Countries and US states where school-based counselling is a profession in its own right

Nigeria	UK
Canadian provinces: Alberta, Manitoba, Ontario, Prince Edward Island.	
US states: Arizona, California, Colorado, Florida, Georgia, Hawaii, Indiana, Iowa, Maine, Massachusetts, Montana, New Hampshire, New Jersey, New Mexico, Pennsylvania, Rhode Island, South Dakota, Tennessee, Washington, West Virginia (<i>n</i> =20).	

In a further eighteen US states, school-based counselling may be delivered by either experienced teachers with Master's level training in school-based counselling or school counsellors with specific training in for example, pedagogical theory and practice (see Table 9).

Table 9: US states where counselling may be delivered by teachers or school counsellors

School-based counselling is mandatory	School-based counselling is not mandatory
Maryland, Mississippi, Missouri, Nevada, Oklahoma, Oregon, Utah, Virginia, Wisconsin, Wyoming (<i>n</i> =10).	Arizona, Connecticut, Delaware, Illinois, Kentucky, Michigan, Minnesota, New York, Ohio (<i>n</i> =9).

School counsellors' level of educational qualifications

In the majority of countries school-based counselling is a graduate profession, where a Bachelor's degree is essential, whether in teaching, psychology, guidance and counselling or social work, and where a Master's degree in guidance and counselling is either required or highly desirable. The specific requirement for a Master's level qualification was found in eight Canadian provinces and 14 other nations. A postgraduate teaching certificate (therefore at Master's level, although not a full Master's award) is essential as an adjunct to a degree in psychology or social work in 14 countries.

The majority of school counsellors, internationally, have a teaching qualification and teaching experience either as a first degree, or in addition to their first degree. Equally, qualified, experienced teachers hold an additional qualification in guidance and counselling (often at Master's level) or specialist training in counselling skills, or educational guidance and counselling. In the United Kingdom,

counsellors normally have either a counselling degree or a Master's in counselling, and in the USA the majority of school counsellors have a Master's degree in school-based counselling or guidance and counselling. In regions where school-based counselling is emergent rather than developing or well established, the level of qualifications required appears to be lower or less clearly defined. However, that may be more associated with the quality of research in the region rather than the reality of school counsellors' education.

The school counsellor's work

In the UK, school-based counselling is oriented towards improving the mental wellbeing of children and young people in order to enhance their ability to engage constructively with school life and classroom learning. School counsellors work primarily, therefore, with individuals. However, the work of school counsellors in the majority of the countries included here is influenced to different degrees by the North American tradition. In the USA, the vocational guidance movement spearheaded the development of school counselling [27], and the perceived need for vocational guidance in schools has been a key incentive for the introduction of school-based counselling services in many regions of the world. This is particularly evident across Europe, Africa, the Far East and the Caribbean, where counsellors regularly deliver a guidance curriculum to large or small classes as well as supporting individuals. Slightly more than one third of the

countries for which data was available specified the provision of vocational guidance as an important part of the school counsellor's role (see Table 10).

Table 10: Overview by country of vocational guidance as the primary work of the school counsellor

Austria	Holland	Spain
Botswana	Iceland	Sweden
Brazil	Jordan	Switzerland
Denmark	Kuwait	Taiwan
Ecuador	Nigeria	Thailand
Estonia	Norway	Turkey
Finland	Pakistan	Uganda
France	Philippines	United Arab Emirates
Germany	Saudi Arabia	USA
Ghana	Serbia	Venezuela
Greece	Slovenia	(n=32)
Canadian provinces: Manitoba, Quebec.		

In the USA, the American School Counselor Association recently professionalised the role of the school counsellor and emphasised the centrality of their role for school success. They identified a number of facets of this work, including leadership, advocacy and collaboration, and the promotion of equity and access to rigorous educational



experiences for all students [28]. Further, counsellors are expected to contribute to a safe learning environment and endeavour to safeguard the human rights of all members of the school community [29]. They also seek to provide meaningful and culturally relevant prevention and intervention programmes for all students as part of a comprehensive school counselling programme [30]. This model has been influential in many parts of the world. The ways in which this role is delivered is outlined below.

Guidance curriculum

The term guidance and counselling is often used to denote the importance of supporting children and young people to make active choices that will ultimately lead to them making a positive contribution, not only to the workforce, but also to society. The delivery of a guidance curriculum is a key means by which this may be achieved, and a central plank of school-based counselling in North America [31]. Table 11 illustrates that a guidance curriculum is in place in 13 countries across the globe, and is usually augmented by other strategies, such as responsive case-work with individuals, or focused preventative work with small groups of children and young people.

Table 11: Countries where counsellors deliver a guidance curriculum

Australia	Indonesia	Romania
Botswana	Israel	South Africa
Croatia	Jamaica	USA
Egypt	Malta	(<i>n</i> =13)
Hong Kong	Portugal	

Psycho-education

In several countries, a key aspect of the school counsellor's role is the delivery of psycho-education classes to small or large groups of students. From the literature it is not always easy to differentiate between the psycho-educational aspect of the counsellor's work and the delivery of a guidance curriculum, and it may well be the case that this is more a matter of semantics rather than an indicator of substantive differences in practice.

Nevertheless, psycho-educational group work may serve different purposes in diverse contexts. For example, it may be seen as valuable in maximising the influence and impact of a small pool of qualified personnel, as in China and Saudi Arabia, or as a cost-effective preventative strategy to support all children (as in Hong Kong, Switzerland, Singapore, Taiwan and the United Arab Emirates). This may apply particularly for those in the early years of education, as in South Korea, where psycho-education is followed by more reactive case-work in middle schools, and then a greater focus on career counselling in the secondary sector [5].

Equally, in some parts of the world school-based counselling is strongly influenced by local concerns. For example, in Ethiopia, Jamaica, Tanzania and Zimbabwe school counsellors are involved in HIV, teenage pregnancy, substance abuse and other health related counselling [32,33,34]. Such issues are likely to influence the focus of psycho-educational work, even though no direct evidence for psycho-education was found in these particular countries (see Table 12).

Table 12: Countries where the school counsellor's work involves psycho-education

China	Saudi Arabia	Switzerland
Hong Kong	Singapore	United Arab Emirates
Indonesia	South Korea	(<i>n</i> =8)

Direct work with teachers and parents

This focus on class and group based preventative activities is however, usually complemented to a greater or lesser degree by time set aside to work directly with individual students, as well as with their teachers and parents.

The latter is explicitly emphasised in the Czech Republic [35], Kuwait, [36], Macau [37], Norway [38] and Turkey [16] (see Table 13).

Table 13: Countries where the school counsellor works explicitly with teachers and parents

Czech Republic	Macau	Turkey
Kuwait	Norway	

Some evidence was found that guidance counsellors may increasingly find themselves diverted from a focus on the vocational due to other pressing personal and social concerns affecting the young person's ability to engage. Equally, trauma counselling and crisis intervention is highlighted in the literature on counselling in countries beset by conflict, such as Israel and Syria, or recovering from the aftermath of conflict, such as in Rwanda [24].

However, a surprisingly small number of countries (*n*=19) in this review also support school counsellor's responsive case-work with individual students, although this may be alongside delivering a guidance curriculum or psycho-educational group work (see Table 14).

Table 14: Focus on individual responsive case-work by country

Australia	India	New Zealand
Bahamas	Israel	Portugal
Belgium	Japan	Romania
Botswana	Lebanon	Turkey
China	Macau	Uganda
Gambia	Malta	UK
	Nepal	(n = 19)

Whilst most individual school-based counselling, where it takes place, is delivered face-to-face, two examples were found of an online counselling service for school students. In Mauritius, this service has been explicitly designed for adolescents; and in Denmark, there is an online portal for service users and guidance teachers [39].

Students with special needs

Another group of nine nations identify the work of their school counsellors as primarily concerned with children and young people with special educational needs, which, in the case of Guyana, was also associated with behaviour support and management. This focus on students with special educational needs has also influenced the development of school-based counselling in Antigua, Nigeria and Trinidad and Tobago.

Table 15: Countries where counsellors expressly support students with special educational needs

Chile	Italy	Turkey
Czech Republic	Slovakia	Uganda
Estonia	Trinidad and Tobago	(n=9)
Guyana		

Monitoring and evaluation

School counsellors are intended to play a major role in maximising student success in North America [40,41]. Therefore considerable attention is focused on monitoring and evaluation of the data/needs-driven, standards-based and research-supported programmes they are required to develop and implement. In addition, counsellors engage in on-going programme evaluation activities, including the evaluation of their own performance, using an instrument based on the School Counselor Performance Standards found in the ASCA National Model.

Research

School counsellors in North America are encouraged to undertake research and contribute to the evidence base for counselling provision [42]. There is also growing awareness of the significance of engaging in practice-based research in the UK (e.g. [43, 44]) and Australia [45].

The counsellor's therapeutic orientation

Whilst a relational approach to individual or small group work is preferred in the UK, this is not the primary approach to school-based counselling adopted by the majority of countries. However, in some countries it was reported that the social and emotional needs of individual students were increasingly distracting school counsellors from their academic, vocational or guidance curriculum work. This situation has contributed to a growing interest in more relational approaches to supporting young people's development, as in for example, Slovenia [46], Slovakia [47] and Uganda [48].

Many, but not all of the countries where relational approaches, such as person-centred, narrative and gestalt were foregrounded in the literature have strong historical links with the UK (see Table 16).

Table 16: Counties where relational approaches are practised

Australia	Israel	Spain
Costa Rica	Japan	Taiwan
Egypt	Macau	Uganda
Estonia	Malta	UK
Gambia	Nepal	Venezuela
Ghana	New Zealand	(n=21)
Honduras	Singapore	
India	South Africa	

In other regions, such as the Nordic countries, Rogers' person-centred approach was very influential in previous decades. However, over time, the sufficiency of the approach has been questioned in the light of social and economic conditions, and other approaches have become more common, although underpinned by the bedrock of the therapeutic relationship. Similarly in Brazil, the person-centred approach has waned in popularity [49] and cognitive approaches are on the increase. In Venezuela, Costa Rica and Spain, however, humanistic relational approaches continue to underpin academic guidance and counselling, and are perceived as compatible with culture-centred, social action-oriented empowerment approaches that emphasise human growth over the treatment of distress.

Culturally informed counselling is an important aspect of school-based counselling in China and Singapore, where traditional methods of healing, such as Tai Chi, Qi Gong and breathing exercises are used as an adjunct to western approaches. Similarly, in Thailand, Buddhism-informed experiential humanism is practised alongside a more medical model of western counselling. A notable exception to this trend is Japan, where teachers trained in person-centred counselling skills refer their students on to clinical psychologists trained in Jungian psychoanalytic therapy.

The underlying principal of guidance and counselling services in all Nordic countries and many Eastern European nations

is social inclusion (reducing school drop-out, enhancing access to further education and employment etc). Therefore, constructivist and activity-based approaches predominantly oriented towards educational and vocational guidance (e.g. goal setting) are increasingly popular, and also found as far afield as Oman. Cognitive-behavioural and solution focused counselling is thriving in many countries, especially where psychologists are prevalent in schools (see Table 17).

Table 17: Countries where cognitive-behavioural and solution focused approaches are dominant

Brazil	Kuwait	United Arab Emirates
Ecuador	Macau	USA
Egypt	Malaysia	(n=12)
Greece	Saudi Arabia	
India	Pakistan	

In reality, however, counsellors in many countries appear to be comfortable with a pluralistic approach [50] to meet the diverse needs of children and young people within the complex realities of their social-economic, cultural, political and educational situation (see Table 18).

Table 18: Countries where pluralistic approaches are common

Canada	Lebanon	Thailand
China	Nepal	Turkey
Croatia	Slovakia	Uganda
Estonia	Singapore	Venezuela
Israel	South Africa	(n=16)
Jordan	Tanzania	

Recommendations

Although Counselling MindEd is funded by NHS England and is primarily aimed at a UK audience, this survey of school-based counselling internationally provides a valuable context for understanding the nature of counselling practice for children and young people in England and the UK. It indicates that the work of UK school-based counsellor is relatively different from other counsellors around the globe, where there is more emphasis on teacher training and teacher experience for counsellors working in schools. Counselling MindEd, therefore, might benefit from taking the following points into account:

- The school as a specific context for counselling – how working in a school is different from working in a health, youth work or community based setting.
- Given the importance of guidance work in the provision of school-based counselling practice globally, it may be helpful to examine the relationship between the academic, vocational and psychological aspects of the school counsellor's role.
- In order to safeguard school-based services in challenging economic times, school counsellors may welcome opportunities to learn:
 - therapeutic approaches for short-term work with children and young people on the bedrock of the relationship;
 - strategies for working therapeutically with children with specific educational needs;
 - creative pedagogies for psycho-educational work with large and small groups of pupils;
 - culturally sensitive practices with different populations;
 - strategies for monitoring, evaluating and reporting on their work with children and young people;
 - practice-based research skills.



Glossary, abbreviations and acronyms

AGCA	Australian Guidance and Counselling Association.
APS	Australian Psychological Society.
ASCA	American School Counselor Association.
EADSENE	European Agency for the Development of Special Needs Education.
EaP	Eastern Partnership (EaP) is a European Union initiative set up in 2009, and directed at six countries of Eastern Europe and the South Caucasus: Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine.
ESF	European Social Fund is the European Union's (EU) main financial instrument for supporting employment in EU member states, as well as promoting economic and social cohesion.
FGN	Federal Government of Nigeria.
FE	Further Education. Courses of study or training after compulsory schooling for young people who do not go to university.
FT	Full-time.
FT E	Full-time equivalent (positions in school).
HE	Higher Education. Normally University.
ISPPAC	Inter-School Psycho-Pedagogical Assistance Centers in Romania. Special adjunct counselling centres for schools with more than 800 pupils, and shared between schools. Not staffed by teachers.
K-12	From kindergarten to end of compulsory schooling (age 16 or 17).
Middle school	Third tier of education between primary and secondary schools. Middle schools educate children and young people aged 9 to 13.
MoE	Ministry of Education.
MOET	Ministry of Education and Training (Vietnam).
MoEVT	Ministry of Education and Vocational Training (Tanzania).
NVQ	National Vocational Qualification.
NZAC	New Zealand Association of Counsellors.
PPAC	Psycho-Pedagogical Assistance Centers. Guidance and counselling centres based in each county in Romania and staffed by teachers to offer individual counselling.
Primary school	Equivalent to elementary school (after kindergarten and before secondary or high school).
Secondary school	Equivalent to high school – for children aged 11 to 16 (compulsory) or 11–18 if staying in full-time education before going on to higher education.
SEN	Special Educational Needs.
UNEVOC	United Nations Technical and Vocational Education Initiative.
WHO	World Health Organisation

Counselling terminology

Activity-based approaches: Activity-based counselling originated in career counselling and engages the client in practical activities, such as visiting a place of work, or engaging in a work-placement, rather than relying on verbal interactions alone. The aim is to combine the client's external reality with their internal psychological process [51].

Cognitive-behavioural counselling: Cognitive-behavioural counselling was founded by Beck. It is based on the premise that the beliefs individuals use to make sense of their experience influence their behaviour. Therefore the focus is on challenging and changing limiting beliefs in order to support new behavioural outcomes. Clients are often encouraged to do homework tasks between sessions

Constructivist Approaches: Constructivism is a general approach to understanding people, conceptualising psychological distress and fostering human growth. Constructivist approaches to counselling enable the young person to separate their self-identity from their problem, and activate clients' resources to create a new language or story to make sense of and engage with their situation. Therefore narrative counselling and personal construct counselling are both constructivist approaches.

Culture-centred counselling: Culture-centred counselling attends to the key role of culture in clients' lives and recognises the importance of attention to culture and cultural assumptions in counselling, in order to enhance therapeutic benefits and effectiveness. In this approach the counsellor acquires knowledge and skills to move beyond a mono cultural perspective, irrespective of their therapeutic orientation [52].

Social-action empowerment approaches: These approaches are used to involve indigenous peoples in projects designed to enhance their capacity to take greater charge of issues affecting their lives, including their health and wellbeing. They are designed to contribute to social transformation, and are particularly popular in Central and South America.

Experiential Humanistic Approaches: Humanistic-experiential therapy views mental health on a broad spectrum and recognises that all people experience challenges in making meaning of their situation, particularly during periods of brief or prolonged stress. The counsellor supports the child or young person's way of being in the room and their capacity to use the resources available to them to move through their distress and grow. The counsellor sees themselves as a warm, respectful, engaged companion alongside the client. Person-centred and gestalt counselling are both experiential humanistic approaches.

In *person-centered counselling*, the counsellor creates a safe, facilitative environment for the client by being empathic, non-judgemental, authentic and present. This caring, unconditional climate enables the client to express and experience their feelings and thoughts in a novel way, and to activate their actualising tendency, or organismic capacity to grow in a constructive direction. A key concept of *Gestalt therapy* is 'unfinished business' from the past that takes energy away from the present. The focus is on using the present moment to co-create a novel field of experiencing, in which this unfinished business may be completed, and therefore release more energy for the present. Creative experiments may be co-designed in the moment to support the process of completion. Throughout the process the child or young person is supported to develop awareness of themselves as a sentient, embodied being. This grounding in embodied experience (e.g. breath, taste, movement or expression of feeling) supports the young person to make active choices and take responsibility for their own behaviour.

Pluralistic approaches: Pluralistic approaches are based on a commitment to collaborative dialogue with clients to agree the goal, task and method of the counselling. This involves the counsellor considering with the client which therapeutic practices might be most helpful to a client in a given situation, and being willing to work in different ways (e.g. cognitive, constructivist, person-centred) at different times based on the client's needs and preferences [53].

Solution focused counselling: Solution focused counselling focuses on the present and future. The counsellor uses respectful questioning to help clients identify what they want to achieve, and the resources they have available to help them achieve their goals. The counselling process supports the client to engage their resources, including personal qualities to move forward in a positive direction.



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Appendices

Tables by region and country

Appendix 1: Africa

Country	Prevalence of school-based counselling	Orientation	Qualifications	Mandatory?	Sources
Botswana	In primary schools guidance and counselling curriculum introduced by MOE in 2002. In secondary schools teachers have delivered careers guidance since 1963. Since 1985 expanded to include personal, social and educational needs of students.	Not known.	University of Botswana Faculty of Education provides guidance and counselling training.	Political stability and strong economic growth have influenced development of social services. Revised National Policy on Education (1994). Guidance and counselling curriculum introduced by MOE in 2002. Teacher-counsellors mandatory for guidance and counselling curriculum But not for individual work.	Stockton et al [54].
Ethiopia	Study on voluntary HIV counselling and testing in secondary schools in Addis Adaba suggested there is no school counselling or guidance curriculum in Ethiopia.	No information available.	Not known.	No.	Gatta and Thupayagale-Tshweneagae [55]
Gambia	Two in every primary, middle and secondary school.	Humanistic.	Teacher status with specialist training.	✓ in all schools.	Pattison and Corr [56]
Ghana	Guidance and counselling units with coordinators in each region and district. Vocational guidance in primary schools (UNEVOC, 1996).	Person-centred.	Teacher status.	✓	http://ges.gov.gh/?q=content/policy-topic

Kenya	<p>No information available:</p> <p>R.E. or senior teachers assigned role without any training.</p> <p>No clear identity for school counsellors.</p> <p>More common in private schools – still emergent in public school system.</p> <p>Currently no registration, certification or licensure for counsellors.</p>	<p>Relational and Integrative.</p>	<p>Cert. and Dip Counselling BA Counselling and MA Counselling.</p>	<p>Not mandatory but recommended through Kenya Education Support Program, (2005) and Kenya National Youth Policy (2002) which stress the importance of guidance and counselling for youth.</p>	<p>Okech and Kimemia [23]</p> <p>Kenyan Association of Professional Counsellors (KAPC)</p>
Mauritius	<p>Online counselling launched 28/10/2012</p> <p>http://dcimauritius.org/events/</p>	<p>Narrative approaches.</p>	<p>Graduate degree.</p>	<p>No but evidence of National Education Counselling Service.</p> <p>No detail re its nature or location could be found.</p>	<p>Ministry of Education website</p> <p>http://mauritiusassembly.gov.mu/English/hansard/Documents/2010/hansardsecd510.pdf</p>
Nigeria	<p>100% in Middle and Secondary Schools.</p>	<p>Behavioural And Vocational.</p>	<p>BA Guidance and Counselling.</p>	<p>√ middle and secondary Federal Government Schools.</p> <p>(FGN, 2004)</p>	<p>www.cassonnigeria.org</p> <p>Okocha and Alika [57]</p>
Rwanda	<p>Trauma counselling in secondary schools pilot projects – not established.</p>	<p>Trauma counselling.</p>	<p>Not known.</p>	<p>No</p>	<p>Olij [24]</p>
South Africa	<p>Secondary education only.</p> <p>Guidance and counselling not widely available – more prevalent in private (predominantly white) schools.</p>	<p>Cognitive solution focused – Developing anti-racist humanistic approaches.</p>	<p>Master's in counselling psychology.</p> <p>Based on US model.</p>	<p>No</p>	<p>Leach, Akhurst and Basson [58]</p>
Tanzania	<p>15% of schools have counsellor:</p> <p>Focus on sexual and reproductive health.</p>	<p>Approach not known.</p> <p>HIV/AIDS.</p> <p>Young pregnancies focus.</p>	<p>Teachers trained by MoEVT- multi-pronged approach with teachers and community counsellors.</p>	<p>√ In Policy (2011)</p>	<p>MoEVT Strategy for Care and Support Services In Primary Schools in Tanzania [33]</p>

Uganda	Technically 100% but prevalence of provision is hampered by lack of suitably trained personnel.	Client-centred dominant plus more recently, experiential, solution focused and cognitive-behavioural approaches.	For counselling psychologist: Master's or doctorate + minimum of 360 hours of supervised practicum. For teachers: Basic Counselling Skills.	MoE Department of Guidance and Counselling (2010) spearheading counselling programmes in schools. Govt white paper (1992) accepted Ed Policy Review Commissions recommendations of two counsellors per school.	Senyonyi, Ochieng and Sells [48]
Zimbabwe	No data available. Primary focus on HIV education. Very few teachers with specialist training in HIV or counselling.	Not known.	Zimbabwe Open University. BA and MA counselling.	No	National Guidance and Counselling Association of Zimbabwe NGCAZ Richards, Zivave, Govere, Mphande and Dupwa [34]

Appendix 2: Australia and New Zealand

Country	Prevalence of school-based counselling: primary	Prevalence of school-based counselling: secondary	Orientation	Qualification	Mandatory?	Key Source/Contact
Australia	1322 psychologists (members of APS in Australian schools (2012).	1000+ members of AGCA in Australian schools (2013).	Systemic and Narrative counselling. School-wide curriculum development. Student mental health and wellbeing.	Psychology degree plus min two years classroom experience as teacher.	Central Government strongly supportive but provision varies across states. Section 52 of National Law requires all psychologists to be registered by the Psychology Board of Australia.	Charman and Barkham [45] Oakland, Faulkner and Annan [42] www.psychology.org.au www.agca.com.au
New Zealand	No evidence found.	Established in secondary schools 1960s and grew out of concern for student's social and emotional wellbeing. Emphasis on teachers as counsellors – need detailed understanding of schools, teaching and learning. 301 members of NZAC employed as Guidance Counsellors in 2006 (Crowe, 2006). Some schools employing non teaching qualified counsellors – this is contested as understanding of schools, learning and teaching deemed essential – teaching qualification is the norm.	Developmental Narrative therapy Ecological	Teaching qualification plus postgraduate counselling qualification (MA Counselling, Barclay et al. 2013) Schools prefer counsellors to be teacher trained (Manthei, 1999)	Education Act (1989) sec 77 requires school principals to ensure students get guidance and counselling. Salary resource provided (entitlement staffing) for guidance and counselling. Schools self manage and decide on own use of resources.	Barclay, Crocket, Kotze and Peters [1] Crowe [59] Oakland, Faulkner and Annan [42]

Specific information on Australian states

AGCA [4]

BSc Psychology and Dip Ed. Teaching experience and interview

In 2008: 45 school counsellor posts but not all were filled.

AGCA [4]

Qual. Exp. teacher with postgrad in school counselling ✓

678 in total.
Counsellor provides services to a high school and its feeder schools.

Ratio 1:1050 students

AGCA [4]

Guidance Officers:
Qualified experienced teachers and either Master's in guidance and counselling or

Assessment greater proportion of the work than counselling.
Student counselling greater than assessment.

Ratio 1:1300

In Catholic schools:

1:350–900 students

Career guidance + counselling (McMahon and Patton, 2001)

AGCA [4]

Psychologist.
Teachers often with no formal training or qualifications in counselling or psychology.
Guidance officers are all psychology graduates with teaching experience.

✓ All

Some
43.4 FTEs overall

Difficulties recruiting suitably qualified, experienced people.

<p>Tasmania</p> <p>36 school psychologists and 8 senior psychologists who line manage them.</p> <p>Ratio 1:1800 students</p>	<p>Guidance officer soon to change to school psychologist.</p> <p>Qualified experienced teacher and eligibility for psychologist registration.</p>	<p>AGCA [4]</p>
<p>Victoria</p> <p>School psychologists work in pairs from host school and offer services to the district.</p> <p>Services under threat.</p>	<p>Guidance officer</p> <p>Or Student Support Services Officer.</p> <p>Registered psychologists.</p>	<p>AGCA [4]</p>
<p>Western Australia</p> <p>Counselling available through district centres where possible.</p> <p>Psychologist usually works in a host school and allocated other schools.</p> <p>60 FTE psychologists Ratio 1:1500</p> <p>Line managed by school principal</p>	<p>School psychologists offer counselling.</p> <p>Four-year psychology degree, teaching qualification and eligibility for registration.</p> <p>Multi-cultural (Aboriginal communities scattered throughout the state).</p>	<p>No</p> <p>(AGCA [4])</p> <p>Population dispersed over vast geographical terrain</p>

Appendix 3: Canadian provinces

Province	Prevalence of school-based counselling: primary	Prevalence of school-based counselling: secondary	Orientation	Qualifications	Mandatory?	Key Source/Contact
Alberta	Prevalence of school counselling varies by school board and school – no stats available.		Cognitive-behavioural	MEd Psych MSc App Psychology MSc Counselling	Guidance and counselling services must be available in all schools.	http://www.servicealberta.ca/foip/documents/SchoolCounsel.pdf
British Columbia				Master's degree in Counselling Psychology plus supervised placement.		Keats and Laitsch [60]. www.bctf.ca/bcsca
Manitoba			Personal/social, educational, and career development.	Wide range from counselling skills through to social work or nursing to School Counsellor Cert (30 hours) and DipEd or MEd with major in Counselling or Educational Psychology.		http://www.msca.mb.ca/index.php/contact-msca-bod/23-board-of-directors/11-jan-stewart
New Brunswick			Cognitive-behavioural	Guidance counsellors (Teachers + Master's in Guidance and Counselling).		http://www.ccpa-accp.ca/en/cmnb/
Newfoundland and Labrador	Guidance services in majority of schools – however, not all delivered by counsellors – teachers can do this if registered in a graduate counselling programme.			BED + Graduate degree Counselling.	Aspirational	http://www.ccpa-accp.ca/en/cmnl/

Nova Scotia	In principle but depends on Govt of day, so aim to have one in each school by 2013 compromised.	Every secondary school has at least one school counsellor – normally two or three depending on size. Ratio of 1:500.	Solution focused, narrative and CBT are often combined into an integrative approach.	Teachers With Master's in school counselling.	Lehr and Sumarah [61] Lehr [62]
Ontario		Junior high schools prevalence of school counsellors			www.osca.ca/ Ontario School Counsellors Association
Prince Edward Island	100% K-12 personal, social, emotional, career, moral-ethical, cognitive and aesthetic.			Three levels: Basic Cert Counselling Add (specialist) Cert Guidance 1 Add (specialist) Cert Guidance 2 = School Guidance Specialist (Oct, 2004)	http://www.gov.pe.ca/photos/original/ed_couns_svcs.pdf Prince Edward Island Ministry of Education [63]
Quebec	Personal-social counselling.	Vocational and academic.	Psycho-education	BEEd or BA in Social Sciences + Grad degree Counselling.	http://www30.rhdcc.gc.ca/CNP/English/NOC/2006/Profile
Saskatchewan			In early stages of defining and clarifying the role.	MEd Psych or MSc Psychology or MA Special Education.	http://www.ccpa-accp.ca/en/cmsk/

All data found through School Counsellors Chapter of the Canadian Association for Counselling and Psychotherapy <http://www.ccpa-accp.ca/en/chapters/> or through regional school counsellors associations as per websites.

Appendix 4: Caribbean region

Country	Prevalence of school-based counselling: primary	Prevalence of school-based counselling: secondary	Orientation	Mandatory?	Key Source/Contact
Antigua	No	No		No, however, in 2011 the Ministry mandated counselling for eight boys expelled from secondary school due to violent behaviour.	http://www.caribarena.com/antigua/education/201-education/99010-counselling-mandated-for-expelled-eight.html
Bahamas	100%	Guidance counsellors (personal, academic and vocational). Achievement linked (USA system). Admin, Case Mgt: referral to social work, schools psychologist; organise case conferences).		✓	info@bahamaseducation.com
Bermuda		Guidance counsellors in all secondary schools.	Guidance curriculum and advice work with students. Must be teacher trained plus three years experience and Master's degree in guidance and counselling.	Policy situation unclear but school counselling posts advertised on MoE website.	Outerbridge [64] http://bernews.com/2011/01/school-counsellor-concerns-recommendations/ (2012) http://teachingandjobs.com/job/19972/school-counsellors-at-government-of-bermuda-ministry-of-education/
Guyana	Minimal No stats available.	Minimal No stats available.	Behaviour and truancy focused.	2009 new Guidance and Counselling Unit introduced by MOE. Appointed 11 Guidance Counsellors and introduced 'training the trainers' to cascade learning	http://www.gina.gov.gy/archive/daily/b101206.html and http://www.guyanachronicleonline.com/site/index.php?option=com_content&view=article&id=55116:education-ministry-taking-proactive-approach-to-school-violence-ceo-vibrant-mentorship-programme-being-expanded&catid=2:news&Itemid=3

Jamaica	25 Guidance counsellors (2001).	Guidance curriculum (HIV/AIDS; Health and Family Life Education) and PEP. 75 Guidance counsellors in 2000.	Substance abuse counselling and management trained.	MoE (1985, 1997) Prevention Education program (PEP) to reduce substance abuse.	Palmer, Palmer and Payne Borden [32] http://www.moe.gov.jm/node/48
St Kitts	Four primary schools have school counsellor (WHO, 2009).	100% secondary schools with school counsellor (WHO, 2009).	Guidance counsellors.	✓ Education (Amendment Act No 17, 2007).	http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Saint_Kitts_and_Nevis.pdf Harris [65]
Trinidad and Tobago	100% Focus on special needs and behavioural problems conducted by: special needs teachers, guidance teachers and school social workers (who work with individuals and parents).		Behavioural academic support.	✓	Ministry of Education Education and Guidance website

No information available for St Lucia and St Vincent and Grenadines.

Appendix 5: Central and South American region

Country	Prevalence of school counselling: primary	Prevalence of school-based counselling: secondary	Orientation	Qualifications	Mandatory?	Key Source/Contact
Argentina	In some districts schools have access to psychological and family counselling services.		Unknown	Not known	No	Astiz [66]
Belize	297 schools have school counsellors to serve primary school population. Belize City ratio 1:1000. Cayo rural district ratio 1:17,000.	52 schools have at least one school counsellor for the secondary school population. In Belize City, ratio 1:250. In rural areas ratio 1:1600	40 school counsellors overall. 75% social workers, 20% teachers and 5% psychiatric nurses with additional training (UWI Belize) in basic counselling skills and counselling children and adolescents, and and University of Belize offers basic courses in counselling or guidance and counselling.	Not known	Importance acknowledged and supported by MoE and churches but not mandatory.	Smith-Augustine and Wagner [67]
Brazil	Counselling services available to schools but few schools with their own counsellors.	Minimal Vocational and career counselling focus.	Cognitive approaches on the increase. Rogerian approaches waning.	Licensed Psychologists. BSc Psychology Minimum.		Hutz-Midgett and Hutz [49]
Chile	MoE funded in-service teacher training in counselling skills to work with pupils with special educational needs.		Not known	Qualified Teacher		Jordan [68]

Costa Rica	Provision for children and young people with special educational needs only (perceived as linked to poverty).	Academic guidance Counselling. Humanistic: focus on interpersonal relationships and decision-making skills to enhance quality of life and access to university.	Ratio 1:1500	Fundamental law on education (1965 amended 1983) Article 22. Guidance mandatory for special education needs pupils.	Collier [69]
Ecuador	None	Vocational focus – very little personal counselling – work with parents, support teachers and do testing, career counselling and academic advising.	Ratio 1:1500	Bsc Psychology for individual work. Guidance counsellors could be guidance coordinator, social worker, sociologist, psychologist, teacher, or tutor.	Smith and Valarezo [70]
Honduras	No information	Community based counsellors emerge from within communities and practice with compassion and empathy whilst supporting social action initiatives to improve the infrastructure.	No information	Undeveloped – poverty major issue blocking development of professional counselling.	Sells et al. [71]
Venezuela	No evidence found	80% culture-centred emphasis with focus on self-determination and self development. 20% non-directive therapies. Vocational, academic and personal growth focus.	70% of high schools have a school counsellors with four years training + teachers trained in counselling theory and techniques.	Yes in high schools Govt. committed to implementing in elementary schools but still in infancy (approx 10% at present). Commitment to have counselling in schools or access to counselling centre	Gonzales and Ledezma [22] Montilla and Smith [72] Vera [73] Calonge [74 cited in 72].

No specific information found for Bolivia, Columbia, Guatemala, guay and Uruguay.

Appendix 6: Eastern Europe

Country	Prevalence of school-based counselling	Orientation	Mandatory?	Key Source/Contact
Azerbaijan	<p>None</p> <p>Study on Teacher Education in Four EaP Countries: Azerbaijan identified need for teachers to be trained in guidance and counselling (2011).</p>	N/A	No	Ministry of Education website [75]
Croatia	<p>200 school psychologists.</p> <p>Every school has a professional service of two or three experts: a teacher, psychologist and specialist in rehabilitation, most of whom have additional training in psychotherapy.</p> <p>Even rural schools have an expert who attends the school one day per week to counsel students.</p> <p>School counsellors also teach a guidance curriculum.</p> <p>Responsible for counselling students, teachers and parents.</p>	<p>Client-centred, gestalt, reality and cognitive-behavioural approaches are equally practised.</p>	<p>MoE has itinerant teachers that offer support to children with special needs.</p>	<p>Petani [76]</p> <p>Silov [77]</p>
Czech Republic	<p>200 psychologists working directly with teachers to support children with special needs (called psychological counselling).</p> <p>+ 141 Educational Counselling Centres working directly with individual children or children and their parents to 'provide consultancy services to pupils with an increased risk of school failure or with potential personality or social development problems and simultaneously assist parents and teachers to comprehend the pupils' perspectives.'</p> <p>School psychologists and counsellors are not yet established in Czech Republic – SEN focus and resistance from teachers and head teachers is high (Smékalová, 2008).</p>	<p>Psychologists and SEN teachers</p>	<p>Newly introduced into education in 2007</p> <p>Education Act 2004 on Pre-school, Basic, Secondary, Tertiary Professional and Other Education</p> <p>Mandated psychological services and preventative educational care mainly framed as support for SEN and working through teachers.</p>	<p>Basl [35]</p> <p>Smékalová [78]</p>

<p>Estonia</p> <p>18 regional counselling centres established over Estonia to support SEN children.</p> <p>Plus Regional Youth Information and Guidance Centres for careers guidance and counselling.</p>	<p>Student-centred approaches are being championed but are not yet established.</p> <p>Master's programmes in education and counselling (pre-school) at Tallin University (NEW).</p> <p>Counsellors: psychologists or social workers.</p>	<p>School-based counselling is not developed. However, it is recommended by European Agency for Development of Special Needs Education.</p> <p>Also ESF programme 'Developing an Educational Counselling System' (2008–2011) established in 2012 to develop counselling services to prevent school drop-out and increase resilience.</p>	<p>EADSENE [79] Mägi, and Kikas [80] ESF funding creating and developing a website for educational counselling specialists and the service's target group.</p>
<p>Georgia</p> <p>Ratio of school psychologists in secondary schools</p> <p>Ratio 1:615</p>	<p>BSc/MSc Psychology</p>	<p>Jimerson et al [81]</p>	<p>Association of School and Vocational Counsellors of the Republic of Poland</p>
<p>Poland</p> <p>Psychological and educational centres for guidance and counselling at secondary school level.</p>	<p>School counsellors required BA level license in education, psychology, social work or sociology.</p>	<p>√ Education Law 84/1995</p> <p>MoE policies provided base for development of Psychological Assistance Centres (PPACs) for schools with up to 500 pupils and Inter-School PPACs for schools with more than 800 pupils.</p>	<p>Counselling in music schools: Sierszenska-Leraczyk [82]</p>
<p>Romania</p> <p>PPACs in each county and schools with more than 800 pupils must also have an ISPPAC.</p> <p>ISPPACs are not staffed by teachers and are located in adjunct service centres – not schools.</p> <p>PPACs and IPPACs provide individual counselling.</p> <p>National Curriculum for Counselling and Guidance: one hour counselling per week from Grade 5 (ages 9–10) to end of schooling.</p> <p>80,000 teachers trained to deliver curriculum: informational/road focus e.g. personal, social domain – conflict resolution, friendship, hygiene, citizenship.</p>	<p>School counsellors required BA level license in education, psychology, social work or sociology.</p>	<p>√ Education Law 84/1995</p> <p>MoE policies provided base for development of Psychological Assistance Centres (PPACs) for schools with up to 500 pupils and Inter-School PPACs for schools with more than 800 pupils.</p>	<p>Szilagyi and Paredes [83]</p>

Serbia	Career centres in most primary and secondary schools.	Career guidance and counselling combined.	The Law on Secondary Education ('Official Journal of the RS', No 50/92,53/93, 67/93, 48/94, 24/96, 23/02, 25/02, 62/03, 64/03, 101/05, and 72/09) provides the starting prerequisites for a comprehensive system of career guidance and counselling.	Weite [84]
Slovakia	Educational Counselling Services available in 100% schools – however, lack of qualified personnel problematic.	Psychological focus: psychometrics; problem-solving; moving more towards personal and social development; SEN; Vocational Guidance.	Educational Counselling School Law 350/1994 §46	Kopkanova [47]
Slovenia	At least one school counsellor in all schools.	Educational and career focused. Move towards anti violence focus i.e. more psychosocial counselling. (Pušnik, 2004)	√ Primary and secondary.	Slovenia VET in Europe Country Report [85] http://www.guidance-europe.org/slovenia-system-of-guidance-and-counselling/ Pušnik [46]
Turkey	Technically 100% at all levels of school system Psychological testing; career and social-emotional counselling; providing information to students; consulting with parents and teachers. Strong association with SEN. Greater focus on remedial than preventive function.	BEducation and Counselling (Guidance Teacher). MA Guidance and Counselling (less education focused) for administrators of school guidance services. BSc Psychology graduates have to do one year initial teacher training.	√ Ministry of Education However, lack of qualified personnel.	Stockton and G neri [16]

No information found for Kazakhstan, Turmenistan and Ukraine.

Appendix 7: Far East

Country	Prevalence of school-based counselling: primary	Prevalence of school-based counselling: middle	Prevalence of school-based counselling: secondary	Orientation	Mandatory?	Key Source/Contact
China	Delivered by teachers with NVQ for psychological counselling (since 2002) Psycho-ed more developed than counselling, especially in densely populated urban areas (10%). In rural areas closer to 1%. Expanding rapidly with MoE support.		Focus on whole class Psycho-education. CBT and traditional methods e.g. breathing, relaxation based on Qi Gong, T'ai Chi etc.	Individual work: CBT and breathing and relaxation strategies.	MoE (2002) advocacy and endorsed but lack of trained personnel.	Leuwerke and Shi [6] Ye and Fang [96]
		Most developed				
Hong Kong	Guidance teachers and teacher counsellors.	Work together in guidance teams in each school – teachers with additional training in guidance and counselling.	Whole school guidance approach: systemic.	Psycho-education: preventive rather than reactive casework based.	√ Guidance at secondary level. Also very important at primary level.	Hui [87]
Indonesia	25 hours career guidance curriculum and 1:150–250 students per year @ two hours per week Individual or group.	25 hours career guidance curriculum and 1:150–250 students per year @ two hours per week Individual or group.	Psycho-education delivered by teachers		√ (2003) The Act of the Republic of Indonesia No. 20 (2003) National Education System: guidance and counselling (BK, bimbingan dan konseling) are integral part of the education system.	ILO [88]

Japan	6,300 counsellors in 15,000 schools (primary, middle, secondary). Focus on work with individual students.	On the increase.	All teachers trained in guidance and counselling skills (person-centred). They refer pupils to clinical psychologists for psychotherapy. School-based counselling (by teachers) focuses on: self-understanding; decision-making; life-planning; action-taking to prepare for career choices; psychological health and wellbeing. Clinical psychologists trained in <i>Jungian psychoanalytic</i> therapy focus on: negative behaviour prevention and intervention; consultation to parents and teachers; play therapy and sand play therapy.	Muryama [89] Sato [90] School Education Counselling and Guidance Association Japanese Certification Board for Clinical Psychologists
Macau	79/80 schools (3–18 age groups) have total of 126.5 FT equivalent counsellors (not teachers) who offer individual, group and crisis counselling, developmentally appropriate class and small group presentations, parent and teacher consultations, and assessment for school placement.	On the increase.	Minimum quals: BA Psychology or Social Work. Orientation: behavioural and cognitive-behavioural.	Middle school ✓ Ministry of Education Culture, Sports, Science and Technology (Mext, 2005) pledged to increase nos of counsellors in elementary schools and secondary schools
Malaysia	No counselling in primary schools—teachers expected to offer 'guidance'.	100% full-time counsellor in all 2000 schools.	Directive more than non-directive – individual and group counselling.	✓ at all levels of system See and Ng [91]
Philippines	No information found.	Careers guidance and counselling available in every high school – mostly staffed by teachers.	Career and employment counselling. Qualifications: MEd Guidance and Counselling plus Govt run licensure examination (since 2008).	Guidance and Counselling Act (2004) ✓ high schools Republic Act no 9258 [92]. Avallano-Caradiong et al. [93]

Singapore	100% Counsellors in all schools.	School-based counselling program – psycho-education. Individual work: pastoral counselling, solution-focused therapy plus traditional methods e.g. breathing, relaxation based on Qi Gong, Tai Chi etc.	√ since 2008 all schools have a counsellor – (with teaching certificate) employed, trained and deployed by the Ministry of Education.	Kok [94]
South Korea	Teacher counsellors. Preventive Psycho-ed curriculum. Specialist counsellors. 100% reactive casework.	Teacher – counsellors (1:300 ratio) who must also teach a subject. Teaching can overshadow the counselling role. No data re orientation. Credentialing process established by Government for youth counsellors and mental health clinical psychologists.	√ in middle and high schools yet in its infancy. Education Law (2009)	Lee and Yang [95] Tangdhanakanond and Lee [5]
Taiwan	Guidance teachers in all schools. Counselling centre in most schools.	Preventive class activities and individual psychological counselling. Humanistic including narrative counselling and play therapy for elementary and middle schools. In secondary schools more of an academic/vocational career focus.	Training for teacher-counsellors and specialist counsellors based on US model.	Introduction to the Taiwanese Guidance and Counselling Association http://tinyurl.com/pizve65
Thailand	None (insufficient workforce). Ratio 1:500 Guidance teachers provide vocational counselling services.	CBT and experiential Buddhism informed humanism. Min qual: BSc/MSc Counselling Psychology or BEd/MEd Guidance. Post HIV/Aids, Asian economic crisis and Tsunami. Teachers at primary and secondary levels trained in basic listening skills and identifying need for referral to mental health professionals (eg. recognising stress and depression, inappropriate behaviours, including drug use, sexual conduct).	No	Tangdhanakanond and Lee [5] Tuicomepee, Romano and Pokaeo [96]
Vietnam	In infancy, delivered by teachers. In infancy, delivered by teachers. In infancy, delivered by teachers.	No information training being developed.	√ MOET, 2005 All schools.	Tran Thi Hai Yen [97] Le Hagens, Powers and Hass [98]

No information found for Cambodia, Laos, Myanmar.

Appendix 8: Middle East

Country	Prevalence of school-based counselling: primary	Prevalence of school-based counselling: middle	Prevalence of school-based counselling: secondary	Orientation	Qualifications	Mandatory?	Key Source/Contact
Egypt	6,679 school psychologists in 2010. Average ratio: 1:3080.		Prevalence of school-based counselling: secondary	Counselling delivered by school psychologists. Prevention programmes plus individual and family counselling.	BSc Psychology	No	Jimerson, Alghorani, Darweish and Abdelaziz [13]
Iran	No evidence found.	Widespread in middle and high schools.		Cognitive and humanistic.	Not clear. Psychologists and counsellors. Where there is a shortage of staff teachers with special training do this work.	√ Middle and high schools.	Psychology and Counselling Organisation of I.R. Iran (PCO) No website or email address. Khodayarifard, Rehm and Kodiyarifard [99] Info from Dr Khodayarifard (first author) Amirkhani [100] http://www.badjens.com/sixthedition/a6.htm
Israel	4300 teacher-counsellors in 2011 i.e. 'most Israeli schools' on part-time basis (15 hours weekly). Ratio 1:570 pupils. Including pre-school-based counselling.	Aim: to support social and academic integration.	33% classroom instruction; 66% individual and group counselling for personal and social issues including trauma counselling.	'Wellbeing' and 'crisis response'.	Master's in Counselling	√ In majority of schools. Strongly supported by Israeli Government and growing.	Erhard and Harel [101] Erhard and Erhard-Weiss [9] Israelashvili and Wegman-Rozi [102] Karayanni [103]

Jordan	1950 school counsellors in state schools in 2011/2012. Minimum qualifications: BA/BSc (pedagogical guidance or pedagogical and psychological health guidance or psychology).	Psycho-social, cognitive, behavioural: problem-solving and solution focused. Career counselling. Training theoretically eclectic: behaviour modification; analysis, CBT; REBT; person-centred, Gestalt, Adlerian. However, lack practical skills training and practicum opportunities.	Commenced 1969. Art. 10 Temporary Act no 66 2003 required all school counsellors to hold minimum of a first degree in pedagogic guidance, psychological health guidance or psychology.	✓ for training of school counsellors. ✓ code for school-based counselling (1997).	Alsmadi and Mahasneh [8]
Kuwait	No evidence found. Yes (1995) but not in all schools primarily individual counselling: educational vocational, personal issues Parents.	Underpinned by Islamic values.	BSc psychology plus one year training in guidance and counselling and placement in school.	No	Al Sarraf [104] Abal and Hornby [36]
Lebanon	Ages 6–11 School counsellors in 100/619 state primary and intermediate schools. Mostly in and around Beirut (state and private). Psychosocial activities being funded by UNICEF for Syrian refugee children.	Ages 12–15 School counsellors in 100/619 state primary and intermediate schools.	Ages 16–18 No school counsellors in state schools but small proportion in private sector.	Graduate teachers (BA/BSc in Psychology, Philosophy or Sociology) with five years teaching experience plus one year counselling training (theory and practice): 25% teaching role and 75% counselling role.	No policies, role profile, code of practice. Ayyash-Abdo, Alamuddin, and Mukallid [12]

Oman	None	No evidence found.	No information re prevalence.	Academic movement towards more student-centred activity focused learning approaches.	Teaching qualification	No	Dr Nishat Shams (DoH) http://www.muscatdaily.com/Archive/Stories-Files/Schools-call-for-counselors-as-bullying-cases-rise
Saudi Arabia	No	90% Preventive guidance plus academic counselling (achievement focused).		Educational, vocational, and personal. Underpinned by Islamic values.	General Directorate of Guidance and Counselling established 1981 (MoE).		Alghamdi and Riddick [11]
Syria	UNICEF funded psychosocial support via school clubs offered in 250/2200 schools. Warchild also offer child counselling in refugee camp schools (Palestinian and Syrian children).			Psycho-social support. Before the crisis, career counselling was developing in some schools.	No evidence found.	No	UNICEF website http://www.unicef.org/infobycountry/syria_68174.html
UAE	None in primary schools. In secondary education counselling is more prevalent in private schools than state schools – lack of trained personnel. Ratio school psychologists 1:1860.			Careers guidance. No evidence of developmental guidance or casework based counselling. Psycho-education + 26% time counselling individuals and groups.	BSc Psychology	No, however, career counselling advocated for secondary school students.	Fatma Belrehif, Chief of Dubai School Inspection Bureau. http://gulfnws.com/news/gulf/uae/education/most-schools-don-t-have-full-time-counsellors-1.1037214 Jimerson et al [83]

No information found for Yemen.

Appendix 9: Nordic states

Country	Prevalence of school-based counselling: primary	Prevalence of school-based counselling: secondary	Orientation	Qualifications	Mandatory?	Key Source/Contact
Denmark	100% guidance counsellors.	100% guidance counsellors.	Vocational guidance and counselling.	In 2002, 79% had formal qualifications in counselling. However, of newly appointed guidance counsellors, 80% lacked qualifications (Numminen, 2002).	<p>✓ Act on Guidance (2003) (http://eng.uvm.dk/guidance/guidance.doc).</p> <p>Focus on individual needs and aspirations.</p> <p>Individual Education Plan (IEP).</p> <p>NB MoE has introduced web-based portal for users and guidance counsellors.</p>	<p>Dixon and Hansen [105]</p> <p>Christensen & Larson [39]</p> <p>Educational Research Report – Evidence Base for Counselling</p>
Finland	<p>Transition to secondary school (pupils in years 6–9).</p> <p>Ratio 1:245 pupils</p>	<p>Transition to FE, HE work</p> <p>Ratio 1:288 students.</p> <p>Delivered through classroom activities and opportunity for individual counselling.</p>	<p>Study skills; career counselling.</p>	<p>Qualified teachers (MEd) with one year specialist training in guidance and counselling (personal and academic/vocational).</p>	<p>✓</p> <p>(Basic Education Act 1998)</p>	<p>Nummenmaa and Sinisalo [106]</p>
Iceland	<p>Guidance and psychological city schools and slightly where school principals may use counselling services.</p> <p>Focus on reducing drop-out at stage.</p>	<p>Guidance and psychological counselling in 100% of smaller, rural schools, may use local municipal counselling services.</p> <p>Focus on reducing drop-out at secondary (16–20) stage.</p>	<p>Study skills, career counselling.</p>	<p>Originally PG Dip/MA School Counselling. Now MA Educational and Vocational Guidance plus teaching qualification or work experience as a teacher.</p>	<p>✓ Yes for 6–20 compulsory and secondary education stage.</p> <p>Guidance and counselling as a right for every pupil.</p> <p>The Compulsory School Act (2008)</p>	<p>National Resource Centre for Guidance:</p> <p>http://www.rthj.hi.is/id/1000993</p> <p>The Compulsory School Act (2008): http://eng.menntamalaraduneyti.is/media/MRN-pdf_Annad/Compulsory_school_Act.pdf</p>

Norway	Guidance teachers, psychological support and support for transition to secondary school.	Guidance teachers, personal counselling, psychological support and social work with family and careers education and guidance.	Originally Rogerian – deemed insufficient. Now more social work based counselling.	Teaching qualification and experience.	√ at all levels.	Plant et al [38]
Sweden	In most schools. Ratio 1:522 pupils.	In most schools Ratio 1:479 pupils.	Behavioural. Individual counselling and information prior to transition between stages. Group guidance activities	Three-year BEd Career Counselling: Social Sciences, Behavioural Science and Placement.	√ at all levels – however, decentralised organisation and governance of services.	Swedish Association of (SAGC) Guidance Counsellors www.vagledarforeningen.org
However, some municipalities offer guidance services for local schools through an external guidance centre rather than in each school.						
Aim: to help individual gain knowledge of own capacity and opportunities to set personal goals at each stage of education.						
Guidance = information and opportunity awareness (not self awareness).						

Appendix 10: South Asia

Country	Prevalence of school-based counselling: primary	Prevalence of school-based counselling: secondary	Orientation	Qualifications	Mandatory?	Key Source/Contact
India	Only private schools.	Varies state by state and by Certification Board. 1 761 Government schools (CBSE).	Cognitive-behavioural Remedial education	MSC Counselling Psychology/ Clinical Psychology	Hyderabad State ✓ 2014 CBSE Board ✓ 2008	Times of India 2/4/2013 CBSE website http://www.cbseeschools.com/contactus.aspx
Nepal	Prevalent in Kathmandu – no information re the provinces. Guidance teachers with dual responsibilities.		CBT, socio-cultural. Psychodynamic.	No information.	✓ National Education Plan (2008).	Benaaz [107] Ganga Pathak [108] school survey reported in <i>Himalayan Times</i> 11.09.2012 Online (cf ref Himalayan Times).
Pakistan	None	Minimal – where it does exist it is career focused.	Behavioural	Clinical psychologist	No	Nasir and Khan [110]

No specific information found for Afghanistan.

Appendix 11: Southern Europe

Country	Prevalence of school-based counselling: primary	Prevalence of school-based counselling: secondary	Orientation	Qualifications	Mandatory?	Key Source/Contact
Greece	None	Third year of junior high school and first year of senior high school: educational and career guidance (1985).	Teachers offer careers guidance. School counsellors work in the community in local units.	BSc Psychology	Educational Reform Act 1997 Supported educational and career guidance and psychological counselling in middle and high schools but not mandatory.	Hellenic Society of Counselling and Guidance has 1000 members. Malikiosi-Loizos and Ivey [111]
Italy	No evidence found, SEN support offered ad hoc.	None. SEN support offered ad hoc.	Not known	Not known	No Profession in early stages of development.	Remley, [21]
Malta	Guidance teachers with counselling skills training refer to school counsellors.	Guidance teachers with counselling skills training refer to school counsellors. Ratio 1:300.	Humanistic and/or CBT.	PG Dip or MA Counselling.	√	Malta Association for the Counselling Profession (MACP) Grech [112]
Portugal	No evidence found	All secondary schools offer guidance curriculum and responsive services.	Not known	BSc Psychology Or PGCE (Equiv) + specialist training in guidance.	√	
Spain	None	Counsellors are part of teaching staff (teach psychology)– support, teaching, academic and career guidance.	Empowerment focus: personal, social and academic development (holistic Gestalt).	BSC Psychology and teaching qualification.	Ambiguous All guidance counsellors have to pass a state exam to work in a high school.	Lozano [113] Cano., Sevillano and Méndez Pérez, [19]; Cano and Menses [20] Turcott [114]

Appendix 12: Western Europe

Country	Prevalence of school-based counselling: primary	Prevalence of school-based counselling: secondary	Orientation	Qualifications	Mandatory?	Key Source/Contact
Austria		100% secondary schools. 2300 student counsellors at present plus 500 careers guidance teachers.	Not known	Teachers with specialist training in guidance and counselling plus part-time counsellors in some schools.	✓ from Grade 5 onwards (aged 10–19).	Steininger and Schwarzenmayr [115] Härtel [116]
Belgium	<i>French speaking:</i> Available in local Psycho-medical and Social Centres (PMS) and work closely with schools. Assessment plus individual and group intervention. <i>Flemish-speaking:</i> Assessment, guidance and counselling, group work, preventative curriculum, multi-agency working and research.		Cognitive-behavioural	Graduate social workers or psychologists. In local Psycho-medical and Social Centres (PMS) psychologists, social workers, nurses (and physicians) work as a team.	No	Cannels and Raach [17] Simonart [18] No info for German speaking community.
France	None	✓ Very widespread.	Vocational guidance.	Psychology degree and teaching qualification.	✓ from Grade 6 onwards (aged 11–19).	
Germany	Vocational guidance is offered by teachers within subject areas. Psycho-social counselling is offered by separate institutions or centres and not based in schools.		Multi-modal. Prevention and intervention. Humanistic (person-centred, gestalt).	Teachers trained as teacher counsellors.	Yes but detail decided by each state government: Nord-Rhein Westfalen ✓ Bavaria ✓ Baden-Wuerttemberg ✓	Barg [117] Martin [118] Lomar and Eckhardt [120]

Holland	No evidence found	Counselling by subject teachers, tutors and counsellor – all have complementary responsibilities. School administration develops vision and policy re careers education and guidance but does not prescribe how it is to be dispensed.	Not known	Not known	De Weert [121] Visser [122]
Switzerland	No evidence found	Ratio 1:1320 Psychologists. 29% of time psycho-ed evaluations.	Not known	MSc Psychology	Jimerson et al [83]

Appendix 13: United States of America

Professions are regulated by state governments. This is a list of states where counselling is mandatory.

State	Mandatory	Prevalence of school-based counselling
Alabama	Kindergarten – Year 12 (K-12). (ages 4–16).	>500 pupil = 0.5 counsellor 500–749 pupils = 1 FT counsellor Ages 4–10 749–999 = 1.5 1000–1249 = 2 1249–1500 = 2.5 Ratio 1: 450 pupils
Arkansas	K–12	Ratio 1: 450 pupils
California	Grades 7–12 (ages 11–16).	The California State Budget Act of 2006 (AB 1802, Chapter 79) amended the California Education Code to ensure that students in grades 7–12 receive counselling services.
Columbia	K-12	Every school must have at least one counsellor on staff plus one career counsellor in middle and secondary schools.
Georgia	K-12	Recommended ratios: K-8 1:675 K-9-12 1:450 Actual provision depends on funding from state and district.
Idaho	K-12	No specified ratio.
Indiana	K-12	Ratio: Grades 1–6, 1:600; Grades 7–12, 1:300
Iowa	K-12	1:350
Louisiana	Grades 9–12 (ages 13–16)	1:450
Maine	K-12	K-8, 1:350; 9-12, 1:250
Maryland	K-12	No ratio specified. COMAR 13.A.05.05.02 requires that the school counselling and guidance programme be a planned, systematic programme of counselling, consulting, appraisal, information and placement services for all students, grades K-12.

Mississippi	Grades 9–12 (ages 13–16)	Students in elementary schools must have access to student support services provided by a school counsellor, school social worker, school nurse or other student support personnel. Every secondary school must have at least 0.5 school counsellor.
Missouri	K-12	Min ratio 1:500 Recommended ratio 1:301–375
Montana	K-12	1:400
Nebraska	Grades 6–12 (ages 10–16)	When enrolment in a school hits 450, one school counsellor must be assigned. Thereafter, an additional one-half time appropriately endorsed person is assigned for each 225 students. School districts having 300 or more students in the elementary grades have guidance programmes or services available for the elementary students. The procedures and ratios are determined by the local school district.
Nevada	Grades 9–12 (ages 13–16)	No ratio stated. The state legislature includes funding within the distributive school account to school districts to support the counselling services at the 7-12 grade levels.
New Hampshire	K-12	K-5, 1:500; 6-12, 1:300 For secondary schools with more than four school counsellors, a director of school counselling must be hired to oversee the programme.
New Jersey	K-12	Although school counselling programs are mandated in New Jersey, there is no rule mandating that school counsellors themselves be employed in schools. No ratio.
New Mexico	K-12	The state of New Mexico does not have counselling language in statute. However, the administrative code states: 'Districts are required to provide the following programmes: health education, physical education, health services and school counselling.' The administrative code also states: 'Districts must provide or make provisions for support service programmes that strengthen the instructional programme. Required support programmes are library/media, school counselling, health services, and athletic and activity programmes.'
North Dakota	K-12	No ratio required, but credentialed school counsellors must be in school districts that have 250 or more students.
Oklahoma	K-12	K-5, None; 6-12, 1:450
Oregon	K-12	Each school district in Oregon is mandated to maintain a comprehensive guidance and counselling plan that serves students K-12. In addition, each school district is mandated to maintain a licensed staff. The number of staff is not mandated but there is a recommendation to follow ASCA's recommended ratio of 1:250 or better.

Rhode Island	K-12	School counselling programs are mandated in K-12, but school counsellors themselves are not mandated in every school.
South Carolina	K-12	K-5, 1:800; 6-12, 1:300 (ratio includes certified school counsellors and career specialists with CDF certification).
Tennessee	K-12	K-6, 1:500 (recommended for state funding); 7-12, 1:350 (recommended for state funding).
Utah	Grades 9-12 (ages 13-16)	School counselling programmes are defined and mandated for all students in grades 9-12; however there are no mandated ratios. If school districts do not show evidence of comprehensive school counselling programme via rigorous evaluations (at least every three years), then they will not receive state guidance funds. If there are leftover state guidance funds, these funds will go toward comprehensive guidance programs for grades 7-8.
Vermont	K-12	Elementary, 1:400; secondary, 1:300
Virginia	K-12	Guidance counsellors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counsellors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counsellors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.
Washington	Grades 9-12 (ages 13-16)	At least one school counsellor in each secondary school is required.
West Virginia	K-12	No ratio specified. Must spend 75% of day in a direct counselling relationship with students and no more than 25% doing administrative duties.
Wisconsin	K-12	No info available.
Wyoming	K-12	The district shall ensure students have access to guidance services providing all students with assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning system. Therefore, although access to guidance services are mandated, school counsellors themselves are not.

States where counselling is **not** mandatory: Arizona, Alaska, Colorado, Connecticut, Delaware, Florida, Hawaii, Illinois, Kansas, Kentucky, Massachusetts, Michigan, Minnesota, New York, North Carolina, Ohio, Pennsylvania, South Dakota, Texas.

Source: <http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=535>



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