

# INITIATIVE FOR SCHOOL COUNSELING MANUAL

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## **ABSTRACT**

This report contains short introduction of School Counseling followed by the brief historical development of school counseling. The historical development covers the history of school counseling in U.S. and other countries like Japan, Korea, and India. This report also covers contemporary practices in academia as well as practice in the school settings. The probable model of school counseling is also recommended for the school of Nepal.

## **NOTES**

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# 1. INTRODUCTION

School counseling is a discipline that emerged as a branch of applied psychology, human development, sociology, and education in the contemporary education system. School counselors serve students, parents, and teachers for the attainment of the goal by education-system and school for the all-round development of children through school life experience (Schmidt, 2008). The exact beginning of the school counseling profession is unknown but its roots can be found in counseling psychology or helping profession that existed in the ancient society and are even present today. There are numerous histories about the development of school counseling as a profession but it seems it has greater linkage with Industrial development. The Profession of school counseling seems to be started from United States in early 1900s, mainly for the career development needs of migrants and increased industrialized workplace. In 20th century, it was referred as “guidance” by limiting the larger scope of the education only to serve a small percent of school students; those at most risk (Erin Maso, 2010).

## 2. DEVELOPMENT OF SCHOOL COUNSELING INTERNATIONALLY

### 2. 1. UNITED STATES OF AMERICA

While tracing the roots of school counseling, in late 1890s school attendance issues among children and youths, low academic achievement as well as other academic issues attracted the attention of educationist and psychologist. As a result different centers were established to identify the causes and solutions for these issues and efforts were made to address them (Fagan, 1992).

Early school counseling seems to be focused on the small fraction of the population who were more vulnerable, had issues in academic areas or high achievers with other issues. The emergence of school counseling profession seems to be reaction to the industrialization process. With the process of industrialization, problem like urban slums, challenges of city life, ethnic ghettos as well as individual rights, freedom and human values were neglected. In response to these conditions, some educationalists, psychologists and social activists began programs and services to help students with their development, particularly with vocations for the industrial world (Schmidt, 2008). In San Francisco 1895, George Miller began vocational guidance at the California School of Mechanical Arts and offered counseling as well as job placement service (Miller, 1968). In addition to the vocational guidance; moral development, social skills and interpersonal relationships were other areas where the students got assisted.

Frank Parsons, the father of Guidance is considered to have started the Guidance movement in the United States (D. Brown & Trusty, 2005; Gladding, 2000; Schimdt, 2008). In 1908, he established the Boston Vocational Bureau for the young men to help in career transition from high school to world of work.

Michigan established a school wise guidance program by English teachers to help students in their classes, develop positive traits, choose appropriate behavior, and address their vocational interests (Schmidt, 2007). Assessment was another important aspect of vocational guidance in history of school counseling. U.S. Army used adapted version of the work of French Psychologist, Alfred Binet which was “the Army Alpha Examination” and “the Army Beta Examination” (Baker & Gerler, 2004).

Guidance & Counseling flourished extensively after World War-II. Carl Roger made substantial contribution for the development of counseling and guidance in U.S. He worked more than five decades by using for Humanistic Approach for the development of counseling in the clinical as well as non-clinical settings. In 1946, the U.S. congress passed the George Barden Act, which allocated financial support for guidance and counseling in schools. This was revolutionary step for the school counseling in the U.S. education system and the profession of school counseling in U.S. and different ground level work was done for the counseling school education system. The U.S. education system was highly influenced by the event of launching of the first satellite, sputnik and Culminated Public Law 85-864, called National Defense Education Act of 1958 (NDEA). NDEA stimulated for creation of institutes and graduate programs at colleges and Universities, prepared 2,200 counselors by 1959. In 1965, congress passed the Elementary and Secondary Act of 1965 (ESEA, Public Law 89-10) to give financial support for the development of guidance and counseling for the help of marginalized, ethnic group and immigrants to enhance the level of education. In 2003, American School Counselors Association (ASCA) was established to develop National Model.

At present, school counseling is an essential part of school education system. The school counselor provide individual counseling to the students, work with teachers, parents and children’s need, developmental characteristics, and school progress. They also make referrals to community agencies.

## 2. 2. JAPAN

Around 1947, there was a revolution in the education system of Japan. This revolutionary reform extended compulsory education to the level of junior high school in all parts of Japan. The prefecture board, the education authority of schools in Japan, developed a general guidance and counseling system for all students (Okano & Tsuchiya, 1999, p.63). In the initial phase, students' guidance and counseling in Japan was integrated in the daily work of teachers and there were no provision of any special training to the teachers. With limited knowledge and skills on child development and behavior, teachers were believed to be well placed to offer guidance and counseling to the students (Okano & Tsuchiya, 1999). In the process of guidance and counseling, teachers supported the students in variety of issues, made home visits as well as provided consultation and advice to students and their parents. In mid 1950s, the first counseling center was opened with named "KYOTO COUNSELING" with parents and used play or sand therapy with children. In 1960s, the non-directive client centered therapy got popularity among the school educators and others in the field of the mental health (Sato, 2007). In 1965, the professional association known as the School Education Counseling and Guidance Association endorsed teachers for performing school counseling and guidance roles (Imai, 2006). Other academic societies involved in school counseling and guidance also promoted teachers and educators to do counseling and guidance. In 1970s, Jungian psychologist, Dr. Hayao Kawai made great efforts in fostering school counseling but till late 1980s, there was conventional approach towards counseling in Japanese education system. In 1995, a new era dawned for school counseling when the Ministry of Education implemented a school counselor pilot project to address the increasing problem of students refusing to go to school and family violence (Kawai, Otsuka, & Murayama, 1998). The ministry of education made the revolutionary decision and appointed clinical psychology experts as counselors to help schools (Kawai et al, 1998). This revolutionary decision was made as a consequence of a tragic incident of suicide of a junior high school student due to bullying that shocked the nation. The school also appointed retired teachers as "advisors in the classroom for easing children's mind". In the initial stage when the clinical experts were appointed, there were issues due to transition from clinical settings to school setting as well as limited understanding of the contemporary issues of school education, but the result of the counseling services was very positive and they were able to handle most of the issues in the school setting (Yagi, 1997). School counselors now play integral and vital roles in counseling students and parents, provide consultation to parents and teachers, and lend support to a create a healthy school climate (Arabori, 2007; Kuramitsu, 2004; Tabata, 2008; Yoshi & Yamashita, 2008). On the basis of research done in 5,500 schools, it was revealed that school counselors were effective in intervening and preventing the negative behaviors of children and youth in Japanese. At present, most of the schools in Japan have part-time counselors whose working hours differ (at least 8 hours per week) depending upon the city as well as the education budget. They mostly use clinical model as most of them are trained and licensed as clinical psychologists (Sugano, 2004). School counselors in Japan are licensed by a private foundation, "the Japanese Certification Board for Clinical Psychologist" and they have to undergo professional development training and earn enough credits to continue as schools counselors for the next five years cycle. Due to limited working hours, major works of the school counselors include psychotherapy and consultation, which is the conventional approach of school counseling (Kuramitsu, 2004). Also, using their wide range of knowledge and skills, school counselors provide expertise in the student case conference team, participate in the student guidance meetings, and coordinate peer support teams (Nakauchi, 2007). School staffs also contribute to the overall guidance and counseling of students and to students' general mental health and well-being. School teachers do involve in guidance and counseling related to students' academic, personal and social growth and development. They also refer students to the counselors and the child guidance clinics for further counseling and consultation (Fukunda, 2008). Another significant person in Japanese school system is the school nurse. The school nurse provides health service and "psychological first aid" to students. The school nurse also provides support to the students by listening to any

concerns and makes referrals to the school counselor and plays role to liaise regularly with the school counselors.

The major issues that school counselor in Japan have to deal with are bullying, cyber bullying, refusal to come to school, abusive emails and name calling due to widespread use of information technology. The school counselor counsel students who are bullied and students who are bullies (Arabori, 2007). They also make home visits to provide consultation to parents whose children refuse to go to school, as well as to students who come to school but refuse to go to class. The school counselors makes home visits to give advice, guidance and support to students of school refusal and to consult with their parents on school non- attendance. Most of the school counselors use case study approach in their work. There is also provision of supervision on challenging cases (Kashima, 2008). The Ministry of education, culture, sports, science and technology has focused on comprehensive and inclusive counseling in school settings. One of the major priorities is to strengthen the educational counseling system at the elementary school level and to increase the number of school counselors in the education counseling system.

The major challenge of Japanese school counseling is to precisely define the roles and functions of the school counselors. The school counseling parameters while working with teachers, especially those whose adjunct role in guidance and counseling. To develop multicultural competencies and sensitivity among the counselors working in the educational settings in Japan is another challenge. The other issue is licensing of a clinical psychologist who work in hospitals and clinics and to be able to work in the educational setting.

In future, Japan is looking beyond one-on-one counseling in the school setting. They want to create collaboration between the counselor and teachers to support the mental health of all students (Murayama, 2008). The Japanese education system wants to expand the role of school social worker, with recognition of global certification as well as wants to cater to the ongoing school services through counseling future needs of society and of the school community.

## 2. 3. SOUTH KOREA

The history of school counseling in South Korea seems to be similar to the development of school counseling in other Asian countries. The concept of school counseling in South Korea had its inception in 1950s when the United States Educational Delegation initiated education missions in South Korea (Yoo, 1996). During the visits from 1952 to 1962, the United States Educational Delegation taught Korean educators about new counseling and guidance theories and methods, which were different from the traditional discipline approaches in use at that time (e.g. corporal punishment). In 1963, by the help of Education Act, “the provision of disciplinary guidance teacher in middle and high school” was created. The motto behind this act to promote the counseling services in the schools. This brought influx of counseling and guidance teachers in school and training programs in school districts, the role of the disciplinary guidance teachers was very ill- defined and provided little direction (S. M. Lee, Oh, et al., 2007). In 1990s, the Ministry of Education changed the title of the disciplinary guidance teacher into “career counseling teacher” while building the career counseling department in each local school board. Although the title was changed, there were no major differences between disciplinary guidance teachers and career counseling teachers in terms of their perceived roles.

The counseling role was merged with the regular teachers’ role as an extra responsibility of counseling. The teacher who wanted to have extra responsibility of counseling had to take only two or three counseling course (about 360 hours) and then be able to apply for certification as counseling teachers. These teachers lacked knowledge about nature of counseling and related job, skills and services, nor they had clear ideas of the role of

a guidance specialist in the schools (S. M. Lee & Ahn, 2003). In 1997, the Elementary and Secondary Education Act led to a training system for registered professional school counseling teachers. The title was changed from career counseling teacher to professional school counseling teacher. Up to 2006, about 24,845 registered school counseling teachers were trained and certified by the Ministry of Education and Human Resource Development (H.D. Kim, 2007). Till the day, the roles of school counselors and teachers have not been separated. Still the school counselors have to take 18 hours of weekly classes as well as provide counseling service. Many teachers saw obtaining certification as a step toward becoming a school principal and opted to work in an administrative role when given the opportunity (S.M.Lee, Oh, et al. 2007). In 2004, the Ministry of Education and Human Resources Development recognized the importance of full-time specialist in guidance and counseling was needed in schools and revised Elementary and secondary school Act and included school counseling sections as important part in school education. In 2005, the Ministry of Education and Human Resources Development took decision to appoint full-time school counselors and registered them as the itinerant school counselors and who would be assigned to each school board and also implemented “no violence in schools act”. Currently, in Korean schools, “school counselors” refers to the certified teachers who are trained as “professional school counseling teachers”.

In Korea, school counselors play an important role in fostering the emotional and social development of children during their formative years. School counselors advocate for students and work with other individuals and organizations to promote the academic, career, personal, and social development of children and youth. School counselors use interviews, counseling sessions, interest and aptitude assessment tests, and other methods to evaluate and career education program.

In Korea, there is relatively short tradition of school counseling, school counselors have to cope with less cooperative attitudes and responses in the school from some teachers and administrators as well as students. School counselors experience heavy workload, sometimes isolated from their school colleagues because they work alone within the school counselors’ work around 40 hours a week, which includes performance of school duties and other related tasks. School counselors obtain tenure after they pass the national certification examination for school counselors which provide security from being fired without just cause and due process. To be a school counselor in Korea, one has to complete a bachelor’s degree from psychology with specialization in counseling or master’s degree from the counseling program of a graduate school of education and then have to obtain a school counseling teacher certification. There is provision of short term training for those who have a teacher’s certificate of about 6-12 months. Traditional education programs for school counselors include psychological assessment, personality psychology, counseling, and career counseling as well as counseling theory and practice. Public school counselors have to be certified with the Ministry of Education, Science and Technology (MEST). All the applicant have to go through test for competence and to check basic knowledge in education such as educational philosophy, curriculum and instruction, educational psychology, educational administration, or educational sociology as well as exhibit proficiency in counseling subjects.

Increased awareness has resulted in greater attention to matters of school counseling, and has contributed to the increased number of school counselors and supporting policies. There are also challenges and concerns in the field of school counseling in Korea. One of challenges is in the area of training. During the training, a school counselor has limited practical experience in school counseling. School counselors have to perform a variety of counseling services for students, teachers, and parents. The successful performance of these services depends not only on a strong basic knowledge but also clinical skills. The current trend of opportunities doesn’t seem to be sufficient for developing clinical skills and understanding practical issues.

The other issues are related to counseling ethics. The absence of unified ethical standard also creates difficulties for school counselors. Due to lack of guidelines, the practical

values of ethical standard are limited because they are not developed on the consideration of unique situation of Korean school settings. The development of the ethical standard and training in dealing with ethical dilemmas are critical for school counselors in Korea. The other issue is the lack of a clear definition of school counselors' role identity. School counselors have been consistently reporting role ambiguity as a major problem in the current counseling system. Some school administrators define the role of school counselors simply as disciplining students.

There is also issue of structuring as school counselors have to work in limited resources. Teachers sometime perceive referring a student to counseling as an indication of their own incompetence, and may therefore be hesitant in working with school counselors. Such perception can contribute to school faculty members and feeling of isolation. The limited support from the school management and lack of community resources can discourage school counselors who enter in the field with enthusiasm and compassion. The effective implementation of school counseling, some of the issues should be manage in proper way. The competence-based training, clear description of identity of school counselors, issues of structuring and comprehensive model of school counseling should also be implemented, systematic support such as community based resource centers, and support system from the management as well as parents should also be developed.

## 2. 4. INDIA

School counseling in India is a relatively young profession. In India, the school counseling initiation was developed first from the clinical model. The first Child Guidance Clinic was started by Tata Institute of Social Sciences at Wadia hospital in 1936. In the same year, the Wadia hospital started a school health unit, referred children with behavioral problem to the hospital. The first school mental health clinic was set up at Nair hospital in 1979.

The Ministry of Education, Government of India, established the Central Bureau of Educational and Vocational Guidance in 1954. In 1961 A. D., guidance service was initiated in schools by trained counselors and career masters with assistance from school teachers. From 2000, the central Bureau of Education and Vocation Guidance have started training to the Regional institutes of Guidance at Ajmer, Bhopal, Bhubaneswar and Mysore. Central government as well as different states government seems to be working to make legal provision for counseling services in schools. As per an article in Times of India, Hyderabad edition (2013-04-02), "The secondary education department is expected to issue on government order to establish counseling center mandatory in government and private schools.

There are ample evidences which has been mentioned in different reports, magazines including 'Education World; The Human Development Magazine' gives the evidences of various issues related to counseling in Indian schools. The shocking suicidal events of Rouvanjit Rawla of class VIII in Kolkata due to humiliation of corporal punishment and a number of suicides that have been reported brought issues foreground that need to be addressed. The present generations has to cope with the increasing social networking, mall and shopping centers, speed dating, the heavy burden of excelling in school learning and entrance exam seems sources of stressors that children has to cope with. The conventional support systems of joint family have also decreased due to change in family structure. The students have to adjust with rampant consumerism, increasing use of drugs, sexual abuse along with possible single parents due to higher rates of divorce. Thus, there are various issues related to academics such as academic underachievement learning, learning disability, mode of instruction, and implementation of curriculum. The substantial portions of students as well as parent either have no ideas or very little knowledge about the career and vocations. There is no any proper mechanism for the assisting students in the areas of personal and social development. The support system for resolving psychological problems related to different developmental stage is lacking.

The mechanism for developing parenting skills among parents also seems to be lacking. Thus, there is need at preventive and remedial level through the counseling services.

There are some Universities that provide course related to counseling (NIMHANS, Bangalore; Bharathiar University, Coimbatore and Tata Institute of Social Sciences, Mumbai) and other Universities provide a paper for in Post-graduate level in Psychology Program. In Indian scenario, the training centers and Universities do not provide the sufficient human resource as per need for educational sector in India. Thus, there is need of the training centers and Universities should begin the courses related to counseling to meet the demand of educational sector.

### 3. DEVELOPMENT OF SCHOOL COUNSELING IN NEPAL

School counseling mostly in context of Nepal described as new phenomenon in academia as well as practice but the concept of school counseling was in the policy recommendation in “The National Education System Plan for 1971- 76” but which is yet to be applied in practice. In practice, the initiative seems to be taken from the private sector. The first registered organization for addressing the psychological issues was “National Institute of Psychology” in 1980s. At present some organization that work in the areas of counseling are C.M.C. (Centre for Mental Health and Counseling), Koshish Nepal, Antaranga Nepal, CVICT Nepal (Centre for Victims of Torture), TPO (Tran cultural Psychological Organization) works mainly for Psycho social support and counseling. At present there is no any policy provision especially for counseling service in Educational sector in Nepal. Recently, Department of Education (DOE) has established Disaster management and Psychological counseling section which is responsible for carrying out the work related to the school counseling. Very primitive work has been initiated in collaboration of NGOs/INGOs for the basic awareness, training to the teacher at basic level and primitive work for the policy recommendation.

In academia, there is no any specialization course related to the school counseling. Tribhuwan University (TU) has department of Psychology which runs B.A. in Psychology at graduate level, M. A. in Psychology at Masters Level and Post Graduate Diploma in counseling at its different campuses and private affiliated college. All these courses cover some areas of counseling. Other courses that are relevant for the school counseling are B.Ed. M.Ed and M. Phil (Education) which covers some portions of the content that are relevant for the school counseling such as foundation of education, curriculum, educational psychology, measurement and evaluation in educational setting and can be useful for the counseling services in educational settings. Other Universities like; Kathmandu University, Purwanchal University, Mahendra Sanskrit University which also runs program like B.Ed, M. Ed which covers some relevant content which can be useful for the counseling service in Nepalese schools. Institute of Medicine Under the Tribhuwan University runs M.Phil in clinical psychology based on the medical model basically to produce the human resources for the hospital settings. Some other organizations provide training in the areas of psychosocial counseling for short term from six to twelve months to cater the needs of psycho social needs at different level.

In educational setting, there is no any evidence of school counseling service in public school. Some of the private school claim about the counseling service in the school. Some of them are ‘Rato Bangla, SOS, Chelsea International Academy, Apex and some other schools, all most all of them are located in the capital city of Nepal. Most of these schools have counselors who are also responsible for the other managerial or administrative works. Some of them are even work as an instructional staff and involved in the regular teaching- learning activities. Most of them deal with the psycho- social issues with the children. Their work is most focused on the academic achievement and other important areas like personal development, social development, peer relationship and other psychological issues. Counseling practice seems to be lacking in the areas of psychological assessment, other components of the counseling. There is lacking any regulatory mechanism from the government body or from the private sector.

During the visit of different educational institutions including schools (SOS village school Bhaktpur, Rato Bangla school, National Institute of Psychology , College of counseling & social sciences, some of the school outside the valley). All most all the experts and stake holders has consensus regarding the need of counseling service in the educational institutions. Some of the schools are already providing the counseling services to the students, teachers as well as parents.

The main issues faced in the school counseling are:

#### BEHAVIOR PROBLEMS

One of recurring issues that came during interaction with stakeholder was the behavioral issues among the entire range of the population in the school. The behavioral issues were related to the class disturbances, misbehaving with peers, overt behavior like aggression and violence, covert behavior (theft, dishonesty) and many others. Most of teachers were not aware about probable causes and probable intervention. As an intervention, most of them use conventional methods of disciplinary and explained that these did not work. Some of the teachers also explained that there is need of some special effort such issues to deal with. This shows that there is need of some training and services like counseling in the school for addressing such issues.

#### RESTLESSNESS OR HYPERACTIVE

The almost all the stakeholders explained about restlessness and hyperactivity among some of the students. Most of the symptoms that were explained by the teachers and other concerned authorities were similar to the psychological issues called ADHD (Attention Deficit Hyperactivity Disorder) and the prevalence rate for ADHD are 3-5% (Kaplan & Sadock's, 2001). In context of Nepal, there is lack of research about the issues of ADHD among the child population. Most of the teacher blamed to the student and have no any ideas regarding the intervention of such problem. This manifestation of symptoms may be due to the sole cause of ADHD for other co-morbidity. There are research shows that appropriate intervention at school settings can solve such issues to some extent. They also explained that there is need of the some help in the form of training or the special services like counseling the Nepalese schools.

#### LEARNING DIFFICULTIES (DYSLEXIA, SLOW LEARNER)

As per the other issues, learning difficulties were one of them. Teachers mainly explained about the symptoms of the learning difficulties. They also explained about the specific learning difficulties like dyslexia, dyscalculia, dysgraphia but not aware about its cause and methods of intervention. Teachers explained that sometimes it becomes difficult to deal with and also impacts the daily instructional activities. The prevalence rate for the learning difficulties is around 5% (Kaplan & Sadock's, 2000) in general population. Intervention for learning difficulties can be addressed successfully by making individual educational plans and involving parents and teacher in the process of the intervention.

#### DISCIPLINARY PROBLEMS/ BULLYING

Disciplinary problems /Bullying described by the teachers and different stake holders as ubiquitous phenomena and students experience during the schools activities. All the stakeholders described that such things should be addressed but explained that the conventional ways of intervention such as punishment doesn't work and also makes the situation worse. The research shows that the psychological methods of addressing can reduce the frequency and will be helpful for the better adjustment and enhancement of teaching learning environment.

#### CAREER ISSUES

In Nepalese school, the teaching-learning activities are targeted mostly to the text books. There is no any such service which help the students to know the individual strength of children and which they can later on take as a career in their later life period. The counseling service in school also can play a vital role for the career profiling. Through the individual career profiling, they can know about the strength of the students and with the help of teachers, school management, parents, the student can be helped to pursue their career on the basis of their strength. Thus, counseling can play vital role for the career counseling to the young children according to their strength and minimize the educational waste and help in development of human resource for the country.

#### CONVERSION DISORDER

Conversion disorder is one of the issues that come in media and its impacts the teaching-

learning activities of the schools. Mainly in context of Nepal, the girls seem to be affected mostly during their adolescents' years. Sometimes, due to this issue even school remains closed for some time. The cause behind this has been explained that multiple stressor at this stage life. There seems the need of preventive as well as interventional work. Most of the work to address these issues are done for the symptoms rather than work for the real causes. There is also very little understanding about such issues among the different stakeholders like students, teachers, parents, school management. Thus such issues can be addressed by comprehensive counseling facilities in the Nepalese school settings.

#### MULTICULTURAL ISSUES

Nepal is a country of diversity. There are differences in culture different regions of Nepal. There is diversity in terms of ethnic group, caste, region, tradition, language. Thus it is very important to have knowledge of multicultural issues among the teachers, school management, administrative staffs and its impacts on the development of the children. The counseling service in the school can sensitize the stakeholders about the multicultural issues and channelize in positive way for the holistic development of the children. The counseling service can also help to address the multiple issues related to the multicultural.

#### PARENTING ISSUES

Different kinds of issues are faced by the parents during the formative years of child-development. In context of Nepal, the parents have little knowledge and awareness regarding issues that children has to face during the different development stage. There is no any mechanism for the making aware about such developmental issues that children suffer and which creates problem in the daily life of the parents. The counseling services in school can play an important role for address the issues related to parenting. The counseling service can provide psycho-education to the parents regarding different issues that come during developmental years. The counseling service also can train to the parents for the parenting skills which can help to improve the relationship between parents and children. Counseling service also can train the parents for handling the issues like autism, ADHD, child depression, behavior issues, and other clinical as well as non-clinical issues. Thus, it will help for overall development of the academic area of school system and help to meet the national goals of education.

#### EDUCATIONAL ASSESSMENT

In educational setting, educational assessment play vital role for making formative plans which can enhance the academic of the students. The counseling service in school setting can provide educational testing in the along with the other services. The educational testing facilities can help to find out specific issues like learning difficulties, ADHD, autism, school phobia, general anxiety, I.Q., strengths of the students and on the basis of that individual educational plan can be made for the holistic development. Sometimes, on the basis of different types of educational tests, the severity of issues can be known and if referral is needed for the specific issues, it will be easier to refer to such specific experts. Thus, counseling service can play a vital for the testing and evaluation in the schools of Nepal.

#### OTHER ISSUES

There are other multiple issues than the above mentioned in the school setting like; school drop outs, peer relationship, academic underachievement, school truancy, classroom management, substance abuse, school violence, school failures, interpersonal issues, crisis management in school settings, issues of gifted students, issues of social class in school, disability in the schools and many more. These issues are often encountering in the Nepalese schools and these issues are either neglected or handled in unscientific ways. If these issues are not addressed properly, the other issues can be encountered and which can bring different other problems, will create hindrance for the achievement of national goals of education. The counseling service can be one of the best alternatives for addressing all these issues in the schools. The counselor can work with the leadership approach and work with students, parents, teachers, administration, and can find ways of addressing all these issues.

## 4. COUNSELING SERVICES METHODS

### 4.1. COMPREHENSIVE COUNSELING AND MENTAL HEALTH SERVICE IN SCHOOLS

At present, there is no any such a facility or provision of counseling services in the Nepalese schools. From the issues that has been mentioned above shows that there is need of counseling service. One of the ways by which the counseling service in Nepalese schools can be enforced by ministry/department of education. In the initial stage, as there are no any infrastructure and very less human resource of concern field. The department can train the schools teachers by appointing a focal person for the counseling service in schools. In next level, the training should be provided to the same focal teachers of second level so that these teachers will be able to handle the issues of psychosocial as well as academic. At resource centre level, the expert should be appointed who will help the focal teacher at school to address the issues that are faced in the process of service delivery. At central level a committee should be formed of the experts including psychiatrist, developmental pediatrician, psychologist, educationist and social scientist, this committee should be responsible for determining counseling process as well as different approaches and techniques of counseling. This committee will also work as the regulatory body and responsible for the supervision, licensing and training at different level. On the basis of availability human resource of the concerned field a provision will be made to appoint in school to develop proper counseling service.

### 4.2. ACADEMIC QUALIFICATION OF COUNSELOR

After reviewing the literature related to different countries where there is counseling service in educational setting, academic qualification of counselor should be minimum bachelor degree in clinical psychology/counseling/ education with specialization in counseling or school counseling with some additional training or masters in counseling with specialization in child & adolescents.

The expert at the resource centre level should be at least masters in counseling or psychology (with specialization in child & adolescents/ school counseling), M. Phil or Phd will be assets.

### 4.3. DEVELOPMENT OF HUMAN RESOURCES

The ministry of education/ department of education should take leadership role for the development of human resources related to the counseling. The ministry/department should collaborate with the Universities for the development of human resources. There is department of psychology in Tribhuvan University which runs master degree program in psychology and a year post graduate program in counseling. TU also has department of education which runs graduate program, post graduate program, M. phil and Phd program. Ministry/department of education should collaborate with these programs to run the program like BA psychology/ counseling/child development/ B. Ed/ M. Ed. specialization in child development or educational psychology. The Ministry/department should also collaborate with other Universities including Purwanchal University, Mahendra Sanskrit, Pokhara University to produce the human resources to fulfill the future demand of human resource for the counseling service in school settings. Department of education can also develop 2-3years training manual for the focal teachers in the initial stage of implementation counseling service in school settings.

## 5. PROBABLE CONTENT OF THE SCHOOL COUNSELING MANUAL

### 5. 1. CONTENT RELATED TO HUMAN DEVELOPMENT

In counseling manual one of the very basic things that should be included is human development content. The school counselor should have the extensive knowledge of child development. The extensive development process about the developmental process and how it impacts will be helpful to deliver counseling service effectively. This will help school counselors for understanding the developmental process of students and the factors impacting the developmental process as well as will be helpful in the intervening of developmental issues. Each development stage should be mentioned in the detail so, the school counselor have good references for consulting when needed. The developmental task of each stage, issues and problems that are generally faced and ways of interventions in the pre-existing literature can useful for the addressing different issues.

### 5. 2. ACADEMIC RELATED ISSUES

Different issues are faced on the daily basis in the instructional process. These issues may be of academic underachievement, learning disabilities, school phobia, examination stress, school anxiety, child depression, mass conversion disorder, substance abuse, bullying, peer violence and other issues. All these issues should be mentioned with the model examples of handling such issues so that the counselor can use the model case for the intervention process. The components of class room management, curriculum, and philosophy of education so that school counselor can play leadership approach for the improvement of overall academic environment.

### 5. 3. MENTAL HEALTH ISSUES IN THE SCHOOL AGE POPULATION

At different developmental stage, the prevalence rate for different mental health issues varies. In the initial years of human development the issues like autism, learning disability, mental disability, child depression, ADHD, general anxiety, specific anxiety, child psychosis, behavioral issues, school truancy, conduct related issues and many more. The symptoms, prevalence rate, probable intervention and referral addresses at different locations. This will be helpful for the early diagnosis and will be helpful for the intervention as well as appropriate referral so that issues will be addressed. This will be helpful for the instructions and overall academic enhancement.

### 5. 4. CONTENT OF CAREER GUIDANCE

One of the important aspects of career counseling can be the content of the career counseling. The detail content career counseling will be helpful for the career profiling. This will be helpful for the entire school population and will be helpful for the strength of the students. The school counseling can make individual career counseling profiling and make aware about the availability of career option of the basis of the strength of the student. The will be helpful to the students and parents regarding ambivalent of career issues and will also helpful for addressing the issues of unemployment. The different assessment regarding interest, aptitude, intelligence and will be helpful for the direction of choosing the career to the students.

## 5. 5. CONTENT RELATED TO PARENTING

In Nepalese education system, there is lacking of mechanism which addresses the issues of parenting. There are different issues related to parenting which impacts the academic areas of the students. The content related to the parenting will be helpful for the helping to the parents regarding the issues. The school counselor can psychos-educate to the parents regarding the different issues at the different developmental issues and also help the parents regarding the intervention of the different issues. The counselor also can work with parents regarding different issues of parenting, can train and work for the enhancement of overall academic achievements of the students.

## 6. OTHER IMPORTANT CONSIDERATIONS

Before the initiation of counseling service in Nepalese schools, the following considerations are also important:

- Clear role identity of the school counselors
- Working ethics of school counselors
- Laws of school counseling
- School counselors training
- Appointing process of the school counselors
- Liscensing process of school counselors
- Remuneration and facilities of school counselors
- Provision od in service training and periodic Refreshment training
- Issue of school counseling model
- Issues of structuring
- Development of systemic support for the school counseling service

Thus, school counseling service is one of the basic in the modern education system. In context of Nepal, the education system has progressed in many ways but there are many issues that need to be address for the attaining the national goals of the education as well as to address the issues like dropouts, academic underachievement, developmental issues of the students, multicultural issues, issues learning disabilities and many of issues frequently encountered by the different stakeholders in the educational settings.

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