

## Preface

### A Small but Colorful Mosaic of School Counseling Worldwide

Nikolay Popov & John C. Carey

This volume contains a collection of selected papers submitted to the Inaugural International Conference on Comparative School Counseling in 2021. The mission of this conference is to develop a new comparative research field that could be called Comparative School Counseling. As Popov and Spasenović note in their paper (p. 10):

*Comparative school counseling could be defined as a multi interdisciplinary research field where research methodology of comparative education is applied to school counseling policy, practice and education. Comparative school counseling shall comparatively describe, juxtapose and analyze various aspects of school counseling in contemporary education systems worldwide.*

*Firstly, such a research field could contribute to a better understanding of common features, similarities and differences in school counseling worldwide. Secondly, it could support the transfer and adoption of best school counseling practices and innovations between countries. Thirdly, it could help improving school counseling training programs at colleges and universities, especially in countries where such programs are not well developed. Fourthly, it could inform policy makers while creating laws, regulations, instructions and recommendations on school counseling. Fifthly, it could add value to comparative research methodologies in humanities and social sciences.*

This volume is divided into 3 parts and includes 12 papers written by 25 authors. Readers can find comparative and case studies, theoretical and empirical explorations, quantitative and qualitative methods, descriptive and analytical approaches, and interesting data on school counseling worldwide. Problems of school counseling in nearly 20 countries are discussed in the papers.

Part 1 is devoted to school counseling policies and consists of three papers. Popov and Spasenović present results of a comparative international study on some aspects of school counseling in 15 countries: Austria, Bulgaria, Croatia, the Czech

Republic, Denmark, Ireland, Malta, North Macedonia, Russia, Serbia, Slovenia, Spain, Turkey, the United Kingdom, and the United States. Köse, Olavarria, Cohen, Rallis and Carey illustrate three cases from Turkey, Chile, and the United States to demonstrate how “Policies that are intended to facilitate school counseling practice often fail to achieve their intended results and sometimes have unintended negative consequences that actually impede effective practice” (p. 19). Hilton critically examines counseling provision in schools and universities in England and explains how school counseling could help battle the effects of the current pandemic crisis.

Part 2 focuses on school counseling education and training, and is comprised of four papers. Köse, Campbell and Falzon provide a comparative study of pre-service school counselor education in Australia, Malta, and Turkey. After investigating some important issues, the authors conclude that, “This peep into these three countries’ experience of school counseling reflects the need for excellence and integrity of the profession” (p. 48). Smith and Vera provide an overview of the Masters of School Counseling program at Barry University (USA) and describe the school counseling specialization course requirements. Ljubetić presents an example of how Pedagogy students in Split (Croatia) are trained for school counselors within a specific course on partnership between families and educational institutions. Machaba conceptually explores how early childhood development practitioners are prepared through counseling for job creation.

Part 3 concentrates on school counseling practices and has five papers. Gregorčič Mrvar explains the specific features of school counseling in Slovenia and emphasizes the obvious advantages. Siegler, Várnai, Hoffmann, Basa and Jármi present an example of how a European anti-bullying program is implemented in Hungarian schools. Achinewhu-Nworgu examines the role of school counselors in supporting young people and teaching staff during the pandemic. Stankovska, Brahha and Dimitrovski aim at considering “the need for implementation of a mental health assessment, support and psychological counseling among students” (p. 109). Mampane makes contributions to the conversation about career counseling for entrepreneurial skills within the school system.

Taken together, the papers in this volume create a small but beautiful, intriguing and colorful mosaic of school counseling practice from around the world. They foreshadow the advances in our understanding of effective school counseling practice, effective school counseling education and appropriate school counseling policy will improve as the newly conceived field of Comparative School Counseling matures and advances.

Prof. Dr.habil. Nikolay Popov, Sofia University, Bulgaria

Prof. Dr. John C. Carey (Emeritus), University of Massachusetts Amherst, USA