

Preface

Another Step towards Establishing Comparative School Counseling

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This volume contains a collection of strictly selected papers submitted to the Second International Conference on Comparative School Counseling in 2022. The mission of this conference is to contribute to the development of the Comparative School Counseling research field.

The volume is divided into two parts and includes six papers written by fifteen authors.

Part 1 is devoted to school counseling policies and consists of three papers. Michael S. Trevisan examines the importance of evaluation for international school-based counseling and presents an evaluation framework that has six components: (1) involve stakeholders, (2) construct a theory of action, (3) write evaluation questions, (4) develop an evaluation design and select methods, (5) conduct data analysis and report findings, and (6) communicate and use the evaluation results. George Vera, Alfonso Barreto, Mario Fung and Fabiola Macias focus on current public policy challenges to school counseling in Latin America, and considering these challenges, the authors discuss some common characteristics and specific features of school counseling in Costa Rica, Mexico, and Venezuela. Elizabeth Achinewhu-Nworgu and Queen Chioma Nworgu explore the causes and consequences of work-related stress for staff in education during the COVID-19 pandemic, emphasizing on human resources management.

Part 2 focuses on school counseling practices and comprises three papers. Petra Gregorčič Mrvar, Barbara Šteh, Marjeta Šarić and Katja Jeznik present a case study of Slovenia on school counselors' coping with the COVID-19 pandemic. The authors provide results of their exploratory qualitative study on the ways the school counselors in Slovenia were coping with questions and challenges during the time of distance learning and counseling. Gillian L. S. Hilton examines a very interesting trend in Argentina, namely, being overly concerned about one's own and others' mental health and how this influences school counseling approaches. The author

explores what affect on school counseling the therapy culture has had in this country. Gordana Stankovska, Ruvejda Brahma and Zebide Ibraimi focus on inclusive education for students with disabilities in the school system in the Republic of North Macedonia. Some psychological counseling programs for teachers who work with such children are also presented and discussed.

The papers in this volume represent a small but continuing step towards our efforts for establishing Comparative School Counseling as a research field.

As in the previous volume, here readers can again find comparative and case studies, documental and empirical explorations, and a variety of interesting data on school counseling in Europe, North and Latin America.

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