

COUNSELLING IN SCHOOLS

A research study into services for
children and young people in Wales



Commissioned by the Welsh Assembly Government

Research team



British Association for
Counselling & Psychotherapy

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The project

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An evaluation of the counselling services available to children and young people in Wales and across the rest of the UK was carried out over a period of six months, reaching completion in September 2007

Aim of this Paper

- To explore the findings of the Welsh project in relation to counselling in schools in Kenya.
- What can be taken from this project and developed, adapted and applied to counselling in schools in Kenya?



Research Methods

- The project used three main types of research methods: desk research, qualitative fieldwork in schools and a survey of secondary, primary and special schools in Wales.
- The research involved an extensive consultative process with stakeholders and the Welsh Assembly counselling children and young people steering group.

Welsh National Strategy

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- The research produced results that led to the development of a set of Good Practice Recommendations for counselling in schools in Wales (and the rest of the UK).
- The Welsh Assembly Government have used these recommendations to inform their national strategy to make counselling available in all secondary schools in Wales.

Implications

- Far-reaching implications for the policy and practice of counselling in schools in the UK and internationally.
- There are implications regarding counsellor competencies in terms of working with children and young people

Do the results only apply to Wales and the UK?

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- Evidence from the Gambia shows that there are similarities in the type of problems experienced by children and young people in Wales, the rest of the UK, and in the Gambia.
- Many of these problems seem universal.







**Head teacher and
counsellor, Mrs Fato
Dampha, Latrikunda**

**Sabiji Lower Basic
School, near Banjul.**



**Old
Jeshwang
Lower Basic
School on the
outskirts of
Banjul.**

Illness
Domestic/child labour
Financial/poverty
Irregular/non-attendance
Poor academic performance
Forced marriage
Physical abuse by parent(s)
Family problems
Parents divorced
Difficult behaviour
Unspecified



Special educational needs
Exam stress
Social/peer/teacher relationships
Bullying (perpetrator or victim)
Persistent lateness for school
Bereavement
Stealing
Sleeping in class
Withdrawal from school by parent

What can be taken from the Welsh project and developed, adapted and applied to counselling in schools in Kenya?

5 Recommendations to apply to Kenya

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1. Sustainable funding

How can this be achieved in Kenya?



2. Professionally qualified counsellors

Experience of working with young people
Clinical supervision with experienced supervisors
Continuing professional development



KAPC are already working towards this successfully in a variety of counselling contexts e.g. Chartered Counsellor Status

Centre for International Voluntary Service (CVIS) based in BuruBuru, Nairobi, provides a qualified child counsellor to a primary school in Kibera.

3. Pay due regard to current legislation and guidance, and offer confidentiality within usual ethical and safeguarding limits.

KAPC provides advice and guidance on ethical issues and standards and works to core values and beliefs.

Is this standard across all school counsellors?
Do they all belong to a professional organization?



4. Respond flexibly to local needs in respect of diversity (e.g., language, culture)



5. Counsellors with personal qualities which mean that they are approachable, have good listening skills and a manner that encourages safe and trusting relationships.



Thank you

You can download an overview article and copy of the full report at:

www.bacp.co.uk/research/School_Counselling.php