

**// The Development of Guidance and Counselling in
Schools and Educational Institutions in Kenya //**

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The Development of Guidance and Counselling in Schools and Educational Institutions in Kenya

Dr. Geoffrey Wango

Abstract

This paper traces the history and development of guidance and counselling, teaching and training, coaching and mentorship in schools and educational institutions in Kenya. This includes the establishment of guidance and counselling in schools, educational psychology, spiritualism and chaplaincy as well as counselling in institutions of higher learning. Though a system of guidance and counselling could be stated to have been launched in Kenya in 1971, this was a policy directive rather than the establishment of effective guidance and counselling programme and services. Many pupils and students in primary and secondary schools, colleges and universities could have failed to benefit from these essential services as a result of various hindrances that include lack of resources (both trained personnel and finances), lack of understanding of guidance and counselling, poor implementation of counselling policy as well as reduced follow-up. The paper recommends considerable understanding and implementation of guidance and counselling, teaching and training, coaching and mentorship, pastoral counselling and chaplaincy in schools and educational institutions in Kenya.

Key terms: guidance and counselling, schools and educational institutions, Kenya

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Introduction

Various communities in Kenya did not have the formal education system as it is defined in contemporary society. However, children were taught various aspects of their traditional society, culture and religion in various ways including myths and legends, proverbs and riddles, wise sayings, through poetry, songs and dances and as embedded in various aspects of life. Communities also provided guidance and counselling, teaching, training, mentoring, coaching and entrepreneurship to members in various ways (Bogonko, 1992; Eshiwani, 1993; Gagnolo, 1933; Kenyatta, 1966; Sifuna, 1980; 1990). It is admissible to state that there were varieties of (educational) programmes in various communities. Nonetheless, a child growing up in the African traditional setting was expected to conform to various traditions congruent with their community. These traditions, including religious beliefs, customs and values had obvious psychological and cultural implications. Therefore, a child was guided and counselled along the traditional perspectives.

The trade and interaction with other communities led to the colonisation in Africa. Together with the spread of several religions including Islam, Christianity and others, many of the former traditional communities have been modified to conform to modernity. In modern society, education has been more formalised and the development in medicine, scientific advancement including information and technological development have led to a review of the social order. This includes the psychological concepts of guidance and counselling, teaching and training, coaching and mentorship, ways of helping, career and entrepreneurship that have now been formalised with modern trends in clinical psychology, guidance and counselling, mentorship and coaching, pastoral counselling and chaplaincy, psychiatry, psychotherapy and psychology.

Rationale for Paper on the Development of Guidance and Counselling in Schools and Educational Institutions in Kenya

I started writing this paper as part of my research on guidance and counselling policy development in Kenya (Wango, 2006a). From the onset, I wanted to investigate how guidance and counselling in schools and educational institutions was operationalized

(Wango, 2006b, 2006c, 2006d; 2007). It soon became apparent that there was need to comprehend how teaching, mentoring, guidance and counselling in the more traditional societies was interwoven with the counselling psychology format of modern living (Wango, 2013). Subsequently, there are several dimensions that one can narrate the development of guidance and counselling in schools and educational institutions in traditional-cum-contemporary societies including Kenya. This includes a narrative, institutional or thematic approaches. I have been highly concerned about merging the different approaches especially taking into consideration that the reader might anticipate a coherent pathway rather than the more fragmented approaches that persist to date. This is the reason why the paper is divided into various sections that attempt to merge the major theme, that is, guidance and counselling in schools and educational institutions. Let us mention a few hints in brief.

Firstly, traditional society's way of life included guidance and counselling; it was part of our culture (Wango, 2013). The traditions included the story telling, the myths and legends, proverbs and riddles, songs and dances, shrines and art, and other forms that are a part of our rich traditional cultural heritage. I tend to use 'us' and 'our' because I am an African brought up in Kenya within the context of the traditional society and therefore a part of my own people. Secondly, there is the Colonisation – Christian - Education paradigm that introduced formal education in Kenya. Incorporated in the (new, formal, modern) education system was guidance and counselling. Also, chaplaincy and pastoral counselling and mentoring have tended to be contextualised in counselling and psychology. Thirdly, there is the formal counselling psychology in contemporary society. Counselling psychology has content, context and certain characteristics including professional development (Egan, 2002; Lane, 1996; Rupande & Tapfumaneyi, 2013). Fourthly, I have attempted to come up with certain timelines that includes significant events in the development of guidance and counselling in schools and educational institutions. Fifth and admittedly so, counselling and psychology will also be perceived in assisting to resolve various issues in society including in Africa, Kenya and the developing world such as HIV / AIDS, political upheavals, poverty and unemployment, racism/ethnicity, trauma and crisis management and other issues.

This paper should be positioned in the context of the re-evaluation of the education system in

Kenya and the need for a comprehensive school guidance and counselling programme (SGCP) that attains a whole school approach (Green & Keys, 2001; Hui, 2002; O'Bryant, 1991) and based on substantial counselling competencies (Williams, 1973; Williamson, 2008; Woolfe, Strawbridge, Douglas & Dryden, 2010; Young, 2001).

Guidance and Counselling in Kenya and in Traditional Societies: An Overview

Traditional communities had a more communal setting; duties and responsibilities were defined along social lines and thus served a communal function. These social functions were accepted and respected by all. The communal roles and responsibilities acted as a clear direction in the day-to-day affairs of the society. Guidance and counselling, coaching and mentoring involved information giving, counsel and training and teaching on social way of living. Guidance and counselling, teaching and training, coaching and mentoring was provided by several persons that included parents, relatives, older siblings, priests, elders, leaders and the traditional healers. They provided information on social life including values, daily living and were a vital link between the children and the community, the ancestors and the present generation. This link was further strengthened by the rituals, ceremonies and taboos. Young people were guided and counselled during rituals and community ceremonies. This is because the rites of passage were also aimed at preparation for adulthood and various roles in society. In addition, the extended family, the clan, and the village brought together members of the society. Relatives including aunts, uncles and grandparents were a valuable source for guidance and counselling for the community members. They were also a source of support, a very significant 'other'. In this way, there was no individual but society brought people together without alienating anyone, except in exceptional cases when the individual deviated or failed to conform to social norms. Guidance and counsel, teaching and training, coaching and mentorship were therefore readily available, sought and provided. Each of these elements is important and was comprehensively used to inculcate the individual into the society in which they were a part, the one-ness.

The aims of guidance and counselling in traditional societies may have been broad though communal, and appeared extended. This is because it was contextualised and depended on the situation and the environment, teaching and training requirements.

The basic aims of guidance and counselling included the following:

1. To assist young people inculcate social values and norms;
2. To assist people in living a more fulfilling life leading to an increased capacity to take rational control over living situations.
3. To assist in incorporating appropriate (proper) behaviour.
4. To assist persons to move in the constructive direction so as to achieve social integration and harmonious living.
5. To provide persons with life skills, awareness training and knowledge to enable attain social adequacy.

In traditional African societies, advice and counsel was given in various forms. This included beliefs and values, storytelling, proverbs and riddles, songs and dance. The most common was information, advice and sharing wisdom. Information was important since the society needed to train members on various aspects of living as well as inculcate appropriate values and virtues. Giving advice was a common way of providing help for many people. The advice offered was frequently instrumental in helping people, particularly the young, to learn about the community and various aspects of their future.

In many instances, the extended family was the main source of advice for family and clan members. There was usually no shortage of people willing to share their wisdom with others. Therefore, giving advice often promoted the dependence of the young person's on the advice given which was largely subjective and did not promote the personal development of young people. Instead, society perpetuated social norms – this was more of conventionality rather than personal development. Wisdom generally referred to experience and knowledge about life and using them judiciously. In African societies, it was considered the responsibility of elders to provide wisdom or counsel to young boys and girls. The wisdom provided by elderly men and women was part of the counselling function of the family / society for boys and girls. Another aspect of wisdom is sharing proverbs or folk stories. Folk stories were also told in many parts of Africa.

The persons who provided help (relatives, parents, community leaders/elders) expressed care and concern towards the young people and others. This was to facilitate personal growth, enhanced communal living. Thus, both personal development and in turn self-knowledge were propagated. The relationship between the helper (concerned person, now counsellor) and the person with a need (now client) was defined by various aspects such as age, gender, rite of passage and other aspects. The relationship may have been person-to-person, although sometimes it did involve more than two people (couple) or a group (such as in rite of passage). Overall, guidance and counselling was designed to help people to understand and clarify their lives. In this way, the person was able to reach their self-determined goals through meaningful, well-informed choices though in the context of the community (Mpfungu, 2011; Mugo, 1982; Mwanwenda, 1989; Njoroge & Bennaais, 1986). Additionally, a person was able to resolve emotional or interpersonal problems.

It can be deduced that guidance and counselling had different meanings in traditional social setting. This is because it was provided under a variety of labels. For example, there were instances when a parent would talk to the child/ren, when a parent such as father or mother would talk to the son or daughter respectively, during rites of passage when counselling was offered primarily focused on the rituals such as circumcision or marriage. A young person could also talk to a (specific) relative with whom it is safe to share worries and concerns. In many situations, the helper (parent, relative, older sibling, community leader / elder, priest) used their knowledge, experience or counselling skills, but may not necessarily have engaged in formal counselling relationship. At home, the collaboration between child and parent, child and older siblings is worthwhile, while young females and males also learnt in practical ways from persons of respective gender.

In the end, young people developed degrees of freedom in their lives, just as they acquired social values, learnt acceptable behaviour as they become aware of the available selections and took advantage of living a fulfilling life. All this was within the set-up of rigorous religion, rites of passage as well as learnt the taboos. The older relatives, leaders and elders were therefore teachers that conducted training on various aspects, just as they counselled,

coached, monitored and mentored the younger ones. Thus, they were also mentors. This entails that helping enabled people to acquire social values including religious philosophy and cultural beliefs and managed life situations effectively. Guidance, counselling, coaching and mentoring were therefore a concept that was incorporated in daily living. It was deeply embedded convictions in which people inculcated many into life as well as helped others find ways of dealing with, solving, or transcending through life.

The development of guidance and counselling in schools and educational institutions in Kenya is based primarily on various education acts and commission reports. The commission reports in particular are also often named after the chair such as the first education commission report of 1964 led by Ominde (therefore called The Ominde Report), the National Committee on Educational Objectives and Policies of 1976 (the Gachathi Report), the Presidential Working Party on Education and Manpower Training for the next decade and beyond of 1988 (Kamunge Report), and the Commission of Inquiry into the Education System of Kenya in 1999 that came up with the Totally Integrated Quality Education and Training [TIQET] Report (Koech Report). There are also the National Development Plans and education policy documents.

The paper highlights the development of guidance and counselling in major phases in several sections as follows:

- Section I Educational Policy on Guidance and Counselling
- Section II Ministry of Education initiatives to develop Guidance and Counselling in Schools and Educational Institutions in Kenya
- Section III Programme on Guidance, Counselling and Youth Development for Africa
- Section IV The Emergence and Spread of HIV / AIDS: A Catastrophe of Unimaginable magnitude in Sub Saharan Africa and Kenya
- Section V Timelines in the History and Development of Educational Guidance and Counselling in Kenya
- Section VI Guidance and Counselling Today: Implications, Perceptions and Worldview of Counselling Psychological Services and Application in Kenya
- Section VII Implementation of a Comprehensive School Guidance and Counselling Programme

The Development of Guidance and Counselling in Schools and Educational Institutions in Kenya

Section 1 Educational Policy on Guidance and Counselling

Introduction

Guidance and counselling is the logistic approach to life issues and challenges. Guidance and counselling, clinical psychology and psychiatry, psychology and psychotherapy, pastoral counselling and chaplaincy, social work and other helping services have become more apparent with the ever growing complexity of society. This is because there are several social issues and concerns such as alcohol, drug abuse and other addictions, HIV / AIDS, terminal illnesses, stress and depression, mental illnesses and other life challenges. The rapid expansion in technological development, information and other sectors places heavy demands particularly on life and families, education and career development. Subsequently, the school and other educational institutions are an important social institution, and have to adapt to changing patterns hence a growing demand for guidance and counselling, mentoring and coaching services. This is because counselling can assist pupils and students develop several capacities. These include intellectual, social, physical, spiritual and moral capacities.

Beginnings: Guidance and Counselling in Traditional Societies

Kenya is situated on the Equator on the East Coast of Africa. Indigenous African communities settled in the country as they migrated from various parts of the continent. Traditional communities had a more communal guidance and counselling, mentoring and coaching. These roles were accepted and respected by all members of the society. Parents, relatives, older siblings, elders, leaders, priests and the traditional healers were a valuable source for guidance and counselling for the community members. They provided information on social life including values, daily living and were a vital link between the children and the community, the ancestors and the present generation. They acted as a clear direction in the day-to-day affairs of the society. This link was further strengthened by the

rituals, ceremonies and taboos. Young people were guided and counselled during rituals and ceremonies. This is because the rites of passage were also aimed at preparation for adulthood and various roles in society. In addition, the extended family, the clan, and the village brought together members of the society. Relatives and significant others were also a source of support. In this way, there was no individual but society brought people together without alienating anyone, except in exceptional cases when the individual failed to conform to social norms. Guidance and counselling, mentorship and coaching was therefore readily available, sought and provided. Each of these elements is important and was comprehensively used to inculcate the individual into the society in which they were a part, the one-ness or communal living.

In traditional African societies, advice and counsel was given in various forms. This included inculcating the person into traditional beliefs and values, storytelling, proverbs and riddles, songs and dance. The most common was giving information, advice and sharing wisdom. Information was important since the society needed to inculcate appropriate values and virtues as well as instil rules of conduct. Giving advice was a common way of providing help for people in various circumstances, particularly young people. The advice offered was frequently instrumental in helping people, particularly the young, to learn about the community and aspects of their future.

European presence in East Africa was marked by the arrival of the Portuguese in 1498 when Vasco Da Gama's arrived at the Coast. The first German Christian Missionaries arrived in 1844. In 1888, Kenya became a British Sphere of Influence administered by the British East Africa Company and in 1920 it was declared a British Crown Colony. Two Christian Missionary Society (CMS) missionaries, Ludwig Kraft and John Rebmann, established the first Mission school in 1846 at Rabai near Mombasa. Missionary education was linked to Christianity and aimed to produce African priests to spread the word of God and western civilization. Schools generally taught pupils the rudiments of reading, writing and arithmetic (what came to be known as the three R's) and prepared them for Christian baptism. The

establishment of the formal schooling and a strong western tradition undermined most of the traditional practices. This meant that the school had to take in again most of the traditional roles and reform to adopt the new status. Missionaries controlled and dominated the provision and administration of education up until 1911 when the Department of Education was established and a Director of Education appointed. On 12th December 1963, Kenya became independent and in June 1964 it became a republic. As a sovereign state, education was placed in the hands of the government.

Most traditional societies are patriarchal and hence a lot of emphasis was placed on boys (males). Subsequently, many societies took the boys to schools and did not regard girls' education as important. In many ways, the missionaries and later the colonial government was not as apprehensive with girls and women since males were assumed as the 'predominant; members of the society. This set the pace for gender and other inequalities in education in colonial Kenya and the trends that predominated even after independence. Thus, at an early age, education was associated and has been with several factors that have tended to influence schooling and education in Kenya:

- (1) That education is free and provided by the government;
- (2) That education has direct financial benefits accruing directly from that education;
- (3) That males are the 'leaders and bread winners'; and,
- (4) The role of stakeholders in education especially missionaries, colonial government, parents and the local community was intricately associated with that education.

Such concepts and misconceptions have tended to influence education, including pupils and students, teachers as well as allocation of resources such as guidance and counselling programme. In a patriarchal system, gender stereotypes in education influence and affect girls and women's access, enrolment and achievement in education. Subsequently, several factors historical and cultural, geographic and social-economic have influenced the development of education. Commitment to education has been manifested though prioritization has often been different including policy implementation.

Education Policy Perspectives and Developments in Guidance and Counselling

The first education commission report in Kenya, the Kenya Education Commission (Republic of Kenya, 1964) in regard to guidance and counselling recommended that children should be given courses of education and training best fitted to their needs and provided with advice on careers and openings for employment (*Appendix 1a*). In 1971, the Ministry of Education established a Unit / Section of Guidance and Counselling at the Ministry headquarters. This was on the realization that academic work alone cannot produce an all rounded person who is useful to the self and to the community s/he serves. The National Development Plan 1974 - 1978 (Republic of Kenya, 1974) recognised that the section dealing with guidance and counselling at the Ministry was carrying out work as diverse as dealing with problems of psychological maladjustment of pupils and students and running seminars on vocational guidance. It was anticipated that head teachers would arrange timetables in such a way that members of staff responsible for guidance & counselling would have ample time to deal with inquiries directed to pupils' and students' career and personal problems. This would appear to be a very noble idea indeed.

Further input was added to the above basic initiatives in the subsequent National Development Plans (1974 - 1976; 1979 - 1983). For example, the National Development Plan 1979 - 1983 (Republic of Kenya, 1979) recognised that there was need to make guidance and counselling in primary and secondary schools more effective. This was in two fold, that is:

- (a) Strengthening the guidance and counselling unit at the Ministry through appointment of professionally qualified officers responsible for co-ordinating and organising workshops for teacher counsellors (TCs); and,
- (b) Guidance and counselling was to form a part of teacher training curriculum in all Teacher Training Colleges (TTCs) and at the University.

As a result, educational psychology was introduced as a compulsory course in teacher training. It might have been worth investigating further the effect of these courses on the

services provided though this does not seem to have been carried out except in individual studies by various scholars (Duda, 1996; Kamore & Tiego, 2013; Muithya, 1996; Ndeti, et al., 2009; Njoka, 2007; Nyutu & Gysbers, 2008; Okech & Kimemia, 2012; Wango, 2006a).

The National Committee on Educational Objectives and Policies (Republic of Kenya, 1976) stated that guidance and counselling of pupils and students when properly done played an important role in enhancing the individual adaptability (*Appendix 1b*). However, it had been confined to career and vocational guidance. Furthermore, it was dependent on voluntary efforts by some teachers who felt motivated to do it. As an intervention strategy, the committee recommended as follows:

- All teachers should take a compulsory course on guidance & counselling as part of their teaching.
- In-service courses on guidance & counselling should be conducted for practising teachers.
- All teachers should participate in guidance & counselling as one of their normal duties.
- Guidance & counselling should be integrated with other topics such as careers, professional ethics, human relations, family life and sex education.
- Parents and other competent members of the community should be involved in the provision of guidance & counselling services.

All teachers were to be trained in guidance and counselling and required to do it as one of their normal duties hence the inclusion of a course of study on guidance and counselling in the teacher training programme. It further recommended that the head of each educational institution assign a member of staff to be responsible for guidance and counselling and ensure that such services are available to all students and teachers and that opportunities for individual guidance and counselling by teachers and parents were available at appropriate times. At the same time, it suggested that the University of Nairobi, the only public university at the time, offer courses for professional training. As a result, several training

programmes were initiated by the MOE. But again, there does not seem to be any indication that a follow up was done as to how this was to be implemented, or if at all it was implemented.

The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya, 1988a) and the ensuing Sessional Paper No. 6 (Republic of Kenya, 1988b) emphasized that guidance and counselling was useful in helping individuals face the realities of life, identify talents, interests, needs and aptitude (*Appendix 1c*). It pointed out that some teachers had received in-service training on guidance & counselling and further suggested that teacher counsellors should be trained. It recommended that schools establish guidance and counselling programmes and that a mature and responsible teacher co-ordinates the guidance & counselling programmes in the school. Further, the report proposed that coordinating services be decentralised to provinces and districts so as to enhance the provision of better services and close co-ordination of these services. As a result, there was an officer assigned to co-ordinate guidance and counselling services at provincial and district levels.

The commission of inquiry into the education system of Kenya (Republic of Kenya, 1999) noted that the guidance & counselling unit in the Ministry provided very effective services to secondary schools and TTCs as well as being able to conduct in-service courses for primary school head teachers in various districts. In addition, the unit developed a very useful career guidance booklet (Republic of Kenya, 1999/2000) for use by secondary school students when filling in career application forms. However, the Commission noted with concern (Republic of Kenya, 1999) that the 'once vibrant unit' was no longer as effective as it used to be. Since most of the professionally trained personnel in the unit had retired or were deployed to other sections, institutional and field staff had nowhere to seek the necessary advice to help them carry out their duties effectively. The commission report further noted that guidance and counselling remained a very weak component at all levels of the education system and that even where it existed it was undertaken in a haphazard manner. This was

because teachers identified for the purpose had not been trained and so had no professional competence in the subject. This is confirmed by studies conducted to investigate the extent to which the programme is implemented in schools (Duda, 1996; Muithya, 1996; Wamocho, Karugu & Nwoye, 2008; Wango, 2006a).

Duda (1996) in research carried out in four (4) secondary schools involving 120 students and 20 teachers found that most students did not receive guidance and counselling services. Teachers were incompetent in the area and did not know exactly how to guide and counsel the students. Little or no attention had been given to the need to equip the teachers with relevant knowledge and skills essential for planning, implementing and monitoring guidance and counselling services and activities in the school. Training is at the heart of effective counselling including in the schools (McGuinness, 1998; Williams, 1973). Indeed, Duda (1996) concluded that: teachers lacked the skills and techniques to handle students' problems effectively; teachers had an overloaded curriculum and little or no time for counselling; teachers lacked basic tools like books and rooms; many students considered counselling a stigma and avoided going for it; and, the MOE was doing virtually nothing to alleviate the situation. Yet these issues form the basis of an effective guidance and counselling service and must be addressed as a matter of urgency.

In research carried out in 20 secondary schools in Kilome Division of Makueni District, Muithya (1996) found that all the guidance and counselling teachers were trained teachers in different categories including Diploma (6) untrained Graduate (6) and Bachelor of Education (8). However, only three (3) of them (3:17) had received further training in counselling. The three had received training from church seminaries rather than in a formal counselling training or any organised by the Ministry for the purpose of enhancing counselling skills. Pre-service training in counselling is crucial for the teacher and further in-service training of teachers, especially on important components such as disaster preparedness and management, civic guidance, conflict resolution and management, for them to perform effectively in the school.

But the commission of inquiry into the education system of Kenya (Republic of Kenya, 1999) did observe that a large number of learners in education and training institutions “were in dire need of guidance & counselling services.” (*Appendix 1d*). It singled out learners infected and those affected by HIV/AIDS. These, the report argued, require professional counselling services not only for themselves but also members of the immediate families. The Commission pointed out that in view of the increase in anti-social behaviour, there was an urgent need to have adequate mature and professionally trained staff to handle guidance and counselling in education and training institutions throughout the country. The Commission recommended that a national programme be instituted for the professional training of teachers to handle guidance and counselling.

The commission of inquiry into the education system of Kenya (Republic of Kenya, 1999:68) aware of the Peer Approach Counselling by Teens (PACT) in other countries also noted the need to institute peer counselling services in education and training institutions throughout the country. The peer counsellors or teens could be entrusted with the task of disseminating the knowledge, skills and attitudes they had learnt and acquired to their peers in the school and the community. The Commission highlighted the need to take cognisance of the successful stages of physical, emotional and mental development of these particular counsellors and that peer counselling should combine drama, music, Information Education and Communication (IEC) materials and counselling. The Commission recommended that peer-counselling services be established in all education and training institutions especially to combat HIV and AIDS.

In March 2001, corporal punishment in schools was abolished through Legal Notice No. 56 of 13th March, 2001. This form of punishment was seen as one way that discouraged children from attending school due to the fear instilled in them by this form of punishment. In particular, pupils and students seemed to be punished for offences committed including petty offences, failing to do their homework, failing to perform as expected in a subject and in cases of major disciplinary issues such as strikes (Human Rights Watch, 1999; Republic of

Kenya, 2001a; 2001b). It was envisaged that the new school environment would be more child friendly and ensure greater and more enhanced pupil - teacher interaction. This in turn would improve positively and constructively the teacher - pupil relationship to enhance effective learning. In effect, teachers would have to turn to guidance and counselling as an alternative to corporal punishment (Daily Nation, 9th September, 2005 see *Appendix III*).

The Report of the Task Force on Student Discipline and Unrest in Secondary Schools (Republic of Kenya, 2001a) was duly informed that teacher counsellors whenever appointed were unable to meet the school expectations due to lack of relevant training. In turn, it recommended that counselling training be prioritised and professionally qualified teacher counsellors be identified and deployed to schools. In this regard, it was recommended that the MOEST establishes a strong guidance and counselling division within the Ministry and equips the division with personnel and facilities to coordinate and facilitate all activities in the country. Pastoral care programmes were to be enhanced in all schools and trained religious personnel capable of relating the teaching to moral implications were to handle this. This was to provide a strong foundation on moral values and spiritual growth. It also recommended that MOEST work closely with the National Agency for the Campaign Against Drug Abuse (NACADA) to contain the problem of drugs and substance abuse in schools. But this seems to have been largely ignored (Elimu Yetu Coalition, 2003).

The Task Force (Republic of Kenya, 2001a) like the Koech Report (Republic of Kenya, 1999) beforehand recommended that knowledge and skills on guidance and counselling be imparted to all teacher trainees at all levels of training as well as peer counselling. Parents, it recommended, should be involved in counselling services in schools while students with disruptive behaviour should be offered professional services within the school and where disciplinary actions have to be taken, this be handled by the Board of Management (BOM). In the newly launched Education Act (Republic of Kenya, 2013), the Board of Management (BOM) has a counselling role and parents are responsible for offering guidance and counselling to the child.

Conclusion

Guidance and counselling in schools and educational institutions has a traditional social setting and a formal education context. Formal education takes in certain social roles such as guidance and counselling of pupils and students, coaching and mentorship and spiritualism. Though the Ministry of Education could have highlighted guidance and counselling in schools in 1971 (Republic of Kenya, 1964), counselling came more into prominence in Kenya after the 1998 August bomb blast of the American Embassy in Nairobi when 298 people lost their lives. The grieved families as well as the victims of the bomb blast needed pressing assistance. Help was intensified as pupils / students and teachers especially in Nairobi schools were counselled on trauma and disaster management.

In 2001, corporal punishment in schools was banned to be replaced with more appropriate approaches to discipline and behavioural modification, and in this instance guidance and counselling of pupils and students. In addition, the government of Kenya implemented Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDSE) in 2007 that resulted in many would be out of school children attending school (Republic of Kenya, 2012a). The pupils and students required assistance in personal, education and emotional development. But again, Sub-Saharan Africa is greatly affected by HIV / AIDS and the epidemic leads to affected and infected children as well as orphaned children (National AIDS and STI Control Programme, 2014; Nzioka, 2000; Republic of Kenya, 2005c; 2008b; 2009). All these were interrupted by the 2007/2008 election violence leading to the loss of many lives and internally displaced persons. Thus, psychological counselling services have taken in wider dimensions to incorporate aspects of contemporary living, including career development, mental health, mentorship and well ness.

Notwithstanding, the implementation of guidance and counselling in schools and educational institutions has been hampered by a weak policy as argued by several scholars (Wango, 2006a). There is need to enhance a more professional approach to counselling in the schools

in Kenya as an emerging theme (*Appendix IV*) including by availing books and publications on guidance and counselling (Mutie & Ndambuki, 1999; Wango & Mungai, 2007). The major issues are counselling policy (*Appendix V*), professionalism in counselling and allocation of resources (both human – counsellor in the school, teacher counsellor or counsellor in the school, and time – allocation of time and timing). This is because the system of education is highly academic that targets at Top Notch qualification, the very best of the best including ranking in newspapers, television and radio of the best of the best. Achievement in academic achievement for positions in top schools (National schools for tops and now County and ‘other’ schools for others), in public universities (top careers and ‘others’ of course) and best paying lucrative jobs takes precedence over aspects of life such as psychological well-being, emotions, multiple intelligence and emotional intelligence and life coping skills. All aspects of life are interpreted in academic triumph.

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Section II Ministry of Education initiatives to develop Guidance and Counselling in Schools and Educational Institutions in Kenya

The Ministry of Education recognizes guidance and counselling as an essential service that must be provided to every child in the school for personal, academic and career development. In Kenya, the word 'counselling' is habitually used as a general term to refer to several activities in school conducted as guidance and counselling, including personal, academic and career development. The expression 'guidance and counselling' or simply counselling is a term that has been used in common parlance, particularly in education and schools where the teacher or counsellor offers knowledge and information on careers, academic performance and therapy as well. However, an understating of what the term actually means is not always apparent to professionals or the general public. This is evident in expressions such as '*I need your advice*', '*can you advise me on...*', '*I need your help ...*' '*The child needs counselling*'. Clients also seek advice and often counsellors (or regular teachers) provide advice and information. In essence, this general trend has continued such that the provision of psychological help and support is still perceived in terms of information giving or advice often for people with a 'problem', rather than a person in situational difficulty. Activities in school include mass guidance (on a variety of aspects such as character building, career guidance and career choices, study skills, adolescence sexuality, spiritual nourishment, relationships, peer influence) group counselling (especially in times of crisis), individual counselling and parenting. There is a teacher in charge of counselling (guidance and counselling teacher, teacher counsellor or counsellor in the school). The teacher is usually selected from among the teachers by the Principal (Head teacher) based on their interest in the helping profession.

There are obvious discrepancies in the provision of counselling by practitioners and among schools. This is because of lack of standardized training among counsellors and the fact that schools are often endowed with diverse resources. Even among urban and/or rural schools,

there are differences in guidance and counselling services and it is obvious that some schools especially the more prominent institutions and others in urban centres are more endowed than others creating discrepancies in services provided to pupils and students (Wango, 2006a; 2007). Most colleges and universities have counsellors who assist students with various issues that include emotional disturbance, relationships, career, adolescence issues and financial issues. Personal issues include sexuality, teenage pregnancy, HIV / AIDS, family issues, alcohol and drug abuse.

The Ministry of Education has various recommendations on school guidance and counselling (*Appendix I*). The present Education Act (Republic of Kenya, 2013) highlights the importance of guidance and counselling though still, the emphasis and modalities of implementation is scanty and thus conspicuously missing. Nonetheless, the Ministry of Education in particular and others acknowledge there are several challenges in schools and educational institutions and among young people that could be resolved through counselling (See Chief Inspector of Schools circular to schools (*Appendix II*) and Daily Nation, 9th September, 2005 (*Appendix III*), Republic of Kenya, 1964; 1981; 1988a; 1999; 2012a).

Table 1: Issues in Schools that can be resolved through guidance and counselling

- | |
|--|
| <ul style="list-style-type: none">- School dropout / truancy /absenteeism- Teenage pregnancy / abortions- Poor study habits / negative attitude to education- Career and Career development- Wrong choices of careers- Insubordination /defiance to authority / rebellion- Truancy- Interpersonal relationships- School strikes / riots- Drug abuse- Inability to cope with peer pressure- Misinformation about adolescent problems- STD/ HIV and AIDS- Same sex relationship (lesbianism and homosexuality)- Devil worship and fanaticism- Others (pairing up in mixed schools, fighting, theft, bullying) |
|--|

The system of educational counselling in Kenya is developed at three levels:

- (1) Education guidance and counselling (school counsellor) in schools;
- (2) Counselling psychological-educational psychology courses in colleges and universities to enhance teacher preparedness; and,
- (3) Counselling in other institutions including colleges and universities.

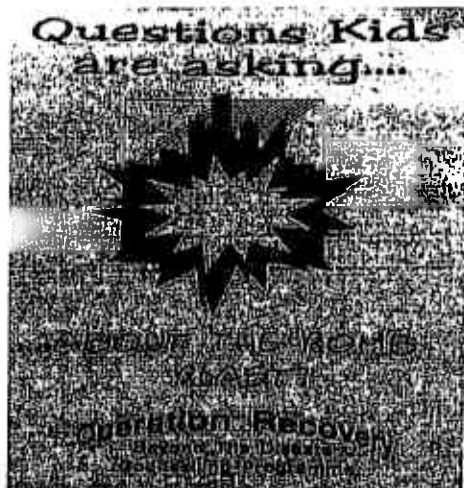
Several modules have been developed with the theme of guidance and counselling to address various issues including children behaviour and enhanced guidance and counselling services in schools. They include some of the following:

Ministry of Education Response to National Crisis

Kenya experienced widespread violence and other traumatic incidents that have far reaching effects on the population. These include acts of terrorism such as the Kikambala hotel bombing in 2002, 1998 bombing of the American Embassy in Nairobi, the Westgate attack in September 2013 and the 2014 Mpeketoni attacks. Additionally, there was the near countrywide election violence following the December 2007 disputed presidential results in which over 1,200 people died, others were raped and maimed while thousands were internally displaced. The country experienced momentous fear, anxiety, rooting and destruction of property, despair and confusion. It is now widely known that traumatic experiences have a psycho-social impact on the survivors of such experiences and on the society. This is because of deplorable conditions such as poverty, malnutrition and displacement into overcrowded and impoverished camps. Additionally, survivors of potentially traumatic events such as human conflicts, rape and violence may suffer from short and long-term effects including: psychosocial, physiological, emotional and spiritual. Negative effects are more highly prevalent in children.

The worst terrorist attack in Kenya occurred on August 7, 1998 after the twin bombing of United States embassies in Nairobi and Dar es Salaam. As a result, 298 people died in Kenya while many others suffered injuries. Children in Nairobi were highly traumatized with

increased fear and anxiety over the attack. As a result, the Ministry of Education in collaboration with several organizations came up with an intervention programme to assist families and children in dealing with trauma, fear and anxiety. The 'Operation Recovery' and other programmes involved assisting children, especially within the vicinity of Nairobi to deal with their fears and anxiety). In addition, the programmes addressed the plight of the vulnerable survivors of the terrorist attack. This included training of teachers and other personnel handle concerns related to social psychological and health needs (Oasis Counselling Centre, 1998a; 1998b) in the operation recovery that aimed to answer questions about what had happened (the bomb blast) as well as working with the children.



The aftermath of the 2007 / 2008 Post Election Violence in Kenya was highly disturbing. Subsequently, the Ministry of Education prepared a series of psychosocial support materials for use in schools among pupils, teachers and administrators. These materials were used in training of administrators and teachers as well as assisting pupils and students to cope with the trauma.

Psychosocial support materials for use in Schools among pupils, teachers and administrators following the 2007 / 2008 Post Election Violence in Kenya

- Psychological Intervention Guidelines for Guidance and Counselling Teachers and School Administrators
- Violence, What I Need to Know
- How to Overcome Sadness Caused by Violence
- Helping you Cope with the Stress of Violence
- Tips for Teachers
- Tips for School Administrators

It is significant to note that the Ministry of Health has guidelines on dealing with trauma and critical incidents (Ministry of Medical Services and Ministry Health and Sanitation, 2009). The thrust of attention is to examine the level of preparedness of counsellors, teachers and school managers in dealing with, and management of critical incidents.

Readmission of school age girls who get pregnant while in school

It is estimated that about 10,000 teenage girls drop out of school due to teenage pregnancy (Division of Family Health, 1988; Njau & Wamahu, 1994; Okumu & Chege, 1994; Wango, 2001a; 2001b). Dropout rates are estimated to be slightly higher in rural day and private schools than in the highly established government boarding schools. According to the 1988 Division of Family Health report, nearly 80% of girls who dropped out of school did so due to pregnancy (Division of Family Health, 1988). Majorities of the girls who get pregnant never resume school, for example, 42 % of adolescents interviewed in a study of 1,058 adolescents first got pregnant while in school and all of them had to quit school as a consequence (Illinikumugabo, Njau & Rogo, 1994).

Guidance and counselling is a strategy that can be enhanced to curb irresponsible sexual behaviour and teenage pregnancy. The guidance and counselling training programme must adequately prepare and equip teachers with knowledge and skills to offer such services. The teacher counsellor in turn must prepare a comprehensive, workable and result-based

guidance and counselling school programme that is meant to enhance the well-being of pupils and students, both girls and boys. Teenage pregnancy must be prevented rather than cured. Boys and girls require information on growth and development and the implications. Girls must be carefully guided on their sexuality. They must be equipped with living values and life skills including general safety procedures and such other values like assertiveness, communication, integrity and personality development (Kenya Institute of Education, 2002; 2006; 2008a; 2008b; 2010; Wango, 2001a; 2001b).

In the event that a girl becomes pregnant while in school, she should be counselled appropriately (Ministry of Education, 2007a; Ministry of Health and Sanitation, 2010). The parent/s of the girl should also be guided and counselled on the same. In particular, the need to continue with schooling after the pregnancy must be clearly emphasized. As much as possible, little time should be wasted outside school before and after the pregnancy.

School Based Teacher Development (SbTD) and KESSP Programmes

The Ministry of Education has had several programmes on School Based Teacher Development. They include the Primary School Management [PRISM) programme and the School Based Teacher Development (SbTD). These programmes have had a guidance and counselling component including in *Core Module: Teaching and Learning in the Primary Classroom* (Ministry of Education, 2001). In 2004, a Module, *Guidance and Counselling for Primary School Teachers* was developed (Ministry of Education, 2004a; 2004b).

Several institutions have continued to provide counselling services. They include Amani Counselling Centre and Training Institute. The Amani Counselling Centre and Training Institute (ACCTI) was founded in 1979 as a voluntary organization to provide *counselling services* for people with emotional and psychological problems, as well as counselling, training and outreach. The Centre offers trainings, workshops, certificates, and diplomas in Counselling Psychology, Social Work and Community Development. Amani has conducted several courses on guidance and counselling in schools and educational institutions.

A National Conference on Education and Training Held in November 2003 and it brought together over 800 key stakeholders in the sector. The Conference mandated the Ministry of Education, Science and Technology to develop the policy framework for education Sector. This culminated in the development of Sessional Paper No. 1 of 2005 on *A Framework for Education, Training and Research* (Republic of Kenya, 2005a). This was the blue print that constituted the Government's Policy on education and training based on the conference recommendations and those of various studies undertaken in the education sector review. The Ministry adopted a sector-wide approach to develop and implement a five year (2005 – 2010) Kenya Education Sector Support Programme [KESSP].

The Kenya Education Sector Support Programme [2005-2010] (Republic of Kenya; 2005b) under the theme, 'Delivering Quality Education and Training to all Kenyans' was launched in July 2005. The aim was to engage all stakeholders in education so as to attain a national ownership of education enabling the alignment of education objectives and approaches and a more strategic and managerial approach to education than experienced before. KESSP was based on the rationale of EFA and the MDGs enabling more consultation. This was to ensure (a) Enhanced mobilization of resources to support the sector development; and, (b) Enhanced wider participation, ownership and partnership. Such a focus on education by the Ministry can be compared to the MPET in 1998 and it was hoped that KESSP would go hand in hand with a review of the education policy as the foundation of a strong based policy framework. KESSP had 23 programmes, among them Guidance and Counselling that aimed to provide learners with skills to enable them meet their growth and developmental needs. Empirical studies should be conducted to assess the impact of the programme on guidance and counselling services in schools.

Life Skills and Life Skills Education

It is acceptable that young people may find teenage years and adolescence exceedingly turbulent with a lot of dynamic physiological, emotional, and social changes. The adolescence stage begins at approximately 10 – 13 years of age and ends at the ages of 18 –

22 for most individuals. This period 10 – 22 years is characterized by psychosocial, physical, spiritual and social development making adolescence as one of the most challenging stages to both pupils' and students, as well as teachers and parents (Brigham, 1989; Gitome, 1989; Wanjama, Muraya & Gichaga, 2006; Wasike, Karuga & Masika, 2009). The biological and cognitive development is accompanied by behaviour changes. Life skills education in schools and educational institutions can assist and equip young people with prerequisite life skills including decision making and emotional intelligence.

Kenya Institute of Education has developed several documents as follows:

- *Life skills education for the youth* (Kenya Institute of Education, 2002).
- *Facilitators' Handbook on Life Skills Education for Prevention of Drug and Substance Abuse* (Kenya Institute of Education, 2006).
- *Secondary education curriculum life skills education syllabus* (Kenya Institute of Education, 2008a).
- *Secondary life skills education: Teacher's handbook* (Kenya Institute of Education, 2008b).
- *Life skills manual* (Kenya Institute of Education, 2010).

Guidance and counselling and other programmes such as pastoral counselling, chaplaincy and mentorship may not be effective in all schools, hence life skills education may be more beneficial since it is classroom-based and so considerably may be more effective. This is also true for pupils and students who do not want to open up to the teacher or counsellor (Ndirangu, Wamue & Wango, 2013).

The Education Act

The new Constitution was enacted in 2010 (Republic of Kenya, 2010). In 2013, the Education Act was revised following recommendations by the Task Force on realignment of education to the new Constitution (Republic of Kenya, 2012a). The Education Act

previously in force (Republic of Kenya, 1968) had several inadequacies and hence the need for review (Republic of Kenya, 2012a). The Task Force on realignment of education and the subsequent Sessional paper on reforming education and training in Kenya noted various aspects in the school guidance and counselling and made various commendations (*Appendix I e, I f*). The Basic Education Act (Republic of Kenya, 2013) placed the duty of providing child guidance and counselling services on the County Education Board (*Appendix 1g*). Additionally, the School Board of Management (BOM) was expected to ensure pupils and students were provided with guidance and counselling. It is significant to note that parents are expected to guide and counsel the child/ren and ensure appropriate discipline.

The Task force on the re-alignment of the education sector to the Constitution of Kenya 2010 (Republic of Kenya, 2012a) and the subsequent *Session Paper No. 14 of (2012) on Reforming Education and Training in Kenya* (Republic of Kenya, 2012b) singled out mentorship and moulding to nurture national values. The Task Force noted that despite the importance of mentorship and moulding in the education sector, obvious gaps remain apparent. In particular, it was not clear among education stakeholders the responsibility for guidance and counselling, mentoring and coaching and those assigned had not instituted effective programmes. The report highlighted the role of Faith-Based sponsors in education and training.

The newly anticipated Basic Education Curriculum Framework (BECF) has been developed to actualize the curriculum reforms. The purpose is to provide a comprehensive conceptualization of basic education; that is, pre-primary education, primary education, secondary education, and special needs education. Basic Education Curriculum Framework states that learners in lower secondary will undergo a rigorous career guidance programme. This is to enable pupils to make informed choices as they transit to senior school.

Six panels will be constituted and charged with the responsibility of developing matrixes on pertinent and contemporary issues. A matrix is defined as a framework that provides

guidance on the logical sequencing and the scope of concepts to be mainstreamed in learning areas and subjects. There will be six broad areas of pertinent and contemporary issues (hereby called pertinent and contemporary issues panels) comprising several related salient issues as follows:

Table 2: Guidance and Counselling in the Basic Education Curriculum Framework

Broad Area	Pertinent and Contemporary Issue
1. Citizenship	Peace education, integrity, ethnic and racial relations, social cohesion, patriotism and good governance, human rights and responsibilities, child's rights, child care and protection, gender issues in education.
2. Health Education	HIV and AIDS Education, alcohol and drug abuse prevention, life style diseases, personal hygiene, preventive health. common communicable and chronic diseases.
3. Life Skills and Values Education	Life skills, values, moral education and human sexuality, etiquette.
4. Education for Sustainable Development (ECD)	Environmental education, disaster risk reduction, safety and security education (small arms, human trafficking), financial literacy, poverty eradication, countering terrorism, extreme violence and radicalization.
5. Non-Formal Programmes	Guidance services, career guidance, counselling services, peer education, mentorship, learning to live together, clubs and societies, sports and games.
6. Community Service Learning and Parental Engagement	Service learning and community involvement, parental empowerment and engagement.

The Career Guidance Panel will develop an assessment tool that teachers will use at different levels to generate information about each learner's personality, attributes, abilities, strengths, areas of improvement, talents, acquired values and life skills and possible career pathway. It is anticipated that career advisers and class teachers will use this information to develop a portfolio, which the learner will take with them as they leave one learning level and move to the next.

Guidance, Counselling and Mentoring in Institutions of Higher Education

University students are young adults and they too as young people experience emotional, social and psychological challenges. Transition to university, independence as a young adult and campus life can be stressful for many students (Harding, 2011; Julal, 2013). Students require assistance in personal issues including academic performance, career, health, finances, personal relationship, decision making, social life and psychological well-being. These life challenges require assistance such as counselling (Commission for University Education, 2013; Connor-Smith and Flachsbart, 2007; Julal, 2013; Slaa & Barkam, 2010; Vice Chancellors Committee Report, 2000; Wachira, 2012). Connor-Smith and Flachsbart (2007) view the type of support provided by institutions as problem focused. This is because it provides assistance, as well as a range of solutions to the problems faced by students. However, a study by Wachira (2012) indicates poor utilisation of counselling services by Kenyan university students. Universities and other institutions of higher learning in Kenya could have made considerable progress in setting up counselling services but the Vice-Chancellors' Committee Report (2000) noted lack of impact in dealing with students' challenges. Yet students need support in form of counselling and mentorship.

The Commission of Education guidelines on Counselling state that a university shall provide student services that are commensurate with the student population (Commission for University Education, 2013). The student services are expected to include but not limited to sports facilities, counselling services, indoor games, dispensary, facilities for worship and student canteen. It is expected that there shall be clear memoranda of agreement on hired or outsourced student services (referral services). Academic staff are expected to avail themselves for consultation, guidance and mentoring of students. Several universities have counselling services including mentoring programmes and chaplaincy.

Guidance and counselling services are included in Open Distance Learning (ODEL) as the provider is to make available learning centres to bring basic services and facilities closer to

the learners. Services are to include, (a) academic, guidance and counselling services (tutors should be available in respective subject courses); b) Study support services; and, c) Administrative support services.

A lot of emphasis is placed on Career and Career Development in that academic orientation and socialization is to include the following:

- a) Provide pre-entry guidance and counselling on:
 - i. types of programmes and courses available;
 - ii. selection of courses in relation to learners needs;
 - iii. instructional system and its requirements; and
 - iv. distance learner's challenges and how to cope with them.

- b) Course support after admission including:
 - i. induction into the instructional system of the provider;
 - ii. timely distribution of study materials;
 - iii. introduction of learners to reading skills;
 - iv. electronic academic support at the regional and study centres;
 - v. tutorial and counselling services to the learner;

The following services are clearly indicated: a) institutional information; b) pre-registration advising; c) application for admission; d) course registration; e) financial aid application / confirmation; f) tuition payment; g) academic advising; h) tutoring or academic support; i) career counselling and placement; j) library resources.

Teaching, Guidance and Counselling, Coaching and Mentoring

There is a close link between teaching, guidance and counselling, coaching and mentoring. This is because teachers, even those with little interest in children as people, are involved with two major aspects of guidance: the aspect of direction and selection of thought, attitude and behaviour. In addition, teachers impart knowledge and skills. That some of the impact of

the teacher is implicit rather than explicit only makes the processes of guidance and counselling, teaching and coaching more acceptable by children the more insidious. It can then be argued that the fundamentals of teaching, guidance and counselling, coaching and mentoring are very close though there are certain aspects of guidance and counselling such as psychological issues, which can be separated from the normal teaching and learning processes.

A distinction of the terms teaching, guidance and counselling is important in education in that it brings the concepts closer to the school and makes it easier for the teacher and counsellor to understand their role at each point in time. Teaching has emphasis on subject and learning presentation, while guidance has to do with information giving and advice. A counselling situation therefore differs from the usual normal teaching learning classroom situation in several ways:

1. The emphasis in counselling is:
 - a) More heavily on the individual than in the group like in the class; and,
 - b) The purpose of counselling is to help the learner as a client.
2. There is an intimate relationship with the client (pupil / student) that invites confidence from the client when they feel they trust the counsellor;
3. The client though a pupil or student has greater freedom than the teacher and/or counsellor to select the area of enquiry or discussion; and,
4. Unlike the classroom where the pupil or student would feel compelled to attend the lesson, they are not compelled to attend a counselling session.

Counselling thus requires willingness on the part of the client (pupil or student) to discuss an issue with the counsellor. The counselling role, unlike teaching, is therefore concerned with developing the personal values and goals of the child as need arises in them rather than imparting skills, attitudes or knowledge in the subject matter as in the normal classroom situation. Also, a child may have personal, social or emotional issues. Some of these issues

have huge dimensions and ramifications. This is because they creep into every part of life including personality development, spiritualism, social and academic. This in turn can have demanding and debilitating effects. Yet children require a lot of assistance.

There is a possibility of integrating counselling with guidance and counselling, teaching and coaching. This has obvious issues of boundaries. This is because while guidance is more of advice and information, counselling is usually associated with a more non-directive approach. In addition, counselling is concerned with existing emotional, cognitive and behavioural patterns, whereas guidance may involve aspects of immediate or future concerns such as goal setting, adolescence sexuality and HIV /AIDS. Teaching has emphasis on a course of study, whereas coaching like guidance is typically more associated with a more directive and proactive approach. The guidance and coaching approach are focused on, and concerned with certain patterns. In the more traditional setting, guidance included teaching and coaching. The boundaries between these aspects tend to be blurred and somewhat artificial in the school.

Still, certain situations though involving a one-to-one teacher relationship with the pupil or student can be excluded from counselling. For example, when a teacher on a disciplinary matter summons the pupil or student, this is not counselling. This is because even when a pupil or student is referred for counselling after a disciplinary case, the counselling session would require to be initiated when the pupil or student willingly feels a need to cooperate, there is a free exchange of ideas and communication is ensured in the process and thus counselling can take place. Reprimanding a child is not and does not necessarily constitute counselling. Aspects of directing pupils and students on subject and career choices, training them on study skills and a guest visiting the school to talk on various aspects are more of guidance and do not necessarily constitute counselling either.

Chaplaincy and Pastoral Counselling, Guidance and Counselling

Religion and spiritualism are a part of living and in the more traditional societies, religion

and faith are essential components of the traditions and beliefs of the community (Wango, 2010). Religion, spiritualism and faith are considerably relevant to pupils and students. Education in its proper context encompasses spiritual, emotional and physical development. School chaplains for instance impart positive behavioural change of pupils and students and assist in socially and spiritually developing students. Chaplaincy and pastoral counselling are vital components in that they enable a reawakening of the spiritual and moral consciousness. There is a distinction between teaching, guidance and chaplaincy. This includes in the formal teaching of a religious subject such as Christian or Islamic Religious Education. Teaching will often refer to the learning process identified in subject or courses, counselling tends to be confined to psychological issues while chaplaincy and pastoral counselling is restricted to spiritualism and faith. The role and responsibilities of a school chaplain has tended to revolve around liturgy, spiritual teaching and pastoral care. Chaplaincy leaders must be aware of the limitations of a chaplaincy or pastoral related role in the school. This is because although it can be recognized that chaplaincy and pastoral counselling contribute to the spiritual and moral development of the child (including positive behavioural change), schools and education have defined educational goals. There is therefore an urgent need to ensure that proper policies and guidelines are developed among the various professionals and crystallise pastoral counselling (Wango, 2010).

Still, there are several challenges in chaplaincy and pastoral counselling. To start with, majority of chaplains just conduct religious services often once a week. In many instances, they do not receive much support as spiritualism and faith are assumed. This can minimize participation and active involvement in spiritualism and faith activities. In several instances, there is need for a standardized and accepted chaplaincy and pastoral counselling model for primary and secondary schools, colleges and universities. A standardized model would ensure a customary measure of service delivery of chaplaincy and pastoral counselling to pupils and students rather than the informal chaplaincy based on religious traditions. In addition, there is a mixture up of faith based on various religious sects often in the same faith. Ultimately, there is need for modernity and religious pluralism of in contemporary

society. In the end, chaplaincy and pastoral counselling must recognize their limitations in dealing with several issues such as depression and mental health and refer such cases to other qualified personnel like clinical psychologists, doctors, psychiatrists and psychologists.

Conclusion

Several Task Force and commission reports as well as summative and formative evaluation reports (Republic of Kenya, 1988a; 1999; 2001a; 2012a; 2012b) led to curriculum reviews particularly in 1992, 1995 and 2002. However, these reviews focused majorly on curriculum content, especially unnecessary overlaps and a bit of focus emerging issues such as guidance and counselling, HIV/AIDS and mentorship. Therefore, the education reviews could have failed to adequately address fundamental issues such as personality and career development (Ministry of Education, 2007b). The Government through the Ministry of Education or State Department of Education will in future mainstream guidance, counselling, moulding, nurturing and mentoring in schools and colleges. Schools, colleges and universities will provide both general guidance and counselling support and mentoring to all learners. This will require a restructuring of the provision of Guidance, Counselling, Moulding and Mentoring to ensure effectiveness at all levels across all education institutions:

- Guidance and counselling of the future will be in a global context, conducted by more competent practitioners (professionals with knowledge and skills) and will embrace the rights of all persons.
- Purposeful counselling will prepare the young generation for their personal development, in academic studies and for the world of work (vocational guidance).
- This may include application of prevailing psychometric orientation as well as the development of intelligence tests and questionnaires on interests.

Work undertaken by counsellors in the school is THREE dimensional, namely developmental, preventive and remedial:

- (a) *Developmental guidance programmes.* These focus on nurturing the overall emotional and social well-being of pupils. Programmes in school include career

guidance and academic performance. Teacher counsellors conduct classroom and school psycho-education programmes to promote and develop the self-esteem of students.

(b) *Preventive guidance and counselling programmes.* Personal counselling includes issues that affect pupils and students. These include alcohol, tobacco and drug use, handling peer pressure, and stress management especially due to the pressure in handling of examinations. Counsellors largely seek to prevent problems arising.

(c) *Remedial work.* There are immediate interventions to assist various pupils and students in already existing issues such as disciplinary or abuse cases, bereavement and failing academic performance. Counsellors provide therapy to various pupils and students.

In Kenya, at the moment, there is a greater possibility that counsellors by any name (counselling psychologist, counsellor in the school, educational psychologists, guidance and counselling teachers, psychologists), will be located in more and more educational institutions (schools, colleges and universities). Two major factors that will impinge on the success or otherwise of the educational guidance and counselling venture are: the component of the guidance and counselling programme; and as a matter of course; the extent of acceptance by pupils, students and staff in the institutions.

Section III Programme on Guidance, Counselling and Youth Development for Africa

Since the Jomtien declaration on Education for All (EFA) in 1990, there has been an increase in gender sensitive policies especially in Africa evidenced in several conferences on women issues and the education of girls and women. These include the Pan African Conference on the Education of Girls' (Ougadougou, Burkina Faso, 1993) and the Fourth Conference on Women (Beijing, China, 1995). The result in Africa for example was the conglomeration of African Ministers of Education in which a consensus was reached on the need for guidance and counselling services to be an integral part of the education of children.

In 1994, UNESCO welcomed a proposal for guidance and counselling from the African Ministers of Education as a way of addressing these new trends within the African cultural context. The UNESCO programme on Guidance, Counselling and Youth Development for Africa (GCYDA) was a response to the growing number of social issues faced by African young people, particularly girls. These were, among others, adolescent pregnancies, unemployment, street children, child prostitution, HIV / AIDS, drug abuse in the young and school dropouts as raised by African Ministers of Education. The programme is based on the premise that young people particularly girls are without the support they need in their adolescent years, that the situation is not better for those going to school, and that education through intervention strategies such as life skills through counselling needs to take the lead in addressing these issues.

The UNESCO programme on guidance and counselling is planned around the needs of girls, but does not exclude boys. This is because the programme was a follow-up activity to various international declarations and platforms for action that identified girls and women as being amongst the most vulnerable groups especially in Africa such as follows: the Sixth Conference of Ministers of Education and those Responsible for Economic Planning in

Africa (Dakar, 1991); the Pan-African Conference on the Education of Girls (Ouagadougou, 1993); the World Population Conference (Cairo, 1994); and, the Fourth Conference on Women (Beijing, 1995). Girls' vulnerability to HIV/AIDS makes good provision of guidance and counselling in schools especially significant (Wango, 2001a).

As a result, eight (8) modules on guidance and counselling in English were edited and sent to all the participating countries including Kenya. The modules, that are also available on the Internet, are supported by audio-visual material. To complete the training package, booklets on the problems of adolescent girls and on rural science and technology have been prepared.

The modules are as follows:

- Module 1:** *Guidance*
- Module 2:** *Counselling*
- Module 3:** *Social Work*
- Module 4:** *Behaviour Modification*
- Module 5:** *Gender Sensitivity*
- Module 6:** *Workshop Administration and Conduct Guidelines*
- Module 7:** *Adolescent Reproductive Health*
- Module 8:** *Guidance and Counselling Programme Development*

Similarly, several other policies such as the policy on re-admission of girls who get pregnant while in school have been instituted in several countries including Kenya (Ministry of Education, 2007a; Ministry of Health, 2010; Republic of Kenya, 1994) and Botswana (Chilisa, 2002). These and other initiatives seek among other things to achieve gender parity by improving on the 4 A's, that is Access (enrolment), Attendance (and participation in the education process), Attainment and Achievement in education.

Section IV The Emergence and Spread of HIV / AIDS: A Catastrophe of Unimaginable magnitude in Sub Saharan Africa and Kenya

Background to HIV / AIDS in Kenya

Acquired Immunodeficiency Syndrome (AIDS) is a disease caused by infection with the human immunodeficiency virus (HIV). AIDS results in severe damage to the immune system, leaving the body vulnerable to life-threatening conditions such as infections and tumours. In Kenya, the first case of HIV infection occurred in 1978. In 1984, the Ministry of Health reported the first AIDS case. In 1999, AIDS was declared a national disaster. The HIV epidemic has evolved to become one of the major causes of mortality and has placed tremendous demands on all sectors of the economy including the health and education systems. Adolescence sexuality and life skills are considered essential components of the guidance and counselling programme

HIV / AIDS and Education: Counselling as an Intervention

Globally, an estimated 35.3 million people were living with HIV in 2012 (United Nations Programme on HIV/AIDS [UNAIDS] (2013). Sub-Saharan Africa is most affected by HIV with an estimated 25,000,000 people living with HIV, 1,600,000 estimated new HIV infections, and 1,200,000 estimated HIV deaths in 2012 (UNAIDS, 2013). There is considerable variation in HIV prevalence in Kenya. The HIV epidemic is characterized as an epidemic, primarily driven by heterosexual transmission (National AIDS and STI Control Programme [NASCOP], (2014). In 2008, HIV prevalence was reported to be as high as 13.9% in Nyanza region to as low as 0.9% in North Eastern region (NASCOP, 2014). Girls and women often tend to carry a higher burden of HIV infection compared to males.

The control of HIV/AIDS is a priority in Kenya. The Government of Kenya (GOK) developed the Kenya National HIV/AIDS Strategic Plan for the 2009/10–2012/13 implementation period. This is a comprehensive national response to the epidemic that will lead to a reduction in high-risk behaviours.

Key Findings for HIV Prevalence and Incidence: Kenya AIDS Indicator Survey 2012

- Among persons aged 15-64 years, 5.6% were living with HIV infection in 2012, representing a statistically significant decline from 2007, when HIV prevalence was estimated to be 7.1%.
- HIV incidence was 0.5% in 2012, representing an estimated 106,000 new infections that year.
- There was wide regional variation in HIV prevalence among adults and adolescents aged 15-64 years, ranging from 15.1% in Nyanza region to 2.1% in Eastern North region.
- HIV prevalence was significantly higher among widowed men (19.2%) and women (20.3%) than men (1.4%) and women (3.5%) who had never married or cohabited.
- HIV prevalence was higher among women (6.9%) than among men (4.4%). In particular, young women aged 20-24 years were over three times more likely to be infected (4.6%) than young men of the same age group (1.3%).
- HIV prevalence among uncircumcised men aged 15-64 years (16.9%) was at least five times greater than circumcised men (3.1%).

Source: National AIDS and STI Control Programme [NASCOP], (2014).

HIV /AIDS are a concern in education. In particular, sex before the age of 15 and possible delay in sex debut could be an important strategy for reducing the risk of HIV infection among young people, especially girls. The proportion of young persons who report having sex before age 15 has significantly decreased since 2007 (NASCOP, 2014). However, more young males start sex before age 15 than young girls. Adolescence sexuality must be part of counselling.

HIV/AIDS in the School Curriculum

The major purpose of AIDS education is behaviour development and change appropriate to the youth stage of development and that in turn would help in HIV / AIDS prevention and control. The AIDS Education syllabus was developed in 1999 (Kenya Institute of Education, 1999a; 1999b; 1999c; 1999d). It consist of knowledge, skills and attitudes meant to assist learners develop and adopt behaviour to prevent them from being infected with HIV / AIDS. This is to equip the learners with the necessary skills to pass on HIV / AIDS information to others. It was anticipated that this would help in the prevention of HIV infection and control the spread of HIV/AIDS. The Primary school syllabus had classes one to eight while the

secondary school syllabus had Form one to four. The syllabus included a Teacher Training College syllabus. The teacher training syllabus equipped teachers with the curriculum of the levels they were being prepared to teach. This includes:

- (1) Early Childhood Development Teacher Training;
- (2) Primary Teachers Colleges;
- (3) Technical Teachers Training Institutions; and,
- (4) Non-formal education providers.

A major purpose was that pupils and students would effectively communicate facts and issues on HIV / AIDS to their peers and other members of society / community:

1. Lets' Talk About It Book 1 An AIDS Education Activity Book for Pupils in Classes 1, 2 and 3.
2. Lets' Talk About It Book 2 An AIDS Education Activity Book for Pupils in Classes 4 and 5.
3. Lets' Talk About It Book 3 An AIDS Education Activity Book for Pupils in Classes 6, 7 and 8.
4. Good Health Magazine A Comic Book for Pupils in Classes 6, 7 and 8.
5. Facilitators Handbook A Teachers Resource Book for AIDS Education in and out of schools.
6. Bloom or Doom – Your Choice A resource book for teachers and youth educators of students in and out of secondary school.
7. AIDS Education Syllabus for Schools and Colleges.

At the beginning some teachers were trained on HIV / AIDS. It soon became apparent that though the HIV/ AIDS syllabus enriched the existing curriculum, it focused more on HIV/ AIDS as an illness. The teacher was the Aids teacher, in Kiswahili '*mwalimu wa AIDS*'. Subsequently, the Ministry of Education and the Kenya Institute of Education [KIE], (now Kenya Institute of Curriculum Development [KICD]) came up with a programme on infusion and integration of HIV / AIDS in all subjects and school activities. This was to

make teaching and learning of HIV / AIDS easier both as a separate subject and in all subjects in the curriculum. HIV / AIDS could also be highlighted in co-curricular activities such as games and sports, music and drama and other school activities such as parent day. Poems and plays can be performed on HIV / AIDS as well as exhibitions.

The HIV / AIDS epidemic turned out to be most mysterious and so disastrous, especially in the more traditional societies in the developing world. This was because of several reasons: Firstly, sexuality and death are somehow discrete subjects for many reasons. Sexuality and giving birth are sacred, while death was associated with mystery and evil spirits – death was a taboo and a guarded secret. Secondly, and arising from one above, traditional communities have their own explanation of illness and death, largely seen as a preoccupation of the supernatural world. Thus, HIV /AIDs as an illness were engulfed in absolute obscurity, fear and death while the social meanings of death from HIV/AIDS could have had certain negative interpretations and ramifications (Nzioka, 2000).

Information on HIV and perceptions of personal risk for HIV infection are essential for making behavioural choices and this should be part of school guidance and counselling, teaching and mentoring. This is particularly significant in developing countries (Ombelet & Campo, 2007). The National AIDS and STI Control Programme [NASCOPI], (2014) noted an improvement in knowledge of HIV, that the vast majority of children aged 10-14 years had heard of HIV (89.0%) and that the most common source of information about HIV was from school, including teachers (89.9%). Though awareness of HIV infection was high among children, only 17.4% had correct knowledge about HIV prevention and treatment. Among all children aged 10-14 years, 28.6% had discussed HIV with their parents, and 29.7% had ever participated in a HIV prevention education programme. In the end, it is important to enhance community acceptability of interventions such as behavioural modification and a positive change in attitude and beliefs about HIV/AIDS through counselling. This would greatly improve on knowledge of HIV transmission, perceptions of risk of HIV, adoption and acceptability of HIV prevention interventions.

Table 3: Infusion of HIV / AIDS, Primary

Core Message	Subject	Class	Plug-in-Point	References
How AIDS get into the body	Geography, History and Civic Education	1	Topic: Our Home Sub-topic: Family Member	- Primary Geography, History and Civics Book 1 - Lets' Talk About It Book 1
Myself and Others	Christian Religious Education	1	TOPIC: Myself Sub-topic: Me the Child	- One in Christ Book 1 - Lets' Talk About It Book 1
Self-Discipline	Social Ethics	5	Topic: Moral Values Sub-topic: Care in Dress	- Social Ethics Book 5 - Lets' Talk About It Book II
Relationship with Others	Home Science	6	Topic: Family Sub-topic: Relationship between boys and girls	- Primary Home Science Book 6 - Lets' Talk About It Book III
Effect of AIDS	Geography, History and Civic Education	6	Topic: People Sub-topic: Population Data	- Kenya and Her neighbours Book 6 - Lets' Talk About It Book III
How AIDS Spreads	Science	7	Topic: Health Education Sub-topic: Drug Abuse	- Science Book 7 - Lets' Talk About It Book III

Table 4: Integration of HIV / AIDS, Primary

Core Message	Subject	Class	Plug-in-Point	References
Facts and Messages about STDS and AIDS People Living with AIDS	Art	4 – 8	Drawing and painting e.g. Posters and Logos	- AIDS Education for Youth Action Programme
Proportion of people suffering from AIDS	Maths	4 – 8	Percentages, ratios, graphs and pie charts	- Primary Maths Book 4 – 8
What AIDS can do to us (Effects of AIDS)	English	4 – 8	Composition, Drama, Poetry and Debate	- Lets' Talk About It Book - English Book
AIDS Control Measures	Music	1 – 8	Songs and Dances	- AIDS Education for Youth Action Programme

Table 5: Infusion of HIV / AIDS, Secondary

Core Message	Subject	Class	Plug-in-Point	References
Transmission of HIV/AIDS	Geography, History and Civic Education	F 2	Topic: Human Sexuality Sub-Topic: Responsible and irresponsible sexual behaviour Transmission of AIDS through sex.	- CRE Form 2 - Bloom or Doom: Your Choice - AIDS Education for Youth Action Programme
Economic consequences of AIDS	Geography	F 4	Topic: Population Sub-topic: population Structure Consequences of AIDS on Human Capital: - Agriculture - Industry	- Geography Book 4 - Bloom or Doom: Your Choice - AIDS Education for Youth Action Programme
What is sex all about?	Christian Religious Education / Social Ethics	F 4	Topic: Approaches to Issues related to marriage and Family Sub-topic: Why Youth engage in sex	- CRE Book 4 - Bloom or Doom: Your Choice - AIDS Education for Youth Action Programme

Table 6: Integration of HIV / AIDS, Secondary

Core Message	Subject	Class	Plug-in-Point	References
Ways in which HIV/AIDS	English	F 3	Topic: Writing skills Sub-topic: Minute writing	- Integrated English Book 3 - Doom or Bloom: Your Choice KIE
Economic consequences of AIDS	Maths	F 2	Topic: Statistics Sub-topic: Data present and Interpretation (Graph)	- Mathematics Book - Doom or Bloom: Your Choice KIE
HIV test	Commerce / Business Education	F 4	Topic: Insurance Sub-topic: procedure for taking out a policy and claiming for compensation	- Commerce Book - Doom or Bloom: Your Choice
Transmission of HIV/AIDS	Chemistry	F 1	Topic: introduction to Chemistry Sub-topic: Laboratory safety rules	- Chemistry Book - Doom or Bloom: Your Choice
Responsible sexual behaviour	Literature	F 4	Topic: Drama Sub-topic: Character of e.g. Wamalwa in 'The Burdens' and Becky in 'The River & the Source'	- 'The Burdens' by John Ruganda - 'The river & The Source' - Doom or Bloom: Your Choice

Table 7: Infusion of HIV/ AIDS in the Lesson / Actual Classroom Learning

Wk	Lesson	Topic	Sub-topic	Objectives	Learning activities	Resources/ References
1	1	Health Education	Personal Hygiene	Identify and Describe the dangers of sharing personal items	Naming Discussion	- Lets' Talk About it Book - Chart / Pictures & real objects
	2&3	Health Education	Good health habits	Identify good health habits Describe ways of getting AIDS	Role play Question & Answer Summary notes	- Lets' Talk About it Book - Charts / Pictures & real objects
2	1	Personal Health	Importance of physical, mental, social and moral health, management of PLWAs	Discuss the meaning of the following: Physical health, mental, social and moral health Explain how to help PLWAs	Discussion Question & Answer	- Social Education and Ethics Book - Doom or Bloom: Your Choice
	2	Personal Health	Causes, prevention & management of STIS	Explain causes, prevention & management of STDs & HIV/AIDS	Discussion Note taking	- Social Education and Ethics - Doom or Bloom: Your Choice

Table 8: Integration of HIV/ AIDS in the Lesson / Actual Classroom Learning

Wk	Lesson	Topic	Sub-topic	Objectives	Learning activities	Resources/ References
1	1	Picture making	Drawing	Name elements of Art & Design	Discussion Naming	- Art Book - Lets' Talk About it Book - Charts / drawings
2	1	Picture making	Painting	Demonstrate effects of light and shade	Explain, discuss and demonstrate	- Art Book - Lets' Talk About It Book
1	1	Statistics	Data presentation Bar graphs	To present data graphically using a bar graph	Data collection Drawing bar graphs Data on AIDS	- Maths Book - Doom or Bloom Your Choice
	2	Statistics	Data presentation Pie charts	To present data graphically using a pie chart	Data collection Drawing pie charts Data on Aids	- Maths Book - Doom or Bloom: Your Choice

Section V Timelines in the History and Development of Educational Guidance and Counselling in Kenya

There are several events that characterize the development of guidance and counselling in schools and educational institutions in Kenya. These events can be outlined in a timeline and categorised into various themes that forms the basis of discussion at the end of this section.

Date	Event, Development and perspective in Educational Guidance and Counselling
Traditional societies, guidance and counselling and mental health	Many cultures throughout history speculated on the nature of the world. This included the human mind, heart, soul, spirit and brain. Communities also provided informal education, including guidance and counselling, mentoring, coaching and entrepreneurship to members in various ways. Traditional societies had developed their way of living, a culture that included religion and traditions, norms and beliefs and a form of inculcating members into their community. It is largely acceptable that knowledge and information particularly on psychological healing and mental health was missing out in almost all societies and this has had a dilapidating effect on the more traditional societies.
1498	Vasco da Gama anchored off Mombasa near where Fort Jesus stands today.
1595	Fort Jesus was completed.
1844	Johann Ludwig Krapf a Church Missionary Society (CMS) landed in Mombasa.
1846	Johannes Rebmann arrived in East Africa. First Mission school was established at Rabai near Mombasa at the Coast by Johann Ludwig Kraft and Johannes Rebmann.
1862	Krapf returns to Mombasa to help Thomas Wakefield, the first missionary of the United Methodist's Church, to establish a mission station at Ribe.
1875	The Church Missionary Society (CMS) founded a settlement for freed slaves at Frere Town, near Mombasa.
1884 - 1885	Berlin Conference partitioned Africa.
1888	The Imperial British East Africa Company (I.B.E.A.C.) was granted the Royal Charter. This formally implied Kenya became a British Sphere of Influence. IBEA was the administrator of British East Africa which was the forerunner of the East Africa Protectorate, later Kenya.
1888	Rev Fitch began a Divinity class designed to offer some practical skills and Christian leadership training to the freed slaves. The Divinity class offered training to six (6) teacher-evangelists who were ordained deacons and this marked the beginning of the training of Africans for the ordained ministry in the Christian Church in Kenya.
1890	CMS established in Taveta. Taveta had been an important Arab Swahili trading centre, and a supply station for caravans about to cross Masailand.

Date	Event, Development and perspective in Educational Guidance and Counselling
1891	Steward left for the interior on September 19, with a party of seven missionaries and 273 porters. The original purpose was to go as far as Kikuyuland, but due to turbulence among the Gikuyu, he decided to settle at Kibwezi. In Kibwezi, the mission encountered numerous misfortunes. Not only was the mission decimated by famine, but a number of people were killed in raids. It was decided that the mission should be transferred to Kikuyu forthwith.
1895	The British East Africa Protectorate was established. The building of the 'Uganda Railway' begun in Mombasa.
1898	The Rev. Thomas Watson led the Scottish Mission to Kikuyu.
1899	A mission station was built at Thogoto by the Scottish Mission.
1899	Railway reached Nairobi.
1900	White settlers began to arrive in Kenya and settled in the fertile 'white' highlands.
1901	Railway reached Kisumu.
1901	The British imposed tax payments in every area that they controlled. In order to maintain control over Africans, the British limited their education to mere practical skills, suitable for working on the farms.
1908	The first school strike recorded in Kenya occurred in Maseno School when the boys refused to participate in manual labour and pressed for more reading and writing.
1909	Joint Committee on Education became the Missionary Board of Education.
1909	Government Education Board was formed.
1909	Fraser Education Commission was commissioned to recommend a structure of education approach in the East Africa Protectorate (Kenya).
1911	The Department of Education was established and a Director of Education J. R. Orr was appointed.
1911	First Government African School was opened by Orr at Machakos.
1914 – 1919	First World War.
1919	Colonialism became oppressive in Kenya after World War I. The settlers were pressing for a policy of forced labour in order to obtain cheap and abundant labour. There were strong missionary protests however, exemplified by missionaries such as Philp and Barlow, of the CMS. When the policy of forced labour was promulgated by Governor Northey, the Alliance of Protestant Missions criticized it as being cruel to the Africans.
1920	Kenya became a British Crown Colony.
1923	Devonshire White Paper was issued declaring that the interests of Africans must be considered to be paramount.
1939 – 1945	Second World War.
1948	The Universal Declaration of Human Rights (UDHR) was adopted by the General Assembly of the United Nations.
1952-1955	Mau Mau uprising forced many of the white settlers to leave and the former 'white' highlands were declared open for all races.
1963	Kenya as a country became independent on 12 th December.

Date	Event, Development and perspective in Educational Guidance and Counselling
1964	Kenya becomes a republic in June.
1964	Kenya Education Commission recommended that children should be given courses of education and training best fitted to their needs and provided with advice on careers and openings for employment.
1965	The Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya outlined government policy.
1967	The Teachers Service Commission Act Chapter 212 of 1967 was enacted.
1970	An Act of Parliament established University of Nairobi as the first public University in Kenya.
1950 – 1970	Various states achieve independence leading to self-governed rule (India, Pakistan, 1947; Libya, 1951; Sudan, 1956; Ghana, 1957; Nigeria, 1960; Tanzania, 1961; Uganda, 1962; Kenya, 1963; Mauritius, 1968; Qatar, United Arab Emirates, 1971). This marked the rise of independent states formerly under colonial rule. Education in these states adopts a 'local' orientation. Scores of books and other publications became readily available from scholars other than of European and Western origins. Psychology and other studies become areas of study with establishment of psychology in higher institutions of learning. Three major areas are: school guidance and counselling; mental health; and, career guidance.
1971	Ministry of education establishes section on guidance and counselling.
1976	The National Committee on Educational Objectives and Policies recommended the extension of free primary education to upper levels, standard 5 – 7 by 1980. It also recommended the need to train teachers in guidance and counselling.
1981	The Presidential Working Party on the Establishment of a Second University known as the Mackay Report was established to prepare detailed plans and make recommendations on the decision of the government to establish a Second University in Kenya.
1981	Cases of a rare lung infection <i>Pneumocystis carinii</i> pneumonia (PCP) were found in five young people previously gay men in Los Angeles. In December, 1981 the first cases of PCP were reported in people who injected drugs. By the end of 1981, there were 270 reported cases of severe immune deficiency among gay men and 121 of them had died. The history of HIV and AIDS began in illness, fear and death as the world faced a new and unknown virus. In November, 1983 the World Health Organisation (WHO) held its first meeting to assess the global AIDS situation and began international surveillance. In 1984, the cause of AIDS was found to be the retrovirus HTLV-III.
1982	The government accepted the recommendation to change from 7+4+2+3 education system to 8+4+4 and the then Ministries of Basic and Higher Education were to implement the same in 1985 with the introduction of Standard 8 classes.
1984	In Kenya, the first case of HIV infection occurred in 1978. In 1984, the Ministry of Health reported the first AIDS case.

Date	Event, Development and perspective in Educational Guidance and Counselling
1985	There was a shift from the 7-4-2-3 System to the 8-4-4 system. The purpose of this move was to provide a curriculum that would enable learners to gain more practical skills and competences to qualify for self-reliance. The earlier curriculum was labelled as geared towards white collar jobs. With time, the new system became highly academic and competitive rather than the practical oriented curriculum.
1986	The World Bank issued a very prominent document that was a turning point on Africa development and education entitled: 'Sub-Saharan Africa: From Crisis to Sustainable Development.' This was followed by another report in 1988. These reports had implications on financing of education.
1988	The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond.
1994 – 1997	The National Development Plan noted that functional and operational guidance and counselling services have been established and enhanced. The Government was to affirm and continue to stress that girls who drop out of school due to pregnancy should be allowed to continue with schooling. This was to enhance the completion rates of girls.
1989	The Universities (Establishment of Universities, Standardization, Accreditation and Supervision) Rules, 1989 set out procedures to be followed when establishing private universities
1989	The Mental Health Act repealed the mental treatment act.
1990	The World Conference on Education for all (EFA) held in Jomtien, Thailand.
1991	19 students died on 13 th July at St. Kizito Secondary School.
1991	The Presidential Committee on Student Unrest and Indiscipline in Kenya Secondary Schools known as the Sagini Report was set up to look into the causes of strikes and unrest in schools and to make proposals and recommendations aimed at eliminating these strikes.
1993	The Pan African Conference on Education of Girls, Ouagadougou, Burkina Faso in collaboration with other partners has supported the programme 'Promoting Girls' and 'Women's Education in Africa'. This programme was initiated by African Ministers of Education and is managed through a Board of Governors. It aims at the development and institutionalization of guidance and counselling services with special attention to the issues of girls.
1994	The Ministry of Education introduced a policy of allowing girls who get pregnant while in school to continue with formal education.
1995	The Fourth World Conference on Women, The Beijing Declaration: A Platform for Action in Beijing China.
1995	The Commission of Inquiry into the Cult of Devil Worship [the Archbishop Kirima Report] was set up to investigate into the allegations of the existence of the cult of devil worship, and to establish the extent to which the cult had influenced the learning institutions among other elements of society.
1997-2010	The Master Plan on Education and Manpower Training produced by the Ministry of Education has a consolidated approach in the provision of education and training to make it more cost-effective and affordable. It

Date	Event, Development and perspective in Educational Guidance and Counselling
	highlights how to go about evolving feasible objectives, policies, programmes, strategies and activities to ensure efficiency and effectiveness.
1998	26 students died in March in a fire at Bombolulu Girls School.
1998	Terrorists attack and bombing of the American Embassy in Nairobi led to the death of 298 people while scores of others were injured.
1999	Totally Integrated Quality Education and Training (TIQET) Report of the Commission of Inquiry into the Education System of Kenya.
1999	In, AIDS was declared a national disaster.
2000	6 students died at Nyeri High School after a fire in the dormitory on the night of May 23 rd .
2001	69 students died at Kyanguli Boys School after fire razed the dormitory.
2001	Corporal punishment is banned in Kenyan schools. In 2001, corporal punishment was abolished through Gazette Notice No. 56 of 13 th March, 2001.
2001	The Children's Act (Cap 586) was enacted on November 29 th 2001 and received Presidential Assent on 31 st December. It officially came to force on 1 st March 2002.
2003	In an effort to review and improve education, a three day National Conference on Education and Training whose theme was Meeting the Challenges for Education and Training in Kenya in the 21 st Century was held at the Kenyatta International Conference Centre from 27 th to 29 th November, 2003. It brought together all key stakeholders in education. The conference highlighted the issues in the education sector.
2005	The Government Sessional Paper No. 1 of 2005 on A Policy Framework for Education, Training and Research, proposed that Kenya would continue to pursue the 8-4-4 system of education and emphasized on quality and relevance of education rather than the system. It sought the reduction on the content of the subjects to make them more manageable.
2005-2010	The Kenya Education Sector Support Programme (2005 - 2010) Delivering Quality Education and Training to all Kenyans launched in July 2005 adopted a sector wide approach to programme planning (SWAP).
2007 - 2008	Ethnic violence following the disputed 2007 elections led to an estimated 1,200 deaths and many other people displaced.
2009	Sachangwan oil tanker explosion in February 2009 resulted in over 130 people dead. This happened after an oil tanker ferrying unleaded petrol overturned on the stretch of road at Sachangwan.
2010	New Constitution of Kenya, 2010 was launched.
2011	The Sinai Slums fire tragedy in September 2011 in Nairobi's Industrial area killed 120 residents, many sustained injuries and hundreds of others were displaced. The scene was reminiscence of a horror movie, as an escaping fire spread to the houses. There were serious burns as victims succumbed to injuries while being rushed to hospital.
2011	On 16 October 2011, Kenya troops crossed the border into the conflict zones of southern Somalia. 'Operation Linda Nchi' is the codename for a co-

Date	Event, Development and perspective in Educational Guidance and Counselling
	ordinated military operation between the Kenyan military and the Somali military.
2012	8 pupils of Asumbi girls boarding Primary School in Homa Bay County, died after a fire razed the dormitory.
2013	On 21 st September, Terrorists attacked Westgate Mall an upmarket shopping centre in Nairobi, killing 67 people and the death of the four attackers.
2013	Basic Education Act (under the New Constitution) was enacted.
2013	The DSM – 5 is published.
2014	The Counsellors and Psychologists Act was enacted and signed into law
2014	In June, more than 60 people were killed in Mpeketoni terrorist attacks.

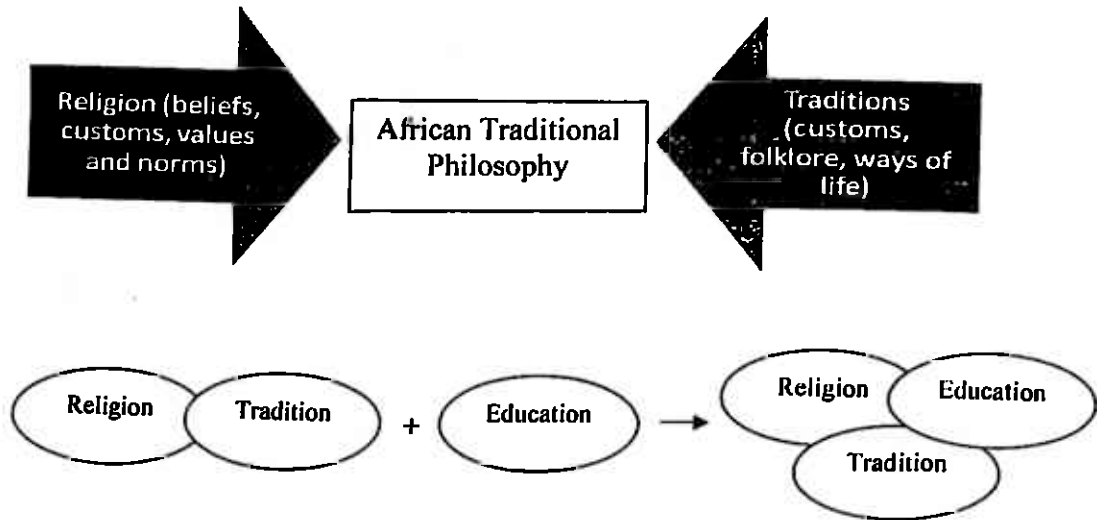
High-stakes Testing: The challenges and successes of Guidance and Counselling in Education

Kenya as a developing country could have made great strides in education, and in enhanced counselling psychological services. Although, the definitions and scope of guidance and counselling is a contested issue in itself, this paper does outline the need for a conceptually clear and theoretically coherent account of guidance and counselling, pastoral counselling and chaplaincy, coaching and mentoring. The timelines outline the epistemological rather than methodological approach to conceptualizing guidance and counselling services in schools and educational institutions. More specifically, there is need for a clear yet simple fundamental premise of counselling. Seven themes clearly stand out as follows:

- (1) *Traditional societies, exploration, missionary work and colonisation and the setting up of a formal education in Kenya.* Traditional African education existed even before colonization. Education included the traditions, religion and societal beliefs. It aimed at training individuals to fit into the society as useful and productive members of that society. Traditional education provided skills, knowledge and values relevant to society and socialized the individuals to participate adequately and positively in the development of society. The age group defined the system of education while the homestead was the school (Kenyatta, 1938). The system of education was concerned with the economies, religion, social and political aspects of life. It consisted of the language, oral literature, customs and

traditions of the family and the people. Education was life-long and began at birth and ended in death.

Figure 1: African Tradition Philosophy: Tradition and Religion come up together

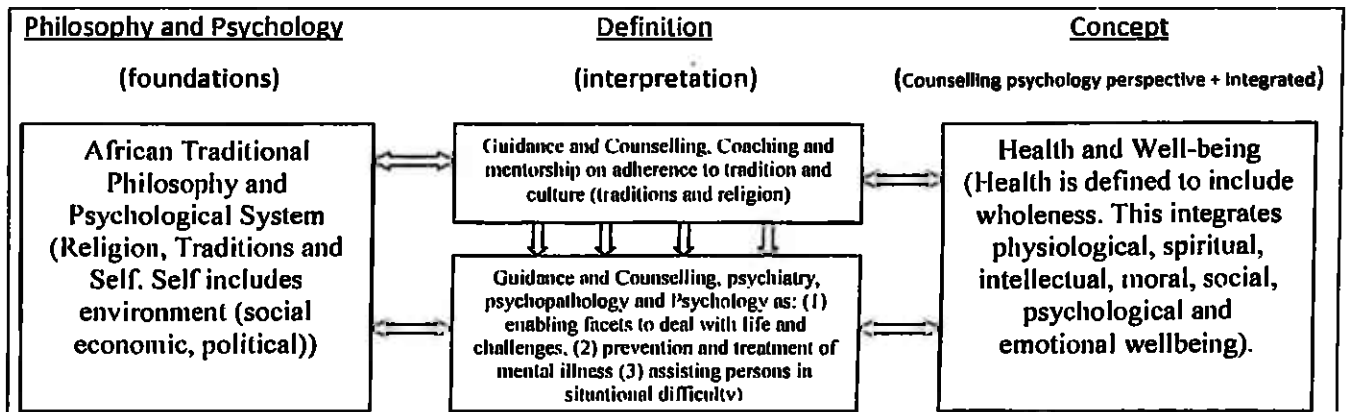


In the first instance religion and traditions combined constituted the African traditional philosophy. However, religion and traditions were intertwined with the way of life, including education, guidance and counselling. This is because culture and customs, values and norms, beliefs and ways of living were dictated by both the sacred and the secular inclinations. The establishment of the formal schooling and a strong western tradition undermined most of the more traditional practices. Education and schooling transformed most of the traditional roles and reform to adopt the new prominence.

- (2) *Education and school guidance and counselling.* In the tradition + religion = African traditional philosophy (Figure 1), the individual growth and development is all within the confines of the traditional philosophy, not, and never outside it. In this model, guidance and counselling is defined in traditional terms; it includes coaching, mentorship and teaching on adherence to the community philosophical underpinnings. Formal education has philosophical underpinnings, such as the teaching and learning, tests and examinations, system of education and courses of study as well as career development (Republic of Kenya 1999/2000). Teachers are the responsibility of the Teachers Service Commission (Republic of Kenya, 1967; 2013; Teachers Service Commission, 2002; 2013). Yet even

within the traditional-cum-contemporary and the formal education perspectives, there is still need for health and well-ness. This can be conceptualized as follows:

Figure 2: Traditional-cum-Contemporary Society: Integrating Guidance and Counselling into Educational Philosophy, Interpretation and Conceptualisation



Adopted from: Wango (2013)

Overall, the conceptualisation and interpretation of the new educational philosophy and psychology (Figure 2) is different in three aspects that allow a re-orientation of guidance and counselling into counselling psychological services:

- 1) The traditional philosophy integrated philosophy and psychology: >> This enabled the foundations to take in the tradition + religion + education into the overall cognitive processes. The self was a part of the community (social-economic-political).
- 2) As a result of (1) above, the guidance and counselling perspective was subsumed and integrated in traditional societies : >> This implied that education, health and well-being led to wellness, a subconscious process rather assumed, and that included components of wellness. This is because there is the teacher and counsellor.
- 3) The effects of (1) and (2) have implications, that is, the re-definition and reorientation of the role of guidance and counselling psychological services. Counselling psychological services are facets of life not affixed to it: >> This is to allow an expansion of counselling psychological services (guidance and

counselling, psychiatry, psychotherapy, clinical psychology, psychology, pastoral counselling and care, coaching and mentorship) that are defined, programmed and purposeful. It is also a more universal perspective = psychology is about improving people's lives. The modified framework allows psychology (that is interpreted as guidance and counselling in schools and educational institutions) to penetrate into the social economic political lives of our people.

At independence, the former colonies such as Kenya inherited a system of education that was racially biased and hence the need to incorporate the needs of the dominant communities. Education during colonisation was marked by segregation and differentiation and this policy reinforced racial and ethnic prejudices. Independence was now a tool of social justice, equity and opportunity that would steer the country into rapid social economic development (Republic of Kenya, 1965) and also promote nationhood. That is why several Education Commissions were set up to review and recommend appropriate systems of education (Republic of Kenya, 1964; 1976; 1981; 1988a; 1999). The sessional paper no. 10 of 1965 (Republic of Kenya, 1965) highlighted education as an essential component and education remains supreme (Republic of Kenya, 2005a; 2012b). But, other factors have since become part of the equation such as the World Bank policies on economic reforms (World Bank, 1986, 1988) that led to a change in financing of education. Thus, guidance and counselling has been engulfed as an important component of the overall education system, though policy and implementation has been rather haphazard (*Appendix IV, V*).

- (3) *Sexuality, HIV and AIDS and Reproductive Health Education.* A major focus among the youth is sexuality. It is anticipated that counselling can assist the youth in decision making processes especially to complete school and additional knowledge in life. The pressure on adolescence sexuality has been compelling especially with the emergence of HIV and AIDS. Additionally, teenage pregnancy is a major concern in a country where girls' education is highly disadvantaged. The policy on readmission of girls who get pregnant while in school also presumes such girls to be assisted through counselling. Thus counselling as a whole provides a thorough and thoughtful account of ways of conceptualizing issues that affect pupils and students in school and possibly relieve distress.

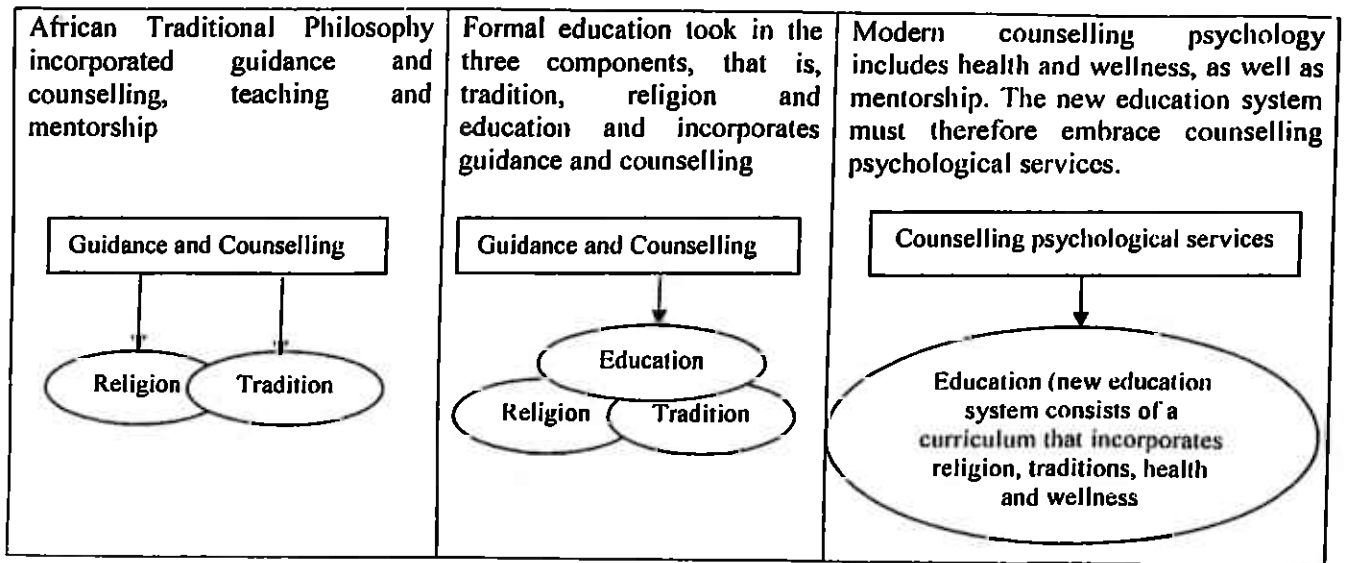
This includes the social processes implicated in defining, experiencing and addressing childhood difficulties.

- (4) *Crisis and intervention counselling psychological services.* Overall, the development of counselling psychological services seems to have been needs driven rather than a corporate responsibility. In particular several incidents particularly in the lives of ordinary people in Kenya have led to the sporadic growth in counselling psychological services. These incidents include: the 1998 bombing of the American Embassy in Nairobi in which 298 people were killed; the ethnic violence in 2007 / 2008 that led to an estimated 1,200 deaths and many other people displaced; Sachangwan oil tanker explosion in February 2009 when over 130 people died; the Sinai Slums fire tragedy in September 2011 in Nairobi's Industrial area that killed 120 residents, many sustained injuries and hundreds of others were displaced; and, the 21st September, 2013 terrorists attack at Westgate Mall, an upmarket shopping Centre in Nairobi leading to the death of 69 people. Schools in Kenya have had their share of violence such as the deaths in St. Kizito, Bombolulu, Nyeri High and Kyanguli schools. There have also been several instances of students committing suicide. The Kenya – Somali war since 2011 has also had an effect on families following the death of soldiers in the war. These incidents have left many people, particularly children highly anxious, disturbed and traumatized.
- (5) *A System of education: guidance and counselling within it.* At independence, the Kenya Education Commission recommended that children should be given courses of education and training best fitted to their needs and provided with advice on careers and openings for employment. In 1971, the Ministry of education establishes section on guidance and counselling. But the Kenyan education systems seem to have been overwhelmed by the need for a system of education aligned to the needs of the country. The 8 – 4 - 4 system of education was introduced in 1985 following the recommendations of the 1981 'Presidential Working Party on the Establishment of the Second University in Kenya' (Republic of Kenya, 1981). The guiding philosophy of the system was education for self-reliance. Several Task Force reports as well as summative and formative evaluation reports led to curriculum reviews in 1992, 1995 and 2002. However, these reviews majorly addressed issues of curriculum content, unnecessary overlaps and emerging issues. The reviews have pinpointed several issues such as follows: HIV and AIDS, life skills, guidance and

counselling, chaplaincy and pastoral counselling, career guidance, adolescence sexuality and drug abuse.

The conceptualization and interpretation of guidance and counselling within the new educational philosophy and counselling psychology should encompass a perspective advanced further from *figure 2* as follows:

Figure 3: Integrating Counselling Psychological Services into Educational Philosophy



This is not as different in any of the three aspects but an advancement that allow a re-orientation of guidance and counselling into education and counselling psychological services in a new world order marked by internalization and globalization.

Nonetheless, the education policy reviews and implementation have been unsuccessful in that they have continuously failed to comprehensively comprehend (*Figure 3*) and confront these fundamental issues (*Figures 2 and 3*) that would in turn transform society by enhancing the productivity of every Kenyan citizen, promote health and wellness, and accelerate social economic political growth.

- (6) *Licensure: Counselling regulatory framework.* A major missing link in Kenya is the lack of effective legislation of counselling psychological services (Wango, 2011) though there have been several attempts such as the policy of introducing counselling in the public

service (Republic of Kenya (2008a). Yet, the provision of counselling psychological services is spread out in various policy documents such as mental health and culminated in the counselling Act (Republic of Kenya, 2014). In order for counselling to be a profession and the psychological services to be readily available and credible, there is need for licensure, including training, registration and regulation. This includes a policy on guidance and counselling in schools and educational institutions (*Appendix V*).

- (7) *Contemporary issues in modern living.* Kenya has adopted various international conventions including the Universal Declaration of Human Rights (UDHR) adopted by the General Assembly of the United Nations (1948) and the Rights of the Child. Such a commitment implies laws that uphold human rights and values (Republic of Kenya, 2010). In 1999, the Human Rights Watch released a report on Corporal Punishment in Kenyan Schools. Subsequently, corporal punishment was banned in schools in 2001. In addition, Kenya as part of the international community has had its share of challenges such as HIV/AIDS. The first case of HIV infection occurred in 1978 and in 1984 the Ministry of Health reported the first AIDS case culminating in 1999 when AIDS was declared a national disaster and hence HIV/AIDS awareness incorporated in several crucial government policies and programmes (Republic of Kenya, 2005b; 2005c; 2007; 2008b; 2009). Also, the country has suffered from the evils of terrorists on several occasions including 1998 and 2013 leaving several people dead and numerous distressed and traumatized children. Other contemporary issues will include: life skills education; career and career development in a global international world; multiple intelligences; HIV/AIDS and other terminal illnesses; adolescence sexuality; and, leadership skills, personality development, mentoring and coaching. Thus, as suggested in Figure 3 the conceptualisation of guidance and counselling must be orientated to counselling psychological services.

Kenya's history and 'culture' have been influenced by the more traditional cultural forms and practices as well as the effects of the British plantocracy. The British Empire established the East Africa Protectorate in 1895, and from 1920 it was known as Kenya Colony until the country achieved independence in 1963. But, we still need to focus on education, and guidance and counselling in schools and educational institutions and pose the inevitable question: has guidance and counselling in schools resolved most of the issues or problems in schools? Unfortunately, the

answer to this question may be more theoretical than analytical since there is no comprehensive research to assess the impact of guidance and counselling. Instead, the success of counselling services especially after the ban on corporal punishment in 2001 is based on abrupt issues such as suicide cases among students, incidents of HIV /AIDS, alcohol and drug abuse and student unrest in schools. Again, the incidents of student unrest including violent actions have tended to intensify (Republic of Kenya, 1991; 1995; Wango, 2003). In several instances, violence has been catastrophic leading to the death of a number of students such as St Kizito, Nyeri High and Kyanguli as well as the strikes and unrest that are a common phenomenon in the second term of the academic year and just before the examinations (Republic of Kenya, 1991; 1995). It is possible that this is as a result of the obvious anxiety but this is a phenomenon that requires further investigation. Also, studies need to investigate emerging themes such as self-esteem (SE), social support services (SSS), and locus of control (LOC) and their effects on the mental wellness and coping behaviour of adolescents and youth in school. Overall, guidance and counselling services in schools must be enhanced by improved safety standards.

Section VI Guidance and Counselling Today: Implications, Perceptions and Worldview of Counselling Psychological Services and Application in Kenya

Counselling Psychology in Context

Guidance and counselling, clinical psychology, psychiatry, psychology, psychotherapy, chaplaincy and pastoral counselling and other helping services have become more apparent with the ever growing complexity of contemporary society. This is because there are several social issues and concerns such as career development, drug abuse, teenage pregnancy, same sex relationship, truancy and absenteeism, HIV / AIDS and other terminal illnesses as well as life challenges (see Ministry of Education circular guidelines, *Appendix II*). The rapid expansion in technological development, information and other sectors places heavy demands particularly on life and families, education and career. Subsequently, the school and other educational institutions are an important social institution, and have to adapt to changing patterns hence a growing demand for guidance and counselling, coaching and mentoring services. This is because counselling can assist pupils and students develop several capacities that include intellectual, social, physical, spiritual and moral capacities.

Challenges faced children and adolescents have adverse negative experiences in their lives, growth and overall development. Additionally, children are not equipped to deal with many of the life challenges or experiences, most of which are often too overwhelming and thus the child often end up as traumatic. This is why the Ministry of education has been keen on certain incidents such as the 1998 terrorist attack and the 2007-2008 ethnic violence. Subsequently, the child may not be able to discuss most of life hard experiences since they do not know who to trust or who can provide guidance and assistance. It is also important to understand that most life challenges are embarrassing experiences even for an adult. Children and adolescents who experience a lot of difficulty while growing up may exhibit deviant behaviour and a multitude of unfavourable events An assortment of issues can be challenging, and these includes a range of issue such as adjusting to the school environment, career and personality development. These early occurrences at home and in school include some of the following:

Table 9: Life challenges and effects on children and adolescents

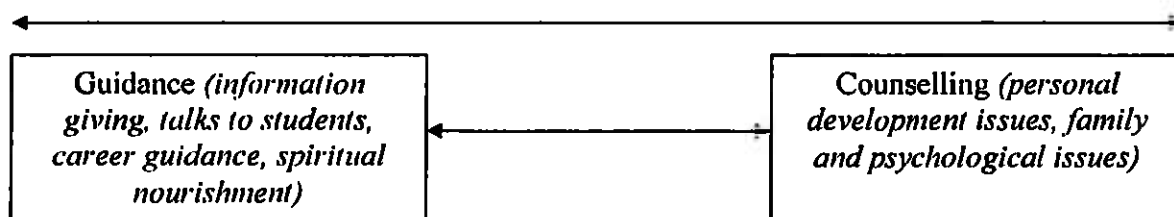
Challenges in growing up (home and general environment)	Psychopathological issues	Manifestations in children (in classroom and school)
<ul style="list-style-type: none"> - Parental mental illness (parental psychopathology) - Divorce and/or separation - Smoking, alcoholism and drug abuse - Criminality - Death, other parental loss - Violence (family violence, physical abuse, sexual abuse, neglect, physical illness) - Economic adversity 	<p>Life challenges especially in early childhood and in adolescence have an impact on medical and psychiatric outcomes. These can immediately lead to deviant behaviour and defiance, or unhealthy outcomes such as suicidal tendencies and depression. In addition, it may lead to later-life consequences such as crime, drug and other addictions, adult psychopathology suicide and other self-injurious behaviours, truancy and medical illnesses.</p>	<ul style="list-style-type: none"> - Isolation - Truancy - Frequent absenteeism from school - Failure to concentrate in class / school often leading to poor / declining performance - Violence (physical and psychological aggression such as bullying of other children, and picking unnecessary quarrels with adults (parents, teachers and others). This results from misplaced aggression.

In general, children who are disturbed often feel exposed and neglected and abhors adults whom they should have perceived as their protectors. This often leads to physical violence in boys and neglect in girls that often manifest in teenage pregnancy, sexual activity or early marriage.

Guidance and Counselling in Schools

Guidance and counselling is a term that encompasses two related but overlapping concepts; that of advice and information giving (guidance) and personal help in a formal setting (counselling). A greater understanding of the terms guidance and counselling is really necessary if the teacher counsellor and other teachers are to function effectively in the school setting. This is because there seems to be a continuum of helping strategies available in the school that range from information giving, directing, advising, consultation, mentoring, coaching, career guidance and support. The terms guidance and counselling make reference to some or all of these approaches. There is use more helping strategies at the directing and advising end of the continuum rather than at the supporting and counselling end (Lane, 1996).

This can be demonstrated as follows:



However, the two fields of guidance and counselling maintain links with each other especially in the school (and in a more traditional setting) where to a large extent the two are complementary and counselling a critical part of the guidance process and provision of guidance services (Cooper & Hough, 2005; Lane, 1996; Wango & Mungai, 2007; Watts & Kidd, 2000). This is why there must be a transformation (*Figure 3*)

For the sake of clarity, the term guidance should clearly refer to information giving of more factual nature given on educational, career and social decisions, evident for example in talks to students in groups, while counselling should be confined to the more personal and psychological issues, the helping relationship and the process (Egan, 2002; McGuinness, 1998; Williams, 1973). The term guidance and counselling may refer to the entire guidance and counselling programme in the school, though the profession is counselling. In all cases, the term teacher counsellor, guidance and counselling teacher or counsellor can refer to the teacher responsible for guidance and counselling in school. The term client, student or counsellee can be used to refer to the person seeking and receiving help in counselling. The phrase situational difficulty, need or issues of concern are used in place of problem. This is because words like 'patient' to refer to the client and 'problem' to refer to the issue of concern tend to have a negative connotation, for example, patient is more inclined to sickness, while problem is associated with an anticipated solution (rather than resolving an issue that is more favourable in the context of counselling). Areas of difficulty for the pupil/student might be in career choices, academic or personal life.

Counselling and use of Counselling Skills

There is a distinction between formal counselling and use of counselling skills (McLeod,

2003). Counselling is a process in which a practitioner with knowledge and skills is involved in a formal relationship of assisting a client who is in situational difficulty (Corey, 2005; Egan, 2002). Counselling skills are a collection of techniques and strategies that are used to enhance communication in the counselling process and relationship, and these skills can greatly be extended in other contexts. McLeod (2003) indicates the fact that help in form of counselling is offered in many contexts of a relationship such as principal and student and / or member of staff (teaching or support staff) in which the focus was on other non-counselling issues. As argued by Wango and Mungai (2007) and Wango (2006a, In Press) the school context is highly unique and counselling as well as use of counselling should be highly considered. Students in particular are likely to share their concerns including fears, frustrations, disappointments, anxieties and worries with a person they can easily identify with including the teacher and of course the school principal. The principal may need to find out why a student is performing poorly or is accused of misconduct only to find that they are providing emotional support. Similarly, the extension of using counselling skills among the population increases the number of people in the population receiving necessary help in times of need (Kirkwood, 2000; McLeod, 2003). This includes para-professionals such as in health, social workers and other professionals (Wango, In Press). It should be noted that the study carried out by Kirkwood (2000) was in a community where counselling had been recently introduced and hence the school context and Kenya are significant.

The distinction between counselling and use of counselling skills is important because it reserves the profession of 'counselling' (and therapy or 'psychotherapy') for specific situations where there is a formal counselling contract (Bond, 1989; McLeod, 2003; Wango, In Press). This is also important in the school context so that both principals and counsellors can understand that the counselling role has no other role in relation to the client. For example, the principal and /or teacher is not disciplining the student or admonishing them. It must be accepted that there are several situations where it is difficult to draw a line between counselling and the use of counselling skills because in the school, the teacher is also a surrogate parent, a guardian and of course the teacher. Notwithstanding, the use of counselling skills includes professionalism in counselling ethics such as confidentiality of information received in the context of counselling and the limits to confidentiality (American Counselling

Association, 2013; Bond, 2000; Wango, 2011). This is why training in counselling is a major component for professional competence and enhanced practitioner performance.

Contextualising Guidance and Counselling in Schools and in Education in Kenya

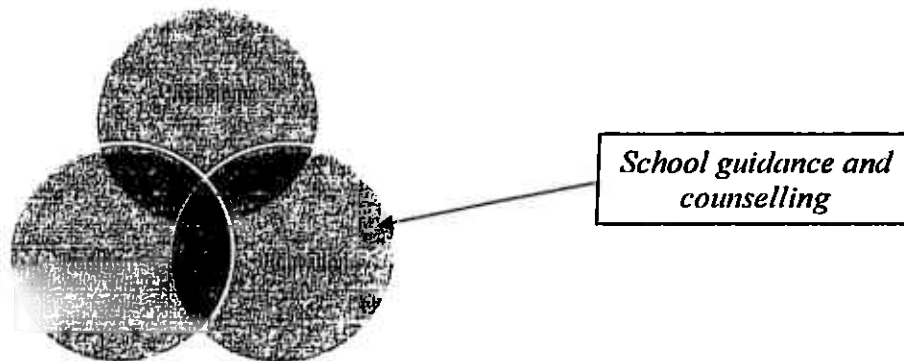
The advantages of counselling provision are perceived as being initially beneficial for the individual pupil and student. Counselling provides a cost effective service to deal with children and young people experiencing personal difficulties by (a) promoting personal, psychological and social development; and, (b) fostering growth in self-esteem and individual responsibility. It enhances pupils' and students' educational and personal achievement. Advantages for the school include positive outcomes in educational, behavioural, social, psychological and organizational terms, such as the enhancement of the school discipline. Overall, a number of reasons can be distinguished regarding the advantages and benefits of providing a counselling service in school. A teacher or counsellor in the school can provide this service.

Advantages of counselling tend to be seen in terms of benefits relating firstly to the individual pupil or student, and, secondly, to the school as an organization. Benefits to the child and young person included gaining access to information and other necessary services such as career guidance. Personal benefits derived from counselling include enhanced self-esteem. Benefits to the school are perceived as including organizational benefits, such as providing a more comprehensive support service to pupils and students, followed by positive educational outcomes and behavioural improvements.

It is important to contextualise guidance and counselling in schools and in education in Kenya. This is because though Kenya is a predominantly traditional society, a majority of people also have a religious orientation. This implies a secular and sacred orientation. In that case, school guidance and counselling is an integral and requisite part of an education system and a lot of emphasis should be laid on the implementation of the school guidance and counselling programme (SGCP) to ensure that its roles and objectives are realized. Guidance and counselling provides information in several critical areas: personal / social development, academic, career and spiritual. In both lower and upper school levels, information and guidance provided can assist pupils and students resolve emotional, social, spiritual and /or

behavioural problems (Wango, 2007). In this way, this can help them develop their personality with a clearer focus and a sense of direction. Effective school guidance and counselling programme must include guidance and counselling, training (such as life skills, spiritualism and moral development) and mentorship. These are important components to the child and crucial elements in improving their achievement (personal, social, spiritual, academic and career development). Subsequently, guidance and counselling will be based on a traditional-cum-contemporary perspective that is based on a religion – traditional - education paradigm, a perspective that takes in counselling psychological services as follows:

Figure 4: *Religion – Traditional- Education perspective*



A number of in-service guidance & counselling courses have been held for teacher counsellors. These are organised by the Ministry, counselling institutions, educational training centres such universities and Kenya Education Management Institute (KEMI) and other organisations / stakeholders in education. Despite these, functional and operational guidance & counselling practices lack in many schools and educational institutions especially in primary schools. It is also essential that schools and educational institutions establish strong gender responsive guidance & counselling practices. A good gender responsive guidance & counselling strategy is an integral strategy that formulates action plans and policies on access, attendance, attainment and achievement of both girls and boys in the school and in education.

Guidance and Counselling Teachers

Teacher counsellors who are not trained in guidance & counselling should aspire for such training to enhance their knowledge, skills and attitude in the provision of this essential

service. A workable gender and education training programme should incorporate several aspects of the school environment (see *Appendix IV*). One of the areas of concerns that the guidance & counselling school programme addresses is career guidance. The guidance & counselling programme should include a career guide / policy in which all students are encouraged to study the prerequisite subjects at every level without discrimination or otherwise based on gender. Subsequent choices at other levels should be based on the pupils/students individual abilities and capabilities (Republic of Kenya, 1999/2000).

Guidance and counselling teachers, school counsellors, teacher counsellor or counsellors in the school are a part of the educational staff and work co-operatively for the personal and academic success of pupils and students. Counsellors must also adhere to professional ethics American Counselling Association (American Counselling Association, 2014) and be acquainted with international standards such as the latest Diagnostic and Statistical Manual (American Psychiatric Association, 2013) in order to assist the diversity of persons in need of helping. It is suggested that school counsellors create a professional alliance such as Association for School Counsellors in Kenya (ASC(K)). The government through the Ministry of Education could also establish a centre to promote guidance and counselling in schools, such as Counselling and Leadership Centre (CLC) preferably based at the Kenya Institute of Curriculum Development (KICD). The Centre would:

- (a) Coordinate guidance and counselling in schools including programme of activities and training materials in liaison with TSC and others; and,
- (b) Establish National standards for guidance and counselling in educational institutions (ECDE, Primary, Secondary, Colleges).

The school guidance and counselling programme is an essential support tool for the education system. Counselling assists schools and teachers manage an increasing number of children with counselling needs that include academic and personal issues such as grief, loss and suicide, as well as the management of behavioural problems. Under the Basic Education Act (Republic of Kenya, 2013), one of the functions of the School Board of Management (BOM) is to facilitate and ensure the provision of guidance and counselling to all learners in schools. Similarly, County Education Boards are expected to provide child guidance services.

Peer Counselling

Peer counselling is very important to allow pupils/students interact with persons of their age set (Peer Approach Counselling by Teens [PACT]). If well trained, peer counsellors offer very special services in the school. In a mixed school, peer counsellors should be of both gender and at every level. In addition, a clear distinction should be made between the peer counsellors and the prefects so as to avoid conflicting roles. Peer counsellors are not spies for the school administrations. In addition, the teacher counsellor should ensure that peer counsellors are established at every class level to avoid mothers and fathers in the upper classes who can intimidate the younger students to the detriment of their well-being.

Career and Career Development, Guidance and Counselling

Career guidance and career counselling activities in schools should focus on subject choices and career development. Career development includes: career education, career awareness, career planning, and placement. Some schools have a teacher assigned to guide on subjects and careers. The role of career guidance and counselling in schools is: (1) fostering the career development of learners; and (2) enabling them to choose the right courses in school and in post-secondary education. Proper career preparation, training, placement, and job satisfaction leads to a more fulfilling life. Students in secondary schools do not have the necessary information concerning subjects and careers and being in their adolescent stage. They should be assisted in choice of subjects and to select suitable careers, make the necessary preparations for it, enter into it in college and higher education and on-going development.

Super (2007) proposed a life stage developmental framework in career and career development with the following stages: growth, exploration, establishment, maintenance (or management), and disengagement. Career and career development is a process and is life-long. In each stage, one has to successfully manage the career and career developmental tasks that are socially expected of persons in the given chronological age range. At the growth and exploration stage (estimated at years 15 to 24), an adolescent has to cope with subject and the career tasks of crystallization (this is a cognitive process involving an understanding of one's interests, skills, and values, including in particular subjects while in school and to pursue career goals consistent with that understanding). During specification, the person makes tentative and

specific career choices. At the implementation stage, the person takes steps to actualize career choices through engaging in training and job positions. Accordingly, the concept of 'career maturity' is used to denote the degree that a person is able to fulfil the career and vocational developmental tasks as stipulated at the developmental stage.

Spiritualism and chaplaincy

In traditional societies, religion and traditions co-existed; the sacred was the secular, social values and norms were embedded in the societal beliefs. Even in modern contemporary societies, religion and state strive to offer moral guidance in learning institutions. This includes acceptance of religion as a formal subject such as Christian, Islamic and Hindu Religious Education. The aim is to develop social, moral and spiritual realm of children. It is also assumed that religion can assist in apprehending moral upheavals such as boy-girl relationship, teenage pregnancies, same sex relationship, alcoholism and drug and other social ills that are on upward trend in schools.

Child Guidance and Counselling, Mentoring and Coaching

The concept of school guidance and counselling is founded on psychology, particularly on human growth and development with emphasis on child and adolescent psychology. Educational psychologists have argued that education should enable a child to gain optimal development. This is to facilitate growth and development as well as effective learning. Subsequently, education, teaching and learning and pedagogical processes have been informed by foundational knowledge in psychology particularly on human growth and development. Within this ecological framework, several psychologists provided information on learning behaviours and habits and contributed immensely to education and the social, physiological and psychological processes. They include: William James, John Dewey, Edward Thorndike, Lev Vygotsky, Jean Piaget, Jerome Bruner, Benjamin Bloom, Howard Gardner and Albert Bandura. The knowledge of counselling and psychology by Sigmund Freud, Eric Erikson, B. F. Skinner, Ivan Pavlov, Carl Rogers and several others has uniquely positioned education to advance the wellbeing of the child.

The school counselling programme should therefore be both personal based helping as well

development to include personal, social, academic, spiritual and career counselling. In essence, this should include individual and group guidance and counselling with activities that consist of individual counselling, class-based interventions especially in times of crisis, direct services to pupils and students and support for children with special needs. In addition, it is laudable that programmes in Kenya have responded to crisis such as the 1998 terrorist attack on the American embassy in Nairobi as well as the 2007 / 2008 ethnic violence. However, the school guidance and counselling programme must include guidance, mentoring, pastoral counselling as well as crisis intervention. Thus, areas such as child support, subject and career choices, chaplaincy and pastoral counselling, mentoring and coaching as well as transitions at stages (early childhood into school, primary to secondary, secondary to university).

Schools must be learner friendly and the child's needs (physical, emotional, social, physiological, and cognitive) must take centre stage. Notwithstanding some differences among schools, the school system should take cognisance of the needs of the child. The learner-centred model encompasses guidance and counselling. This includes the manner in which teachers interact with children, improved learning experiences, sensitivity and responsiveness. This involves changing the overall culture of the classroom and school to include caring for the emotional needs of members of the school community.

Guidance and Counselling in School Administration and Management: Clarifying the Counselling Role

Principals, counsellors (school counsellor or counsellor in the school) and 'regular teachers' share the basic goals of creating a productive school culture and helping individual pupils and students grow in a safe and secure enabling environment so as to reach their potential. It must also be acceptable that everyone in the school administration and management has specific roles and responsibilities (Wango, 2009). However, these functions may lead them to approach counselling from different perspectives. This is because the school principal and the senior management are concerned with administration and management, while 'regular teachers' are preoccupied with prevention of student problems', personal development and value formation. Yet guidance and counselling is rooted in a holistic approach that incorporates personal and social, educational and vocational dimensions (Wango, In Press). Kaplan (1995) has

summarized key significant differences between the principal and the teacher counsellor while I have added the teachers:

Table 10: Approaches to Counselling by Principals of Schools, Counsellors and Teachers

Aspect	Principals of Schools	Teacher Counsellor / Counsellor in the School	Regular Teacher
Impact of counselling programme	Consider the <i>impact</i> of the actions of a student or students on entire student body and school	Focus more on the <i>growth and development</i> of individual students	Considers the overall <i>performance</i> in the class and subject
Behaviour and personality	Concerned with the <i>effects</i> of student behaviour upon the school community	Explore the behaviour, <i>causes, effects and ways of assisting individual students</i>	Concerned with <i>learning and classroom management</i>
Problem solving and resolving issues	Principals seek to <i>solve problems</i> as quickly as possible and to enforce consequences including instilling discipline. This is to affirm school and community values	Attempt to improve long-term student <i>self-management</i> to enable them resolve their issues	Teachers seek to manage pupils and students and <i>solve classroom issues</i>
Confidentiality	Frustrated by the confidentiality of students' conversations with counsellors, especially when they are convinced the <i>information</i> is useful for the well-being of the school and community	Counselling is by nature confidential and counsellors are bound by <i>confidentiality</i> that limits the information that is expected to be available for problem solving	Teachers consider <i>sharing</i> as significant in order to assist each other <i>resolve common misbehaviour</i> problems among pupils and students
School academic vis-à-vis goals of counselling	They are often convinced that <i>academic support and skill-building</i> are the school goal and should be in the end the counsellor's most important tasks.	Often spend considerable time assisting pupils and students with personal growth <i>issues</i> which affect emotional well-being, academic work as well as overall development	Learning and academic support are essential. <i>Learning tasks must be accomplished</i> and guidance and counselling should assist learner to get back on track.

Adopted from Kaplan (1995)

The differences illustrate the potential for misunderstandings and lack of coordination between the principal and counsellor. Indeed, these problems have emerged as significant factors in many schools, and counsellors often cite their relationship with the principal as a leading cause of job stress. Many counsellors are often convinced that the principal does not understand the

role of the counsellor in the school, while principals contend that the counsellors do not understand how the school functions. The root cause is the failure and lack of understanding about the roles and responsibilities, as well as approaches. It is therefore necessary that the principal be familiar with the counsellor's perspective, and the counsellor in turn understand the school more wholesomely.

Professional Ethics and Confidentiality

Counselling is a noble profession governed by a code of conduct. In addition, counsellors should be trained, registered and accredited by a professional organisation and this is basically some of the essentials missing links in Kenya. This is why the Counsellors and Psychologists Act (Republic of Kenya, 2014) should guide professionalism. There are other significant developments because psychology uses standardized formats in several aspects such as assessment and diagnosis of clients (American Psychiatric Association, 1994; 2013) and research (American Psychological Association, 2010). Yet, despite the growth and development in counselling psychology in Kenya and an emphasis on guidance and counselling in schools, there is lack of a standardized training curriculum. In addition, the country lacks homogeneous ethical standards (Wango, 2011) and hence trainers and practitioners often turn to the American Counselling Association Code of Ethics (American Counselling Association, 2014) or the British Association for Counselling Code of Ethics and Practice for Counsellors (British Association for Counselling, 1991). In addition, counsellors including schools lack a unified ethical code and these are major challenges. It would be imperative if schools developed a framework for school counselling programmes such as the American School Counsellor Association [ASCA] (2012). It may be possible for school counsellors to operate under an association such as the Association of School Counsellors (ASC) or Kenya Association of School Counsellors (KASC).

Counsellor Competence, Training and Accreditation

Professional counselling includes training, registration and accreditation. All counselling practitioners including school counsellors should have clearly defined competencies (Williams, 1973; Williamson, 2008; Woolfe, Strawbridge, Douglas & Dryden, 2010; Young, 2001; Zigelbaum & Carlson, 2010) regulated by ethics (Bond, 2000; American Counselling

Association, 2014) . However, there is no explicit training curriculum for school counsellors. In Kenya, unlike in the United States of America or United Kingdom where psychological services including school and pastoral counselling are highly regulated and standardized by professional associations such as the American Counselling Association and the British Association for Counselling and Psychotherapy, Kenya is lacking in both legalisation and implementation. In the United States for instance, school counsellor' training is directed by the Council for Accreditation of Counselling and Related Educational Programs (CACREP) standards. In Kenya, school counsellor training like other psychological services is conducted by several institutions including public and private universities. The training programmes require review and a standardized curriculum. The Commission for University Education (2013) has outlined standards for accreditation of programmes and in time, counselling and psychology programmes require to be defined and accredited.

The Role of Teachers in Guidance and Counselling

Pupils and students at all levels of education, regardless of social status or academic ability, may encounter some emotional, behavioural, and developmental challenges from time to time. Ideally, pupils and students would be supported through these challenges by specialists, such as counsellors, psychologists or educational psychologists. These professionals have the requisite professional training and skills. However, at the frontline of identifying and supporting children with emotional difficulties and others at-risk pupils and students are the teachers. Thus, teachers are essential and well placed to identifying issues of concern to pupils and students', these issues include personal, social, career, and academic experiences. Teachers are central to the provision of guidance and counselling services in schools. Teachers and teacher counsellors guide and counsel, mentor and coach their pupils and students. However, the guidance and counselling is an added responsibility to the teaching role. In addition, there are several challenges in schools that include limited policy guidelines, minimal (adequate) training in the provision of counselling psychological services, limited or no training in the requisite skills and the lack of materials or resources to support guidance and counselling services. Thus guidance and counselling is a significant component of education and school.

It is important that schools delineate the role of the counsellor in the school. This is because

counsellors often suffer from role ambiguity that leads to lack of clarity about their appropriate function in the school. This further creates a role conflict with other personnel such as the deputy principal or senior teacher often in charge of school discipline and others such as the careers teacher, school nurse, teacher in charge of boarding and school chaplain. Counsellors may also be pressurised to perform tasks they perceive as inappropriate to their roles including extraneous responsibilities and expectations such as sitting in discipline meetings.

O'Bryant (1991) and Wango and Mungai (2007) describe the school counsellor's fundamental appropriate work activities as follows:

- a) *Individual counselling.* The counsellor works privately with an individual student. This is usually on one or more aspects such as problem solving, decision making, career aspirations and discovering personal meaning related to learning and development.
- b) *Group guidance.* The counsellor works with larger groups of students or classes on academic, career or life skills promotion.
- c) *Group counselling.* The counsellor works with a small group of students on personal or academic issues.
- d) *Consultation.* The counsellor assists peer counsellors, teachers, support staff, parents, chaplain and other adults become more effective at working with students.
- e) *Coordination.* The counsellor manages services such as parent or community meetings. These meetings indirectly address the counselling needs of diverse students.

Principals of schools can effectively assign clear roles and responsibilities to the counsellor in the school based on their expectations of the school counselling programme.

Several scholars have suggested guidance and counselling format made up of several components to ensure essential aspect of the programme are institutionalised. This would enable effective monitoring and evaluation of the programme. The components are as follows: the school guidance and counselling department; counselling team or committee; counselling training; guidance and counselling programme; peer counsellors; policy guidelines; confidentiality; referral services; and, counselling supervision.

Table 11. Guidance and Counselling School Evaluation

GUIDANCE AND COUNSELLING CHECKLIST

This checklist is concerned with aspects of the school guidance and counselling programme and how it is implemented in the school. It is meant to enable the school evaluate the programme and thus assist the teacher counsellor and the guidance and counselling team to improve the programme.

a in place b proposed c not in place

Guidance and counselling department	There is a guidance and counselling department in the school	[a] [b] [c]
	Students have free access to counsellor	[a] [b] [c]
	Counselling is allocated a room	[a] [b] [c]
	Counselling room ensures confidentiality	[a] [b] [c]
	Room is located in a place that is easily accessible to all students	[a] [b] [c]
	There are counselling records for students in the school	[a] [b] [c]
	Section has a budget and items or activities are well identified	[a] [b] [c]
Guidance and counselling team or committee	There is a guidance and counselling team or committee	[a] [b] [c]
	Guidance and counselling committee holds meetings	[a] [b] [c]
	There is a counselling member of staff on duty in school each day	[a] [b] [c]
	There is a school chaplain or similar person available in the school	[a] [b] [c]
	Guest speaker invited to the school for counselling purposes	[a] [b] [c]
Counselling training	Guest speaker available for consultation by students after the talk	[a] [b] [c]
	Teacher counsellor trained in counselling	[a] [b] [c]
	School based counselling training organized for all members of staff	[a] [b] [c]
Guidance and counselling programme	Guidance and counselling members trained in counselling	[a] [b] [c]
	There is a guidance and counselling programme for the school	[a] [b] [c]
	Programme involves all teachers	[a] [b] [c]
	Programme involves all students	[a] [b] [c]
	Programme serves all students	[a] [b] [c]
	Programme is implemented	[a] [b] [c]
	There is a specific time or day set aside for counselling	[a] [b] [c]
Peer counsellors	Specific time or day is strictly adhered to in the school	[a] [b] [c]
	There are peer counsellors in the school	[a] [b] [c]
	Peer counsellors have roles and responsibilities	[a] [b] [c]
Guidance and counselling policy or guidelines	Peer counsellors are trained	[a] [b] [c]
	School has rules and regulations on student conduct	[a] [b] [c]
	School rules and regulations on student conduct are clearly written	[a] [b] [c]
	School has a guidance and counselling policy or guidelines	[a] [b] [c]
	Guidance and counselling policy or guidelines are clear	[a] [b] [c]
	There is code(s) of professional conduct or ethics for teachers	[a] [b] [c]
Confidentiality	There is code(s) of professional conduct or ethics for counsellors	[a] [b] [c]
	Counselling cases are kept in confidence	[a] [b] [c]
	There are rules concerning confidentiality in counselling	[a] [b] [c]
	Confidentiality rules are strictly adhered to in the school	[a] [b] [c]
	There is a code of professional conduct for teachers and counsellors	[a] [b] [c]
	Copy of code of conduct for teachers and counsellors available in the staff room	[a] [b] [c]

Referral services	There is a standardized procedure for referring students for specialized counselling	[a] [b] [c]
	Follow up is done to assist such students	[a] [b] [c]
Counselling supervision	Teacher goes for counselling supervision	[a] [b] [c]
	Other members of counselling team go for counselling supervision	[a] [b] [c]

Conclusion

Despite several efforts at the establishing and expanding guidance and counselling services in school, the programme remains largely fragmented, under-resourced and uncoordinated. The emphasis on academics and high educational attainment in various systems of education in the developing countries such as Kenya coupled with poor planning, poor policy implementation and limited resources implies that other non-examinable aspects of life and living such as personal and social development (guidance and counselling, psychological and physical development including games and sports) religion and spiritualism (chaplainscy, and other co-curricular activities that are meant to enhance personal development of pupils and students are largely ignored or side-lined. Traditional societies have common experiences and challenges based largely on the social economic and political aspects and thus highlighting many of these commonalities will in time set the tone for more context-specific studies, intervention strategies and moving forward (Biswalo, 1996; Bojuwoye, 1992; Dawes, 1998; Zigelbaum & Carlson, 2010). There is need to provide a comprehensive guidance and counselling programme and services in schools. This must be conducted through a whole-school approach rather than a mere policy framework without key performance indicators.

Section VII Implementation of a Comprehensive School Counselling Programme

Internationally and in Kenya, guidance and counselling in schools and educational institutions is not a new phenomenon. This includes the need to guide pupils and students in subject choices and career development. However, guidance and counselling continues to be a challenge, particularly in developing countries for teachers, counsellors and psychologist who are at the interface between education (schools, pupils and students) and therapy (counselling, clinical psychology and mental health). This is because of a discrepancy between policy and implementation since the programme and services must directly benefit the child. But at the front line of this interface is the classroom teacher (regular teacher) who is always with the pupils and students, and the school counsellor who is in charge of the programme. The term 'regular' teachers, was coined by Hargreaves (1994), to refer to subject teachers who do not perform specific roles such as Principal, Deputy Principal, Assistant Principal or Year Head. The regular teacher has the traditional teaching (learning) role, a traditional 'service attribute' that is associated with teaching and learning. Still, the role of the regular teacher is highly acknowledged as a very important aspect of their professional role as well as instrumental in the teaching learning process. Additionally, the teaching role can assist personal development, value formation and in the prevention of child problems'. This is principally because the regular teacher is in direct contact with the pupil / student and can thus assist in various aspects of growth and development, including subject performance and personality formation. Thus, the role of the regular teacher is similar if not superior to the guidance counsellor's role. Indeed, the regular teacher's duty of care and nurturing and their role in the development of the child is often referred to as 'loco parentis.' This is because teachers fulfil a parental role when the child/ren is under their care.

The role of school counsellors has changed and expanded in response to educational and societal trends (American School Counsellor Association [ASCA], 2012). The school experience should provide pupils and students with opportunities to develop understandings, skills, and attitudes necessary for life. Still, the teacher and counsellor are at the heart of the

school-based guidance and counselling services. School counsellors are ultimately expected to collaborate with stakeholders to stimulate social and personality development, promote mental health and help achieve academic achievement. School counsellors must therefore design and deliver programmes to promote the success of all pupils and students. This is through a comprehensive school counselling programmes (CSCPs).

A comprehensive school guidance and counselling programme aims at:

- (1) Providing a format to assist meet the needs of all pupils and students in the school;
- (2) Encouraging personal, social, spiritual and moral development;
- (3) Assisting pupils and students understand themselves and at the same time build meaningful relationships with others;
- (4) Assisting pupils and students in the planning and achieving educational goals; and,
- (5) Providing an opportunity to explore career paths.

A comprehensive school counselling programmes should be an integral part of the school programme. Historically and as outlined in *Section 1*, the guidance and counselling services are rooted in a holistic approach that incorporates personality and social development, spiritualism, educational and vocational dimensions – the person was a member of the community in which they were a part. The school counselling programmes should provide students with specific knowledge and life skills using appropriate instructional and assessment strategies in the following aspects: personal, social, educational (academic), and career needs.

The guidance curriculum and programme is implemented primarily through two basic modes: that is, scheduled classes taught by regular teachers (ordinary classroom); and, guidance counsellor-specific activities, which take place outside the classroom situation. The tension between teachers and counsellors arises out of the generally held belief that teachers are insensitive to the needs of the pupils / students, if not frankly anti counselling. I want to fully acknowledge tension between some of the beliefs of the teachers and counsellors arising out of misunderstandings, individual responsibility and self-determination. This is partly because of the (different) beliefs of both teachers and counsellors, though when fully described many of these beliefs are inconsistent with educational objectives. Nonetheless, one area of tension and

misunderstanding is embracing how to provide assistance to the child (direct or indirect, formal or informal) in the context of the school. The helping profession (counselling psychology) has moved on to define its unique relationship with teaching and education by emphasizing on personality development. Guidance and counselling specific activities can be performed by the teacher counsellor (counsellor in the school), counselling psychologists or facilitated by qualified guidance counsellors. Yet still, extended programmes must include the overall development of the pupil / student in the context of the school. A point-counterpoint discussion in the context of the school is the illumination below and it avoids highlighting tensions between teaching and counselling.

Table 12: Guidance Counselling Curriculum and Programme Model

Modes	Mode	Comments / Remarks
Scheduled (regular) classes	- Regular teacher	<ul style="list-style-type: none"> - All teachers should be trained in educational psychology including guidance and counselling. - Ordinary / scheduled are taught by (classroom) teachers. - Teachers and counsellors, work collaboratively within the prescribed curriculum, to present specific learning activities or units. - Counsellor assists teachers in integrating the guidance curriculum.
Guidance and counselling specific activities	- Counsellor in the School	<ul style="list-style-type: none"> - Counsellor coordinates guidance and counsellor programme. - Counsellors teach or facilitate in guidance-related topics such as personality, life skills and others. - The counsellor assists in consultations to team teaching.
	- Resource persons - Counselling referral	<ul style="list-style-type: none"> - Specialists can assist with specific issues such as personality development, spiritualism and career development. - Independent counsellor / psychologist can assist with referral cases.

The guidance counsellors (teacher counsellor, or counsellor in the school) provides both the organizational structure and implementation assistance. Teachers too must be cautious and avoid a hands-off approach to guidance and counselling. Instead, there is emphasized the alliance between teaching and guidance and counselling as necessary to child's development.

The teacher counsellor organizes and implements in the implementation of the school guidance and counselling programme.

There must be a distinction between teaching and guidance and counselling. Regular or scheduled classes in the school are attended to by classroom teachers. Teachers present specific learning activities, lessons or units. However, the effective teacher incorporate into the curriculum (class) aspects that take-in the needs of the learners such as their well-ness, as well as guiding them as appropriate. These include general expression (good manners, dressing, and etiquette) and assertiveness, societal values and skills. Nonetheless, if the guidance counsellor teacher has regularly scheduled classes, it is as a teacher, not as a counsellor. Guidance and counselling per se involves specific activities such as follows: study skills and improved academic performance; subject choices and careers; alcohol and drug abuse; adolescence sexuality and HIV/AIDS. The counselling programme should include additional professional services aligned to the immediate needs and situations, concerns and stages of pupils / students that require guidance and counselling. These include school induction, subject and career choices, trauma counselling as well as additional information or referral.

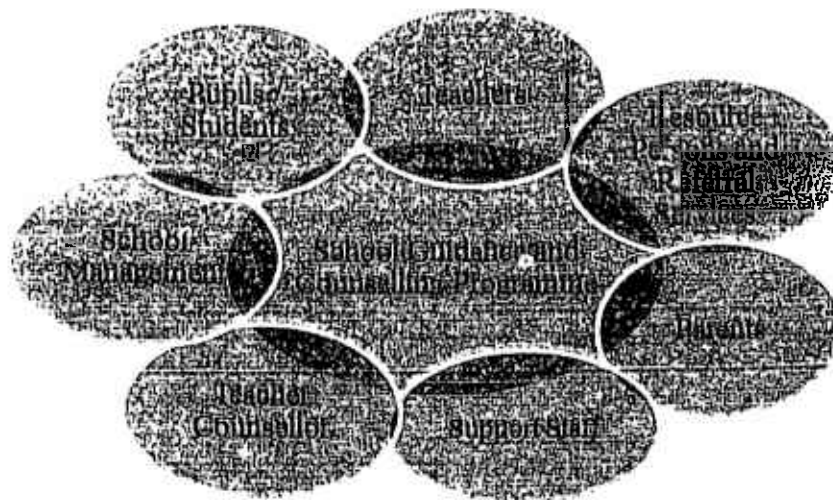
This school guidance and counselling programme must therefore be programmed and purposeful. That way, it involves effective interaction between pupils / students and the service provides. This is to promote positive change in attitudes, skills and behaviour. In many ways, it is possible that pupils / students will benefit from the knowledge, information or awareness in various components such as personal, social, emotional, spiritual, career, life skills, trauma and crisis management. Guidance and counselling services will therefore be individual as well as group. Additionally, it consists of both structured processes as well as personal therapy, that is, working with pupils and students in response to immediate and long term goals.

The components of the guidance and counselling programme are:

- Educational (academic) performance
- Career and career development
- Personal counselling and consultation
- Programme management and system support

The effectiveness of the school counselling programmes is the way it relates to educational goals, the school mission and school programmes. It must provide support for the emotional adjustment of pupils/students at all levels. This is through a whole school approach that provides several services, both directly and indirectly to pupils and students (Figure 3, 4 and Figure 5). In addition, the counsellor collaborates with administrators, teachers, parents, and the community. This is to help link pupils / students to their personal development, academic achievement and the world (career and career development).

Figure 5: Whole-School Approach: Stakeholder involvement to Guidance and Counselling



The American School Counsellor Association [ASCA] (2012) recommends a 1:250 counsellor-student ratio in order to achieve programme effectiveness. In addition it is suggested that school counsellors spend 80% or more of their time providing direct student services to students. This ratio may not be possible in developing countries such as Kenya as the countries including education have unique challenges (Harber & Davies, 1997). It may be best to recommend a counsellor in every school, a chaplain and an assistant counsellor while there should be an additional counsellor in schools with over 700 – 800 students.

It is sufficient to propose that the counsellors must be located in more and more schools. However, the success of the school counselling programme will impinge on the degree of

acceptance of guidance and counselling by the educational system and the schools. The programme should involve collaboration between the guidance counsellors (teacher counsellor in the school), school management (Board of Management), teachers and resource staff. The guidance counsellor has overall responsibility for guidance and counselling planning and delivery of the service in the school. Additionally, the attitude of individual teachers including the Principal as the executive in charge is therefore of particular significance. In addition, the school counsellor should be uniquely qualified to address the needs of pupils' and students'. These include: personal, academic, career, and social / emotional development needs. This is by designing, implementing, evaluating and enhancing a comprehensive school guidance and counselling programme.

A comprehensive counselling programme promotes and enhances child's well-being. The growing child may be filled with fear mixed with anxiety as there is too much going on around them. There is globalization and Internationalization, new technologies and cultures, environmental and social challenges including violence, acts of terrorism, general insecurity, stress, anxiety and depression. These are the vicissitudes of life, the goings-on and we must note that sometimes they extend out-of-the-ordinary. Pupils and students who are offered comprehensive programmes tend to have higher grades and better peer interactions.

This is by providing school and classroom guidance on various aspects such as follows:

- (1) *Academic performance.* This includes study skills, student support services, life skills education and other coping strategies.
- (2) *Individual student planning* (such as goal setting, transition plans). This allows identifying and solving problems and dealing with change and events. Schools can also prepare an individualized educational plan (IEP) for learners with special needs, based on a personalized evaluation.
- (3) *Personal development.* Adolescence for instance is a time of rapid growth, students need support to help ensure that they are prepared and supported as they enter the final transition into adulthood.
- (4) *Referral and responsive services, and system support* (such as peer facilitation, referrals). This includes consultation and program management.

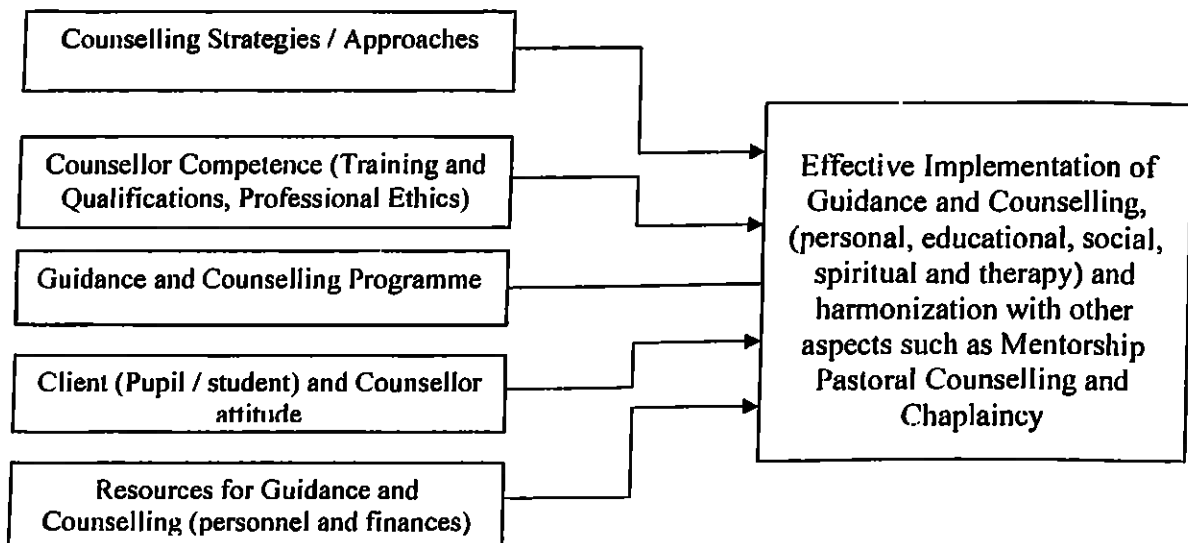
The basic attitudes and principles of counselling including professional ethics must inform the whole school counselling programme. School counsellors collaborate with parents, students, teachers, administrators, and the community. In the end, pupils and students need to be able to communicate clearly, competently, and confidently from a broad knowledge base. A comprehensive school counselling programme delivers services to specific school populations in a comprehensive model that delivers services to all pupils and students in the school. This enables the child to make thoughtful and responsible decisions. This shift is a reconceptualization of guidance and counselling services to meet the needs of the child.

The educational policy background in Kenya demonstrates that the system, schools and teachers by and large are highly receptive to counselling. In addition, they are reasonably well informed as to its nature, including the context and content. Nevertheless, the school guidance and counselling programme is not as organised or full planned. Additionally, the programme is implemented in a minority of schools. Are certain principals and perhaps teachers, parent or students hostile to the very idea of counselling? If so, why? It is also important to accept that, in several instances, the perception of counselling by schools (principals, teachers, parents, pupils and students) is highly skewed towards a directive/solution focused conceptualisation – this is based on the more traditional guidance concept of advice and information giving. This has challenges in that counselling after all may not provide the direct solutions to bullying and violence, truancy and indiscipline, school strikes and unrest, alcohol and drugs abuse as highly anticipated by the stakeholders in education and schools. Thus, there exist some strains (in several instances a blank delink) between the desire for a counselling service that is integrated into the wider school community, and therapeutic services. This is principally because counselling remains more independent and neutral and is client driven rather than the anticipated guidance and solution focused programmes expected to emancipate out of guidance, teaching and mentoring.

In essence, the school guidance and counselling programme requires a whole school approach and continuous review. Kenya like other countries must have professional associations and conferences that enable self-reflection and review of practice (Cooper & Hough, 2005; Watts & Kidd, 2000). This paper has also provided some exploration of the relationship between

social living and religion within the development of the traditional (African) context and hence guidance and counselling has also been absorbed in the education system. A whole school guidance and counselling approach must be promulgated by both the educational policy-makers and schools as a model of good practice in the delivery of guidance and counselling services in all educational institutions. This approach to guidance counselling provision is viewed as an educational objective and thus a whole school responsibility where schools are expected to collaboratively develop a school guidance plan to support the needs of their students. The role of the regular teacher in a whole school approach to guidance counselling must therefore be given utmost attention both in the education system and in empirical research. The conceptual framework below demonstrates the relationship between various facets in the guidance and counselling process. These include: counselling methods / approaches, counsellor competence including training, resource and resource materials, client (pupil/student) and counsellor attitudes. All these have influence on the impact of counselling and effective implementation in schools (*Figure 6*).

Figure 6: Conceptual Framework of Implementing Guidance and Counselling



There are a number of benefits that can be derived from the school guidance and counselling programme. Firstly, there is increased awareness of the need to address the personal, social, career and spiritual development of pupils and students. Secondly, the guidance counselling programme provides an outlet to work through the countertransference between child and

teacher. Thirdly, the experiences of the guidance and counselling programme have helped teachers manage anxiety, thus enabling the child/ren to deal with difficult issues, especially in the adolescent transitional stages. Finally, counsellors and other specialists have gradually become aware of the internal phenomenon as well as issues that affect children and continued to process the experiences. This includes the most prevalent types of intersession thoughts involved and how to best assist pupils and students as clients. Teachers and therapists' own experiences with pupils and students have also influenced their intersession experiences.

The way forward is to continue to keep the dialogue open on guidance and counselling in schools and educational institutions. Secondly, there is utmost need for professionalism in counselling psychology. Thirdly, there is need for counselling and educational conferences attended by counsellors and teachers so as to build on the more positive (perhaps desired) outcomes that can be generated from the need for counselling service. Fourthly, training is essential to harmonise counselling psychological services. Finally, there must be effective implementation of the school guidance and counselling programme. It must be emphasized that the implementation of the programme requires the services of a qualified guidance counsellor. The qualified guidance counsellor manages and co-ordinates the programme and delivers components of the programme that require particular professional expertise.

In the end, it has to be remembered that children are growing up. Schools are complex organisations with a range of factors at any one time: teachers are always preoccupied with the syllabus; parents want their children to excel in academics; and, pupils/ students want to join the most lucrative careers. Education has a global and national environment and there are political and social policies on the agenda. Then, there are the specific attitudes of principals, teachers, the community context and the needs of pupils / students. All these contribute to the educational and school policy development. Also, they are likely to impact on integrating guidance and counselling into schools. Therefore further research is needed not only in the area of educational philosophy but also perceptions in a systematic analysis of all the factors affecting the successful integration of school guidance and counselling programme (Kok-Mun & Noona, 2012; Lane, 1996; McGuiness, Alred, Cohen, Hunt & Robson, 2001; Mwamwenda, 1989). In Kenya, the educational policy outlines need for a school guidance and counselling

programme. My own suggestion like that of several scholars is that the school guidance counselling programme should be of quality and adopt a whole school approach (*Figures 3, 5 and 6*). This should involve all stakeholders, including regular teachers, teacher counsellor, parents, pupils and students. In addition, the series should be a coherent programme. This includes a comprehensive educational framework comprising framing new directions for education. In this way, the conceptual basis for education includes an understanding of child developmental and cognitive processes.

Conclusions and Recommendations

The Ministry of Education must identify various components of the school guidance and counselling programme (SGCP) and create a benchmark for effective implementation. Effective implementation enables monitoring and evaluation of the overall school guidance and counselling services against which it can be assessed in all educational institutions. The components of the school guidance and counselling programme should include: policy and mission statements; services planning; programmes and activities; a needs assessment; and, monitoring and evaluation. Included in the responsive services are counsellor competencies derived from training and adherence to professional ethics, child personality development and peer counselling services. Various developed countries like the United States of America, the United Kingdom, Canada, Australia, Austria, Hong Kong, Scotland, China and Ireland certainly have worked over most of these issues and hence Kenya can pick out areas of emphasis. For instance, career and career development in schools, colleges, higher education and in life must include informed choices. There is a positive and significant relationship between career awareness and career decision-making. Additionally, personality development, academic performance and career development must be interlinked; that way, academic performance and career development becomes essential processes of developing a person, including the self-concept, rather than the separate elements they tend to be in several schools, particularly in the developing countries. This is because according to Super (2007) self-concept is a product of complex interactions. For the child utmost development, these must include physical, spiritual and mental growth. In addition, the personal experiences and motivation of others (parents, teachers and role models), national and international trends (globalization, enhanced science and technological advancement) and environmental

characteristics as well as stimulation must apply in all areas including the remote and marginalized part of the country.

The education system and schools over-emphasis on academic competence that is associated with student's ability to manage their study load, that is, the study materials in the formal curriculum. This certainly often leaves out their personal and social development, spiritualism and leisure time. Guidance and counselling, chaplaincy and pastoral counselling, coaching and mentoring are essential components of child growth and overall development. It is also proposed that, in future, studies could be conducted to investigate the competencies needed for regular teachers and counsellors to assist pupils and students with various aspects of living such as life skills (assertiveness, decision making and conflict management), subject choices and careers as well as personality and social development. That way, schools would provide a systematic approach to helping all pupils / students to understand themselves and to develop appropriate goals in life. Moreover, the teachers and counsellors should identify personal beliefs and philosophies as to how all pupils / students can benefit from the school counselling programme. Teachers and counsellors can act on these beliefs and philosophies to guide the development, implementation and evaluation of a comprehensive school and educational counselling programme.

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**APPENDIX I Kenya Education Commission Reports and Recommendations on
Guidance and Counselling**

**APPENDIX 1 (a) Kenya Education Commission (Ominde) Report (Republic of Kenya,
1964:125 - 127)**

Guidance Services

472. It is now widely recognised among educators that motivation is as important a factor as aptitude in determining educational success. In principle, aptitude can often be measured by 'objective' means, that is, by tests externally applied and bureaucratically interpreted. Motivation, however, can only be assessed by personal consultation with, and observation of, children. Any fully developed 'guidance' service in schools makes use of both kinds of information for the purpose of ensuring that children are given courses of education and training best fitted to their needs.
473. The first major choice of alternatives arises in secondary school. This choice, in a developed system, affects all children emerging from the primary school and it is exercised progressively during the secondary school course. The mechanism of choice is exercised differently in different systems, but, in general, it relies on three kinds of evidence, namely, the results of tests, a cumulative school record and the outcome of personal interviews.
474. There are, at present, a number of reasons why it is impossible to institute a fully-fledged guidance system in Kenya. In the first place, no effective educational choice yet exists for more than a minority of those leaving the primary school. In the second place, the technique of educational testing is at an early stage of development, so far as Kenya schoolchildren are concerned. Wide differences between the primary schools, and linguistic and cultural factors, stand squarely in the way of progress towards the solution of reliable prognostic tests of aptitude. In the third place, the teaching profession in the primary school has not yet reached a point at which it is able to contribute significantly towards the accumulation of reliable and objective information about individual

children. Finally, the very rapid changes of staffing, which are taking place in our secondary schools, seriously impair sound judgements about the educational potentialities of children.

475. Despite these difficulties, and without prejudice to the ultimate form of organisation of guidance services in Kenya, we can think that a start can, and should, be made with some parts of the guidance process. We have already referred in paragraph 246 to the need of research into the possibilities of aptitude testing. We now recommend the universal use of record cards in the primary schools, on the lines of those already approved by the Inspectorate and adopted in some areas. Such records should, at the appropriate juncture, become available for inspection by headmasters of secondary schools and those responsible for admission to other institutions selecting at the end of the primary school. At first, the unfamiliarity of this procedure will reduce its objective accuracy, and therefore its value; but in due course, as primary school teachers become more familiar with the nature and purpose of these records, their reliability will increase.

476. Another important objective of guidance services is the provision of advice on careers and openings in employment. Our attention has been drawn to the proposals of the Ministry of labour and Social Services for a vocational guidance service in Kenya and we strongly support the policies suggested. These proposals envisage the preparation and use of published material on employment prospects adjusted to the use of teachers in primary and secondary schools respectively. The primary school pamphlets would furnish information on the country's economy and the composition and supply of manpower and would be related particularly to employment in semi-skilled and unskilled occupations. Those prepared for use in secondary schools would be intended to stimulate thinking about different careers and would furnish information about various industries suitable for use in group discussions. Later, pamphlets relating to careers in particular industries would be prepared.

477. It is the intention of the Ministry of Labour and Social Services to give the fullest support to careers masters and mistresses in secondary schools and, for the time being,

to work through them for the purpose of giving vocational advice to school leavers. In the long run, it will be desirable to set up a separate juvenile employment service, equipped to give vocational interviews at the school leaving stage and beyond. Such a service, however, can only be established when trained interviewers are available, when full vocational information is provided in the schools and when adequate school records are being made. The Ministry suggest that, in consultation with secondary school staff, a form of individual record for use in secondary schools should be devised and brought into general use. We suggest that these records should incorporate the primary school records, to which we refer in paragraphs 177 and 445 above.

478. We applaud all these proposals and we urge that they should be put into effect with the least possible delay. We support the Ministry's proposal for training conferences of careers masters and mistresses and for close links between them and the Employment Service. For reasons to which we refer in chapter VIII, the 'employment' problem for primary school leavers is much more complex. However, it is our opinion that primary school head teachers should be made more generally conscious than hitherto of the problems involved and that employment questions should be included among the subjects of study in the special training courses for head teachers, to which we refer in paragraph 131. We believe that a vocational guidance service can only be successful if it attracts the fullest possible understanding and support of teachers at all levels of education.

APPENDIX 1 (b) Report of the National Committee on Educational Objectives and Policies (Gacathi) Report (Republic of Kenya, 1976:150 - 152)

Guidance and Counselling

The Committee would like to emphasize that guidance and counselling is expected to play an increasingly important role in the education system. This is because the totality of the growth and development of youth does depend on guidance and counselling to ensure its appropriate integration into the values and productive activities of society. To be of use therefore such guidance and counselling should be based on the values of society regarding the expectations of what education and training should enable society to achieve. The Committee has made strong proposals elsewhere in this report regarding the importance of defining the social, cultural and economic values of society so that they can be imparted to the youth through the education system.

The current guidance and counselling service of the Ministry of Education has been traditionally aimed at guiding students to various career requirements. This is one of the reasons why it is concentrated mainly in secondary schools where education has been expanded largely in relation to manpower requirements during the first decade of independence. But even then guidance and counselling is based on the voluntary effort of teachers who feel motivated to provide it. Hitherto, it has not been a requirement of the normal duties of teachers.

It is the view of the Committee that the present guidance and counselling service of the Ministry of Education cannot be carried out effectively as long as it is left to teachers who not only have other heavy duties to attend to but are often not knowledgeable or skilled in counselling. It is proposed elsewhere in this report that provision should be made for training teachers in guidance and counselling. The Committee would also like to see recruitment of fully qualified professional teachers in this area for supervising the work of guidance and counselling in the education system.

Apart from counselling students the guidance and counselling service should also assist in

reducing conflicts between students and their parents regarding choices of education and training and various careers. The Ministry of Education will therefore be expected to expand, co-ordinate and supervise the functions of guidance and counselling, especially as it is proposed that all teachers must be trained in guidance and counselling and made to do it as one of their normal duties. This calls for an expansion of the relevant section of the Ministry of Education.

The question still remains as to how early in education should a child be counselled regarding such matters as social, economic and cultural values, responsibilities and opportunities. In general, this must be extended to primary schools as it is during this time that children show a tremendous interest in all these matters. They naturally identify themselves with personalities and careers as they learn how to succeed. In a country like Kenya where the majority of primary school children do not get the opportunity of proceeding with formal education, balanced guidance and counselling would therefore appear to be absolutely essential in primary schools.

But in order to be meaningful and less frustrating to the students and parents, guidance and counselling must be based on long-term planning of manpower development, creation of occupational opportunities and a genuine effort by the public in general to uphold the highest social, cultural and economic values of society.

The main point the Committee would like to emphasize is that guidance and counselling services must be concerned with the overall development of the person and not just about careers. It will therefore be necessary to expand the Guidance and Counselling Section of the Ministry of Education. It will also be necessary to require all teachers to undertake guidance and counselling as part of their normal duties. The following recommendations are made to facilitate these developments.

Recommendation 310

To provide the necessary resources for the expansion of the Guidance and Counselling Service of the Ministry of Education as defined in the Development Plan (1974 - 1978).

Recommendation 311

To require the head of each educational institution (or departments) to assign a member of staff to be responsible for seeing that information on Guidance and Counselling is provided to all students and teachers and that opportunities for individual guidance and counselling by teachers and parents are available at appropriate times.

Recommendation 312

To require each institution to build and use a cumulative record of students' academic performance, home background, aptitudes and interests, and special problems to facilitate guidance and counselling.

Recommendation 313

To establish courses at the University of Nairobi for training professional workers in guidance and counselling.

APPENDIX 1 (c) Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Kamunge Report, Republic of Kenya, 1988:34).

Guidance and Counselling

6.19. Guidance and counselling of the youth in secondary schools is essential in helping the identification of their individual interests, needs, and the correction and assistance to enable them to face the realities of life. The Working Party, however, noted that the guidance and counselling section in the Ministry of Education comprises only a few officers stationed at the headquarters and that some teachers have been given in-service training to undertake guidance and counselling in their schools. The training of teachers as well the teaching of Social Education and Ethics course as a subject in the secondary curriculum to enhance the provision of guidance and counselling in secondary schools are welcome developments in guidance and counselling of young people. However, each school should have a mature teacher responsible for the co-ordination of the school's guidance and counselling programme while at the same time using all teachers in guiding pupils and helping them accordingly. There is also need to decentralise the guidance and counselling services to the Provinces to effect better and closer co-ordination of these services. Subject teachers should also make pupils aware of the relationship between what they learn and work and career, and emphasise the role of the pupils as future workers, the need to develop personal discipline, proper use and management of time, work and leisure, and self-reliance. The Working Party recommends that:

- a) *Schools establish guidance and counselling programmes and senior teachers be made responsible;*
- b) *Guidance and counselling programmes should assist pupils to appreciate their role as workers and to develop right attitudes towards discipline and the management of time;*
- c) *Guidance and counselling services be decentralised to the district level.*

APPENDIX 1 (d) Totally Integrated Quality Education and Training (TIQET) Report of the Commission of Inquiry into the Education System of Kenya (Koech Report, Republic of Kenya, 1999:61-62, 68).

Guidance and Counselling Services

- 6.5.6. The guidance and counselling unit in the Ministry was created in the 1970s and staffed with a team of professionally qualified officers. The unit was providing very effective services to secondary schools and Teachers Training Colleges as well as being able to conduct in-service courses for primary school head-teachers in various districts. In addition, the unit developed a useful career guidance booklet for use by secondary school students when filling in career application forms.
- 6.5.7. The Commission has noted with concern that, this once vibrant unit is no longer as effective as it used to be. Most of the “professionally” trained personnel in this unit have since retired or been deployed to other sections. The institutional and field staff have nowhere to seek the necessary advice to help them in carrying out their guidance and counselling duties effectively.
- 6.5.8. While conducting its inquiry, the Commission observed that a large number of learners in education and training institutions were in dire need of guidance and counselling services. Cases such as those of the learners infected and/or affected by HIV/AIDS require professional guidance and counselling services not only for themselves, but also for members of their immediate families.
- 6.5.9. The Commission was informed that most of the staff in educational and training institutions who offer guidance and counselling services are not professionally trained. In view of the increase in anti-social behaviour, there is an urgent need to have adequate and professionally trained staff to handle guidance and counselling in education and training institutions throughout the country.

Recommendation 6.11.

The Commission, therefore, recommends that a national programme be instituted for the professional training of teachers to handle guidance and counselling in education and training.

6.5.10. Guidance and counselling is a necessary service in all education and training institutions. As indicated elsewhere in this chapter, professionally trained personnel should render this service. It must also be borne in mind that such personnel will be called upon to render services to parents and guardians of the learners that they are expected to cater for. This calls not only for professionalism but also for maturity and dedication to duty on the part of the teacher counsellor.

6.5.11. The Commission received submissions that a good number of learners did not seek guidance and counselling from teacher counsellors who were relatively young, even if they were professionally trained. Most students, especially the female students, were not very comfortable when being counselled by a counsellor from the opposite sex. This situation was particularly difficult for the female Muslim students. The Commission is aware of the fact that counselling involves a considerable degree of trust. The Commission observes that for counselling services to be more effective, learners need to be counselled by teachers / instructors of their own sex unless they make special requests to the contrary.

Recommendation 6.12

The Commission, therefore, recommends that Guidance and Counselling in education and training institutions be offered by professionally trained and mature members of staff and that, unless otherwise requested, students be guided and counselled on the basis of gender parity.

The Establishment of Peer Counselling Services in Educational Institutions

6.6.20. Elsewhere in this chapter, the need for professional counselling for those affected and infected with HIV/AIDS was discussed and a recommendation made for professional training of guidance and counselling staff in education and training institutions. The

Commission is of the opinion that there is also a need to institute peer-counselling services in education and training institutions throughout the country.

6.6.21 The Commission is aware of the Peer Approach Counselling by Teens (PACT) programme in other countries. In this programme, peer educators from each school are trained on their physical development, family planning, sexually transmitted diseases such as HIV/AIDS, and Communication and Counselling skills. These teenagers are then entrusted with the task of disseminating the knowledge they have learned to their peers in the schools and the local community.

6.6.22. The Commission sees the PACT as a step in the right direction, but is of the opinion that the training of peer counsellors should at all times take cognisance of the successive stages of physical, emotional and mental development of the counsellor to-be. The Commission is also of the opinion that an all-encompassing peer counselling service is more appropriate for the country. This service should combine the drama, music, IEC materials and counselling. The messages disseminated by this service should cover HIV/AIDS as well as other health problems. This would be carried out as part of co-curricular activities in education and training institutions throughout the country.

Recommendation 6.18

The Commission, therefore, recommends that peer counselling services be established in education and training institutions in the country to motivate the youth to express their desire to protect themselves against HIV/AIDS.

APPENDIX 1 (e) Task Force Report on the Re-alignment of the Education sector to the Constitution of Kenya, 2010: Towards a Globally Competitive Quality Education for Sustainable Development (Republic of Kenya, 2012).

10.0. Mentoring and Moulding to Nurture National Values

10.1. Introduction

The MoE's purpose for requiring the Task Force to consider the issue of Mentoring and Moulding in the ToRs, demonstrates the importance of an individual's right to dignified growth and development, free association and free speech. This is facilitated by the education system, which prepares individuals to participate effectively in society in an informed and acceptable way on the basis of values aimed at national cohesion and unity. Article 10 of the Constitution, 2010 contains the national values and principles of governance to be upheld by all Kenyans. Education and Training will provide the best medium of inculcating these values.

The values include:

- (a) Patriotism, national unity, sharing and devolution of power, the rule of law, democracy and participation of the people.
- (b) Human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection of the marginalized
- (c) Good governance, integrity, transparency and accountability; and
- (d) Sustainable development.

In addition, article 11 recognizes culture as the foundation of the nation and as the cumulative civilization of the Kenyan people and nation. Education and training therefore shall:

- (a) Promote all forms of national and cultural expressions through literature, the arts, traditional celebrations, science, communication, information, mass media, publications, libraries and other cultural heritage.
- (b) Recognise the role of science and indigenous technologies in the development of the nation; and
- (c) Promote the intellectual property rights of the people of Kenya.

The Kenya Vision 2030 (Republic of Kenya. 2007) further reckons that Kenya's journey towards widespread prosperity involves building a just and cohesive society that enjoys equitable development in a clean and secure environment. Some of the related major challenges that need to be addressed within the education sector include:

- a) Causes and effects of post-election violence of 2007 / 2008
- b) HIV and AIDS menace
- c) Substance abuse and related addictions

Mentoring is a long standing form of training, learning, guidance, encouragement, support and development and an increasingly popular tool for supporting personal growth and development. It involves giving help and guidance in a non-threatening way and in a manner that the mentee will appreciate the value and get empowered towards achieving set goals. Mentoring is a one-to-one relationship in which a mentor supports a mentee to achieve academic, career, social or personal goals. The mentoring process therefore is always between an experienced person, the mentor, and a new entrant or learner, the mentee. This is carried out over a prolonged period of time, providing consistent support and guidance. The knowledge, skills and attitudes acquired are especially important when the mentee goes through difficult and challenging situations or periods in life.

Moulding on the other hand is the art of shaping an object, substance or human being to a desired outlook or frame, in terms of both internal and external features; and can even include shaping mannerisms and character. It is therefore a specific and definite systematic way of impacting or inculcating principles and ethos of the society. Ideally, moulding and mentorship complement each other with moulding coming out as part of the wider process of mentoring. Mentoring and moulding are provided first by parents and once the young ones leave home, teachers, tutors and significant others take over. This involves inducting persons into values endorsed by the country, the family, community, a school, university or place of work.

A mentor is distinct from a role model. With role modelling, the individual feels they wish to mirror or copy their role model, whereas in a mentorship relationship the mentor's job is to guide the mentee, who still retains independence and volition and develops his or her own

social skills. The essence of mentoring is to bring about sustainable growth and development in young people. It can be an important role played by leaders and people in position of authority provided the motive is honest and not for purposes of personal gain or influence. At best it can establish, entrench and institute a culture of excellence over time with careful selection and training of mentors. Mentoring can also turn sour if the relationship fails to allow the mentee freedom of thought and action. In a mentorship relationship, the mentee does not learn through direct instruction but through guidance and learning from experience. The mentor becomes, in effect, the gateway to the expertise and resources the mentee needs to succeed.

There are basically three types of mentoring, namely, career/business, personal development and educational mentoring.

- (a) Personal development involves aspects of character building such as ethics, values and integrity, career exploration, communication, interpersonal relationship, network and leadership skills. This helps mentees to see things that they might ordinarily miss out on their own, thus improving their self-awareness, self-confidence and self-discipline as well as correcting areas of their character that could stand in the way of making them achieve their goals. A mentor can act as a sounding board for trying new ideas or skills by encouraging the mentee to safely take risks before leaving the nest.
- (b) Educational mentoring helps improve learners' overall academic performance and achievement. This supportive form of development leads to an increase in the learner's self-esteem and social skills. The moulding that takes place helps to shape the character by helping to pattern the behaviour of less privileged persons with the goal of achieving desired results. It also involves grooming youths so that they become effective leaders.
- (c) Career mentoring involves helping the mentee develop the necessary skills to focus on a career path that will be beneficial to both the mentee and the society as a whole. The people with the most experiences effectively pass down knowledge, facilitating faster goal achievement by providing support and innovative strategies. The mentor's experience provides valuable lessons, knowledge and attitudes to the mentee.
- (d) The essence of mentoring is to bring about sustainable growth and development in the individual. The goal is to achieve more with less as a result of optimal resource

utilization as the moulding establishes, entrenches and institutes a culture of excellence over time. Mentoring is a long-term interaction characterized by interrelation of activities, behaviours patterns, responses to challenges, proactive positive reaction to life challenges. Consequently, mentoring helps in achieving growth as well as sustaining the intellectual and economic growth, emotional stability, temperamental enrichment and possessing a positive mental attitude towards life. Mentoring provides a good foundation for others to build on with some mentees becoming future mentors.

10.2. Current Status

Currently, mentoring as practised in Kenya has often been equated with concepts such as Guidance and Counselling, Moulding and Coaching. Moulding plays a significant role in character development and good leadership through techniques employed by a mentor in making the mentee adhere to the teachings and coaching. In the mentoring process, coaching refers to facilitating the acquisition and improvement of a skill through teaching, demonstrating and role play from the mentor. On the other hand, there is observation and participation from the mentee. Coaching is thus, both theory and practice.

Guidance and Counselling and Life Skills Education services are found within different levels of the education sector. Life Skills Education entails the acquisition of abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. The teaching of such skills are therefore aimed at equipping the learner with psychosocial competences that would help him/her make informed decisions, solve problems, think creatively, communicate effectively, build healthy relationships, empathize with those in need and manage his/ her life in a healthy and productive manner.

Guidance can be defined as the expert direction or help given to someone through teaching, directing, opinion giving, exemplifying, explaining, advising and instruction to enable the person to make informed and responsible choices so as to adjust or cope with various challenges in his/ her direct environment. Counselling is a helping process through a special kind of relationship to help individuals to get access to a greater part of their personal resources as a means of responding to the challenges in life.

The Ministry of Education (MoE) established a Guidance and Counselling Unit at the inspectorate headquarters in 1971. Following various recommendations and guidelines; and considering the seriousness with which the Government of Kenya (GoK) takes Guidance and Counselling in learning institutions, the MoE has continued to improve structures and mechanisms to facilitate the establishment of guidance and counselling in schools. There is, however, a need to enhance this important service in line with the Vision 2030 and the Constitution, 2010.

10.3. Findings, Issues and Challenges

The Task Force drew on various reports, including The Ominde Report of 1964, the Gachathi Report' of 1976, the Presidential Working Party on Education and Manpower Training for the next decade and beyond of 1988, the Kamunge Report of 1988, the Development Plan, 1997-2001 and the Koech Report (Republic of Kenya, 1964; 1976; 1988a; 1997; 1999) all of which recommended the need for guidance and counselling of learners without creating the necessary support structures.

The Task Force found a common thread throughout, namely, that many good ideas have not been implemented with funding and lack of capacity as the main reasons for lack of progress in this regard. One such programme with considerable merit, Peer Education and Counselling Clubs (PECC) has not been rolled out effectively in spite of its acknowledged value. The Task Force was informed that the Primary Education Curriculum for a Life Skills Education has not been effectively resourced and teachers have been left without adequate support. Similarly in the Secondary School, whilst handbooks for Life Skills and Guidance and Counselling exist, the programmes have not been effectively monitored or evaluated.

The Task Force also found that in some cases, schools have evolved their own learner mentoring programmes with Form One students being paired with older students and with teacher-parents being attached to monitor the progress of the new students until they settle in, but such innovations have not been effectively institutionalized across all primary and secondary schools.

At university level, guidance and counselling services are normally offered through the office of the Dean of Students. Two private universities, Strathmore and African Nazarene, have a successful mentoring programme for its students.

- (a) Mentoring and Moulding and other related support services are absent at the ECDE level.
- (b) A Curriculum for Life Skills Education has been provided for Primary School and Secondary Schools levels although the effectiveness thereof is not known.
- (c) Propagation of the National Values as stipulated in the Constitution, 2010 and the Kenya Vision 2030 is not evident.
- (d) Guidance and Counselling services are provided at Secondary School and University levels although the effectiveness thereof is not known.
- (e) Although laudable efforts have been put in place, the state of guidance and counselling services in Kenyan schools and colleges is far from adequate. Guidance and counselling course content in teacher training colleges is inadequate, the majority of teacher-counsellors are not trained and very few primary schools conduct guidance and counselling.
- (f) The majority of today's learners are faced with numerous crises related to human sexuality, peer pressure, drug and substance abuse, harmful traditional practices and negative media influence. In order to adequately and effectively manage these crises, the learners require guidance and counselling services, which currently do not exist in sufficient depth.
- (g) There is lack of evidence of mentoring and moulding taking place, or indeed any satisfactory preparation being provided for new entrants into the world of work.
- (h) The curricula on life skills and guidance and counselling need to be aligned with the new Constitution (2010) and Vision 2030.

10.4. Recommendations

- (a) Develop a Mentoring and Moulding policy with clear guidelines on implementation, monitoring and evaluation in order to ensure relevance to the national values and culture.

- (b) The MoE should undertake a major review of the provision and effectiveness of Guidance and Counselling across both Primary and Secondary schools, and come up with recommendations regarding the training of teachers and the funding, monitoring and evaluation of school-based programmes.
- (c) Sponsors, parents and especially religious organizations to play an important part in Guidance and Counselling of learners. The MoE shall review and revise guidelines (rules of engagement) to govern such involvement, and provide funding for monitoring and evaluating such activities.
- (d) The MoE to work closely with TSC and training institutions to ensure that every learning institution has trained guidance, counselling and mentoring teachers in sufficient numbers.
- (e) The MoE to introduce standardized screening tools to assess persons given the responsibility of mentoring and guiding young people.
- (f) Develop guidelines for a mentoring programme for parents and guardians at different stages of the child/student in order to empower them with appropriate parenting skills. Informed parents and guardians will be involved in the mentoring of the young people.
- (g) Strengthen co-curricular activities including volunteerism and community out-reach services to enhance relevant values and introduce the young to the world of work.
- (h) Develop criteria for identifying, training and developing mentors for the various levels and categories of the stakeholders.
- (i) Services to be provided to enable learners cope with emerging issues such as HIV and AIDS, substance abuse, disasters, conflicts, violence and trauma.
- (j) Develop structured peer support initiatives in education and training institutions for service providers.
- (k) Orient the curriculum materials to integrate inculcation of relevant values and culture.
- (l) Career guidance should be structured and strengthened as part of the mentoring programme.
- (m) Establish a community out-reach service programme that promotes national unity, culture of community service and introduction to the world of work.
- (n) Develop a drug and substance abuse prevention and management policy and guidelines for learners and staff in learning institutions.

- (o) Strengthen the students' support system at higher institutions of learning.
- (p) All teachers should participate in student support as one of their core duties.
- (q) Mentoring and moulding should be integrated in topics such as Careers, Ethics, Human Relations and Family Life/Parenting.
- (r) Mentoring should be strengthened at all levels and should target new teachers and as well as parents in Basic Education.
- (s) Introduce students' support services units in all learning institutions. Guidance, counselling, moulding, mentorship and career guidance will be offered in these units.
- (t) Mentoring and moulding should form part of the teacher-training curriculum in all teachers training colleges and at the university level, and to include parental guidance on parenting skills.

11.0. *Mentorship and Moulding to nurture national values*

11.1. The Task Force noted that despite the importance of mentorship and moulding in the education sector, obvious gaps remain apparent. In particular, it is not clear where the responsibility lies among education stakeholders and those assigned have not put in place an effective programme. There is no clear policy or guidelines on mentorship by the government save for what takes place under guidance and counselling, which is not comprehensive enough.

The Task Force recommends that:

- (a) Proper positioning of mentoring and moulding at all levels with a clear policy and legislation be in place.
- (b) Partnership and collaboration with the relevant stakeholders including parents and local communities be encouraged.
- (c) National values be mainstreamed in the curriculum.
- (d) Institutional managers and teachers be provided with necessary resources to deal with emerging issues such as emerging health issues, substance abuse, violence and national values and cohesion.

Moral and Religious Values

Education and training shall inculcate moral and spiritual values, as well as, the valuing of cultural differences within the unity of Kenya. It shall instil the importance of integrity, honesty, respect for others and hard work. Further, it shall develop inter-personal skills and use the curriculum to instil these values.

Role of Faith-Based Sponsors in Education and Training

A sponsor refers to any religious organization which provided land where a school or education institution sits and has continued to provide spiritual guidance.

Roles of Sponsors should include:

- (a) Being consulted in appointment of institutional managers.
- (b) Nominating faith-based persons to manage the spiritual aspects of a school.
- (c) Participating in Board of Management as full members.
- (d) Providing spiritual leadership and guidance to the institution.
- (e) Providing ethos of the institution.
- (f) Participating in resource mobilization.

The Vision and Mission of the Church in Education

The church believes in a holistic nurture of all people; a person who is moulded physically, mentally and spiritually. Holistic nurture is the vision of Church carried out by a sponsor in the education institution. It will involve the selection of the institution leadership and a continued participation in the activities of that institution.

Religion and belief form major part of the foundation for character formation. Religious education is the subject that carries this important function in education. Most of the church-sponsored schools and those that the church lay a claim on, will be distinguished by the conspicuous presence of school chapels and or the manifestation of strong chaplaincy programmes. The church hopes to preserve this historic presence in the education sector through her sponsorship role.

APPENDIX 1 (f) Sessional Paper No. 14 of 2012 Reforming Education and Training in Kenya (Republic of Kenya, 2012)

Mentoring, Moulding and Nurturing of National Values

The Constitution 2010 prescribes the national values that need to be inculcated into all Kenyans. Education is an enabler towards this. Majority of today's learners are faced with numerous personal challenges that require them to make life-defining decisions often early on in their lives. Increasingly younger people have to handle issues dealing with sexuality, peer pressure, drug and substance abuse, harmful traditional practices and negative media influences. At the same time, they have to make sense of broader political and social changes. Providing young people with support and guidance to assist them to manage these issues effectively forms a critical part of education. The government accepts that the family and parent community have a major role to play in this regard, but nonetheless argues that education is required to provide guidance and support through the provision of life skills programmes. .

In spite of pockets of good practice in some schools and institutions, guidance, counselling and mentoring services currently do not exist in sufficient depth, nor is it provided in a comprehensive or coherent manner. Specifically, it does not address in a holistic way career/business guidance, personal development and educational mentoring. Teachers generally lack the skills necessary to provide this support, and there is lack of clarity on how parents and teachers and others can work together to provide life skills support and training, and advice on entry into the world of work. The Government through the Ministry of Education offers education guidance and counselling services dealing with children with learning difficulties and maladjustment. It also manages Special Schools for children with severe learning difficulties in conformity with the national special education needs policy. Pockets of good practice exist, but identification of children and provision generally is unsatisfactory. The present Special Education Needs policy includes provision for the inclusion of learners with mild learning disorders in main stream schools, for which few teachers have the capacity to identify and manage this group of learners.

Other challenges faced by the government include the absence of valid data, a clear understanding of the extent of these challenges, inadequate funding for the ministry's Guidance and Counselling Unit, and an overall lack of capacity in the nation's schools to provide both general guidance and counselling support and mentoring to all learners.

To address these challenges, the Government will implement the following policy: Mainstream guidance, counselling, moulding, nurturing and mentoring in Education and training institutions

To address the above policy, the Government will employ the following strategies:

- (i) Continue to implement commitment to the United Nations Convention on the Rights of the Child (CRC) (1989) and Convention of the Rights of Persons with Disability (2006).
- (ii) Restructure provision of Guidance, Counselling, Moulding and Mentoring to ensure effectiveness across education institutions.
- (iii) Require schools and teacher training institutions to implement the guidance, counselling, moulding and mentoring policies, and provide materials in support of this.
- (iv) Develop with sponsors, parents and faith groups, rules, guidelines and operational principles defining their partnership in this area.
- (v) Develop guidelines and establish implementation mechanisms for peer mentoring.
- (vi) Mobilise sustainable funding for the provision of these services.
- (vii) Introduce mentoring and moulding programmes in education institutions with a view to inculcating national values in order to promote national unity and cohesiveness.

APPENDIX 1 (g) Basic Education Act (Republic of Kenya, 2013)	
<p><i>Duty of education Boards to provide child guidance service</i></p>	<p>46. (1) Subject to the Constitution and the provisions of this Act, it shall be the duty of every County Education Board in consultation with the relevant county government to provide for education assessment and research centres including a special needs service in identified clinics in the county.</p> <p>(2) The functions of that service shall include—</p> <p>(a) the study of children with special education needs within the county;</p> <p>(b) the giving of advice to parents and teachers as to appropriate methods of education for such children;</p> <p>(c) in suitable cases, provision for the special education needs of such children in the identified clinics; and</p> <p>the giving of advice to county education boards regarding the assessment of the needs of any child under special needs education for the purposes of any of the provisions of this Act.</p>
<p><i>Functions of the Board of management</i></p>	<p>59. The functions of the Board of Management of a basic education institution shall be to-</p> <p>(a) promote the best interests of the institution and ensure its development;</p> <p>(b) promote quality education for all pupils in accordance with the standards set under this Act or any other written law;</p> <p>(c) ensure and assure the provision of proper and adequate physical facilities for the institution;</p> <p>(d) manage the institution's affairs in accordance with the rules and regulations governing the occupational safety and health;</p> <p>(e) advise the County Education Board on the staffing needs of the institution;</p> <p>(f) determine cases of pupils' discipline and make reports to the County Education Board;</p> <p>(g) prepare a comprehensive termly report on all areas of its mandate and submit the report to the County Education Board;</p> <p>(h) facilitate and ensure the provision of guidance and counseling to all learners;</p> <p>(i) provide for the welfare and observe the human rights and ensure safety of the pupils, teachers and non-teaching staff at the institution;</p>

	<ul style="list-style-type: none"> (j) encourage a culture of dialogue and participatory democratic governance at the institution; (k) promote the spirit of cohesion, integration, peace, tolerance, inclusion, elimination of hate speech, and elimination of tribalism at the institution; (l) encourage the learners, teachers and non-teaching staff and other, parents and the community, and other stakeholders to render voluntary services to the institution; (m) allow reasonable use of the facilities of the institution for community, social and other lawful purposes, subject to such reasonable and equitable conditions as it may determine including the charging of a fee; (n) administer and manage the resources of the institution; (o) receive, collect and account for any funds accruing to the institution; (p) recruit, employ and remunerate such number of non-teaching staff as may be required by the institution in accordance with this Act; and (q) perform any other function to facilitate the implementation of its functions under this Act or any other written law.
<i>Role of Sponsor</i>	<p>27. The role of the Sponsor shall be –</p> <ul style="list-style-type: none"> (a) to participate and make recommendations of review of syllabus, curriculum, books and other teaching aids; (b) representation in the School Management Committees and Board of Management; (c) to provide supervisory and advisory services in matters regarding spiritual development in schools including the appointment of chaplains at their own expense; (d) maintenance of spiritual development while safeguarding the denomination or religious adherence of others; (e) to offer financial and infrastructural support.

APPENDIX II Ministry of Education Circular Guidelines on Guidance and Counselling

MINISTRY OF EDUCATION

Telephone Nairobi 24449
When replying please quote
Ref No **INS/K/1/3/131**
and date



**CHIEF INSPECTOR OF SCHOOLS
INSPECTORATE
P.O. Box 30426
NAIROBI**

3rd December ,19 97

**TO: PROVINCIAL DIRECTORS OF EDUCATION
DISTRICT EDUCATION OFFICERS
MUNICIPAL EDUCATION OFFICERS
CITY DIRECTOR OF EDUCATION**

**PROVISION OF GUIDANCE AND COUNSELLING (G&C
IN PRIMARY AND SECONDARY SCHOOLS**

Attached is some useful information on the Provision of Guidance and Counselling in Schools.

The Ministry of Education (MOE) continues to recognize the need for strengthening Guidance and Counselling as an essential service that must be offered to every learner in Kenya. The Ministry expects all Primary and Secondary Schools to establish and sustain viable Guidance and Counselling programmes.

Your role in ensuring that this happens is crucial.

Please bring the information in this circular to the attention of all Schools within your jurisdiction.


**D.K. ROHO
CHIEF INSPECTOR OF SCHOOLS**

C.C PS, MOE

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MINISTRY OF EDUCATION

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When replying please quote

Ref. No. INS/K/1/3/132

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CHIEF INSPECTOR OF SCHOOLS
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3rd December 1997

TO ALL: PROVINCIAL DIRECTORS OF EDUCATION
DISTRICT EDUCATION OFFICERS
MUNICIPAL EDUCATION OFFICERS
CITY DIRECTOR OF EDUCATION

STRENGTHENING GUIDANCE AND COUNSELLING
(G&C) IN PRIMARY AND SECONDARY SCHOOLS

INTRODUCTION:

The Ministry of Education (MOE) established the Unit on Guidance and Counselling in 1970. This was after the realisation that plain academic work cannot produce an all rounded person who is useful to him/herself and the community he/she serves.

As a result, it is the policy of the Ministry of Education that all learning institutions establish and sustain Guidance and Counselling programmes. The Kamunge Report of 1988 (The Report of the Presidential Working Party on Education, Manpower Training in the Next Decade and Beyond) emphasized that Guidance and Counselling is useful in helping to identify individual talents, interests, needs and aptitudes. Guidance and Counselling also helps individuals to face the realities of life.

CURRENT STATUS OF GUIDANCE AND COUNSELLING:

In many Schools, there is a teacher appointed to Co-ordinate Guidance and Counselling programmes. In some secondary schools, especially, the large schools, the Teacher Service Commission (TSC) has designated some teachers as heads of department (hod). This process is still going on.

In many schools, arrangements have been made internally to appoint teacher counsellors to Co-ordinate programmes on Guidance and Counselling. This arrangement has worked quite well in a number of Schools.

INSERVICE COURSES:

The Unit of Guidance and Counselling which is based at the Ministry of Education, Inspectorate Section has been involved in the planning, Co-ordinating and implementing a number of inservice courses in the recent past. A good number of these courses have been planned jointly by the Inspectorate and Provincial or District Education officers.

From these courses, a number of issues emerged. These include:-

1. Major Problems in Schools which include some of the following:-
 - School drop out/truancy/absenteeism
 - Teenage pregnancy/abortions
 - Poor study habits/negative attitudes to education
 - Wrong choices of careers
 - Insurrection/defiance to authority/Rebellion
 - School strikes/Riots
 - Interpersonal relationships e.g. pairing up in mixed Schools, fighting, theft, bullying etc.
 - Drug, use and abuse
 - Inability to cope with peer pressure
 - Misinformation about adolescent problems
 - STD/HIV/AIDS
 - Lesbianism/homosexuality
 - Devil Worship/fanaticism
2. There is no time set aside for Guidance and Counselling programmes
3. Some headteachers do not give moral and material support to teacher Counsellors. Some even become hostile to teacher Counsellors.
4. Many teachers have not undergone inservice Courses on Guidance and Counselling since they graduated from teacher Training Colleges and Universities. Some of them find it difficult to handle Guidance and Counselling programmes with confidence.

OBSERVATIONS/RECOMMENDATIONS:

Since the Ministry of Education is committed to seeing that viable Guidance and Counselling programmes are established and sustained in the learning institutions, the following issues should be addressed.

- a) All Schools should appoint a teacher Counsellor to Co-ordinate Guidance and Counselling programmes in the institutions. The teacher counsellor should be a mature person and who can win the confidence of others. All Major discipline cases should be referred to the teacher counsellor before and after punishment.

Every School should have a Guidance and Counselling Committee. In large Schools, it should be composed of about 8 teachers. In small Schools four to five teachers will be adequate.
- b) All members of the teaching and support staff should be actively involved in Guidance and Counselling programmes. Guidance and Counselling is a collective responsibility.
- c) Students/Pupils should participate in designing programmes for Guidance and Counselling. Some should be appointed as peer Counsellors.

- 3 -

- d) The headteacher should give moral and material support to Guidance and Counselling programmes. For example, wherever possible, a room should be set aside for Guidance and Counselling. This room should be located in a private and quiet part of the School and where outside interferences are minimal. Counselling is a personal and private affair.

The counselling room should have adequate furniture, a filing cabinet and adequate stationery.

- e) Headteachers are advised to sponsor Guidance and Counselling teachers for short courses organised locally. A number of organisations have been running such courses at affordable prices, for example,

- National Council of Churches of Kenya (NCCK)
- Kenya Catholic Secretariat (KCS)
- Christian Churches Education Association (CCEA)
- Amani Counselling Centre
- Dayatar University
- Oasis Counselling Centre
- Diakonia Mission
- Plan: International
- Grace Ministries

You can also organise School based Inservice Course on Guidance and Counselling for all your staff and invite the personnel in the Guidance and Counselling Unit to help in facilitation.

- f) Guidance and Counselling programmes should be made public so that every individual in the institution is made aware of them. All should be encouraged to visit the department to look for information or to share their problems. Students should be made to realize that it is normal to have problems and it is even more honourable to share their problems with others because a problem shared is half solved.

- g) Guidance and Counselling programmes should be timetabled so that this service is provided on regular/continuous basis.

The headteacher can use his/her discretion and timetable them once a week, for example over lunch hour or during clubs.

Other suitable times for counselling are at the beginning of the term and after students do their examinations.


D.K. RONO
CHIEF INSPECTOR OF SCHOOLS

C.C PS, MOE

DE

Appendix III: The Case for Counselling: Daily Nation, Editorial

Daily NATION
KENYA'S PREMIER NEWSPAPER

Counsellors sorely needed

Published: 5/9/2005

Editorial

Whenever there is an upsurge of riots in our schools, the authorities are quick to attribute the situation to drug abuse and mismanagement.

Educationists, however, add to these the lack of proper guidance and counselling in our schools.

It is why headteachers, unable to reform unruly students like those hooked to drugs, often resort to expulsion as a way of warding off the spill-over effect.

But only last week, Education Permanent Secretary Karega Mutahi directed headteachers to keep drug abusers in school and reform them from within.

He argued that culprits were being expelled from school only for them to peddle the drugs in their communities.

Arguably, the new order has a lot of merit. But it is unlikely to work given that most schools are poorly equipped in handling issues concerning guidance and counselling.

Many of them do not have well-trained teachers or well-established counselling departments as is expected.

Even where relevant teachers exist, they have turned to classroom teaching due to staff shortage.

Higher up, despite the existence of a guidance and counselling department at the Education ministry headquarters, its activities are seldom felt in schools.

A few guidance and counselling officers are stationed at provincial and district education offices, but this hardly helps schools the way full-fledged department at those schools would.

Yet, the guidance and counselling role should not be restricted to indiscipline alone. Much of it is required to enable students in choosing careers.

Regrettably, a process through which career guidance booklets used to be distributed to secondary school students collapsed a decade ago and has never been revived.

Consequently, we witness many confused school leavers every year rushing to alter degree choices at university after realising they made the wrong choice.

A clear way out is for the Government to mount in-service guidance and counselling courses for teachers, and to empower all schools to establish relevant departments for that purpose.

APPENDIX IV School Guidance and Counselling: Emergent Themes and Sub Themes

- a. Overall school organisation and curriculum
 - School type
 - Staffing
 - Subjects offered in the curriculum
 - Student enrolment
 - Counselling training
 - Policy on guidance and counselling
- b. Guidance and counselling school programme
 - Counselling in the school
 - Understanding of guidance and counselling
 - Guidance and counselling department
 - Guidance and counselling team
 - Components of the school guidance and counselling programme
 - Counselling services
 - Teacher involvement
 - Pupil / Student involvement
 - Purpose of programme
 - Counselling issues
 - Handling counselling cases
 - Students' needs
 - Implementation of the programme
 - Confidentiality in counselling
 - Counselling rules
 - Counselling cases
 - Confidential records
 - Counselling record and record keeping
 - Counselling as a profession
 - Counselling competence (training and qualifications)
 - Counselling principles and ethics
 - Counselling supervision
 - Counselling referral
- c. Guidance and counselling personnel
 - Guidance and counselling team
 - Members of the team
 - Meetings by the guidance and counselling team
 - Involvement of other teachers
 - School sponsor
 - Other persons assisting team
 - Peer counsellors
 - Peer counsellors in school
 - Selection of peer counsellors
 - Seeking help from a peer

- Resource persons for guidance and counselling
 - Guest speakers
 - Teachers
 - Others and support services e.g. Pastors of religion
- d. Resources for guidance and counselling
 - Counselling room
 - Availability of counselling room
 - Use of the counselling room
 - Accessibility to students
 - Confidentiality
 - Time for guidance and counselling
 - Resources materials
 - Materials available for guidance and counselling
 - Budget
- e. Factors that influence counselling in the school
 - Cultural factors (phenomenological and prismatic approaches)
 - Religious factors
 - Appointment of the teacher counsellor
 - Gender (gender of the teacher counsellor and student)
 - Teachers place of residence
 - School visit for quality assurance
 - Performance in national examinations
 - Resources for guidance and counselling (Time, Finances, Personnel)
 - Other stakeholders
 - School Board of Management [BOM]
 - The school chaplain
 - The school sponsor
 - MOEST agencies
 - Parents
 - Counselling training institutions
 - Institutions offering professional counselling services
- f. Life skills education
- g. Role of guidance and counselling in the school
 - Discipline versus guidance and counselling
 - Personal and social issues (drop out, truancy etc.)
 - HIV/AIDS
 - Trauma and disaster management
- h. Way forward
 - Planning and organization of guidance and counselling programme
 - Aspects of the school guidance and counselling programme
 - Challenges facing counselling in the school
 - In-school factors
 - Out of school factors

APPENDIX V: Proposed Guidance and Counselling Policy Guidelines

- (1) All pupils and students from Early Childhood Education (ECD) through primary and secondary school shall have access to guidance and counselling services as required in the context of the resources available to the school.
- (2) Guidance and counselling services shall meet identified needs in three key areas:
 - 2.1. Personal and Social development;
 - 2.2. Educational development; and,
 - 2.3. Career development.Counselling services may be developmental, preventive or crisis-oriented.
- (3) School counsellors shall respect the confidentiality of information in accordance with professional ethics and the law.
- (4) Principals shall ensure that guidance and counselling services are available to students as outlined in this policy.
- (5) Schools through the Teachers Service Commission shall engage professionally trained counsellors who have had successful certified teaching experience.
- (6) Counsellors should be qualified professionally, and where this is not currently the case, the principal shall recruit the services of counsellors so qualified, as the opportunity arises or provide training to a suitable candidate on staff.
- (7) The roles and responsibilities of counsellors shall include the following:
 - 7.1. Group and individual counselling of pupils and students of educational, career, and personal/social issues and difficulties.
 - 7.2. Facilitating the transition from one school or grade to another by acting as a liaison with feeder schools and post-secondary institutions.
 - 7.3. Acting as a resource person to teachers in the planning, delivery, and evaluation of special needs programmes by sharing expertise with staff, parents, and community agencies.
 - 7.4. Consulting with parents, administrators, teachers and community agencies.
 - 7.5. Coordination of community services with school programmes.
 - 7.6. Provision of, or referral to services, which assist pupils and students in coping more effectively with behaviour adversely affecting their school progress, emotions and/or personal relationships.
 - 7.7. Assistance in relating pupil/students' academic/educational and career plans to their abilities, interests, and aptitudes.
 - 7.8. Other duties and responsibilities that emerge within the culture of a particular school.
- (8) Each school shall have a written guidance and counselling programme plan that is reviewed and updated annually by the school counsellor(s) with consultation with the principal and school administrative team, teachers, pupils/students and the Board of Management, and as appropriate to the needs of pupils/students.
- (9) Principals shall be responsible for monitoring and evaluating the effectiveness of the guidance and counselling services in the school, in accordance with policy procedures.