



EFPA

WORKING GROUP

PSYCHOLOGY IN THE EDUCATIONAL SYSTEM

Convenor : INGELA PALMER

REPORT to the

GENERAL ASSEMBLY 2003 in VIENNA

REPORT

WORKING GROUP ON PSYCHOLOGISTS IN THE EDUCATIONAL SYSTEM

Introduction

The Working Group (WG) has been appointed by the EFPA Executive Council, EC as a follow up to the Task Force on Psychologists in the Educational System. The report of this Task Force was accepted by the General Assembly in 2001 (see EFPA website: www.efpa.be). The WG was appointed in order to assist the EC in further developing the recommendations from this Task Force. Three members from the former Task Force were appointed to form the working group: Ingela Palmér, convenor (Sweden), Helen Bakker (The Netherlands) and Johanne Bratbo (Denmark).

Scope of work

The task for the WG was formulated by the EC, based upon the recommendations given in the former Task Force Report. The WG was asked to give the EFPA EC concrete advice on how to proceed with the following issues:

1. How to promote well-qualified psychologists in the Educational System in those countries where the situation is problematic? What could EFPA do to help?
2. Would a qualified Europsychologist be qualified to work in education and to use the title school/educational psychologist?
3. Would there be a specialisation training that could be developed to this field?

Activities

During the past period, the WG has performed the following activities:

1. Analysing the possible methods for promoting the Psychologist in the Educational System.
2. Follow up on the survey done by the former TF concerning different aspects of the actual situation of psychologists in the educational system, in order to include the countries that did not respond at that time.
3. Present a workshop at the ISPA Colloquium in 2002 in Denmark
4. Submitted a request to have a workshop at the EFPA Vienna Congress.
5. Formulate recommendations to the questions posed by the EC. These are formulated at the end of this report

The group has held three meetings: in April 2002 (Copenhagen), November 2002 (Amsterdam) and May 2003 (Brussels).

Analysis of ways of promotion and implementation of the EFPA position

The WG started with an analysis of possible ways of promotion and implementation of the EFPA position on Psychologists in the Educational System, stressing the need to define the **Target group**, and to differentiate between **Information** (one way communication) and **Dialogue** (interactive communication).

An overview of the relevant methods and elements to be considered in the processes is described in a *matrix* (see Appendix).

This matrix may also be useful for the general work of EFPA in the planning of actions of promotion and implementation in other areas.

ISPA colloquium, July 2002

The WG organized a workshop at the ISPA (International School Psychology Association) Colloquium at Nyborg in Denmark in July 2002. The Task Force Report was presented and a discussion was initiated on how to promote and develop the role of psychologists in the educational system.

The WG decided that psychologists from schools around the world were an important target group, and that the method of communication, dialogue, was in line with the intention of the content of the *matrix*, mentioned above.

About 30 international psychologists participated in the workshop. They represented Europe, both the present EU- countries and some of the new entering countries, and also the USA and Australia. The report from 2001 was generally well accepted among the participants. The discussions among the audience took place in smaller groups, based on formulated questions, and gave rise to important and interesting points of view for the future work.

Responses from the group discussions:

- General agreement on the relevance and importance of **high standards** for the psychologists working in the educational system - here translated as high standards on the graduate education. There were questions on content and consequences of the idea of a Europsychologist Diploma. Throughout the conference people showed positive interest in the process of Europsychologist Diploma.
- The question of whether a former **education/experience as a teacher** should be regarded as a needed or desirable qualification was openly discussed. Arguments in favour and against were formulated. There was a general agreement that this might be desirable but also "exclusive", and does not always enhance the role of the psychologist in education. It was also brought up that the title of Europsychologist Diploma as a generic title calls for more discussion. The question is at what point you shall start specialization and introduce the use of specific title (e.g. school psychologist, educational psychologist), and how the grand parenting of the current and experienced psychologists would be handled. It was welcomed that EFPA has intentions to make models for different situations to ease the transparency of the process of recognition.
- The presented **matrix** on different levels of services from the 2001 report was met with supportive reactions - and mutual recognition of the need for a broader perspective on the work of psychologists in the educational system - according to defined tasks, competence

and involvement on individual, group, organizational and society level. It was the mutual experience across countries that the emphasis in the daily work of the psychologists currently is focused on the individual level, often driven by political or policy developments.

Follow up:

The EC of ISPA expressed interest in the activity and the representation of an EFPA-group on this subject was welcomed and appreciated. The ISPA- EC has afterwards asked for a summary of the presentation for the ISPA website and the proceedings of the conference. There now is a link on the ISPA website to the EFPA website and Task Force Report.

Article

The WG regarded it as an important means of information to write an article on the EFPA position and the main issues in the area derived from the TF-report 2001. The article is to be used in EFPA News, websites and magazines of the MA's. A draft has been made and the final article will be ready by the end of June 2003.

The article, based on the report, will be a way to communicate with practicing psychologists in the educational system and inform other important target groups in the various countries.

In line with EFPA position, the article may serve as a way to promote and help develop the position and services of psychologists in the educational system.

Follow up on survey

The WG decided that it could be relevant to complete the overview of national situations from the 2001-survey. In that survey, 18 of the 31 MA's responded.. In May 2003 the inquiry has been sent out again to the missing 13 MA's with the request to respond no later than June 2003. The responses will be used for an updated overview, to be presented at the planned workshop at the EFPA conference in Vienna.

Furthermore, the WG formulated intentions to follow up and establish a dialogue with the MA's that in the 2001 represented a rate of psychologists in this area below 0.5 per 1000 pupils to discuss the national priorities of accessibility, services delivered and eventually need for assistance in the promotion or development of the role and position of the psychologist in education, acknowledging the national policies and perspectives. Due to time limits this task had to be postponed, but is regarded as important.

EFPA Conference in Vienna 2002

The EFPA conference in 2003 is naturally regarded as an evident chance to promote and inform on the EFPA position on this area. The WG has announced the interest of a workshop in the official program, in order to establish a dialogue with the target group, national members of MA's. The frame for the representation is agreed on and reflects the experiences at the ISPA Colloquium 2002 (see above). The WG currently awaits the final response from the organizing committee on acceptance of the workshop.

Conclusion on the questions and task formulated by the EC:

1) How to promote well-qualified psychologists in the Educational System in those countries where the situation is problematic? What could EFPA do to help?

Planned and coordinated actions on promotion and implementation on the EFPA position in the field of psychologists working in the Educational System must still be regarded with a high priority. The diffuse picture of the services and traditions in the individual member countries on this area call for ways both to get in direct dialogues and to inform about the perspectives of:

- a) services needed to meet the challenges of prevention, evaluation and intervention at both an individual, group, organizational and societal level,
- b) good enough basic education for psychologists working in this area (the Europsychologist Diploma),
- c) relevance of post graduate training, supervision, etc. to secure a high quality – promoted either as: elements/bricks to be combined to a general or individual competence development plan, a formal specialization program and title, an advanced diploma on EFPA-level, etc.

Since future developments in this area can raise many demanding discussions on national levels, it is advisable that members of a coming Task Force or Working Group are willing and have the resources to act more in a role/position as "EFPA-ambassadors" and as caretakers of the direct communication with a defined group of MA's in order to visit and meet representatives from the MA and local groups of individual members to debate and discuss the position and challenges, barriers and possible actions that could be taken to support further development on the national level.

In the previous period the WG had the chance for a workshop presentation at the ISPA Conference (International School Psychologists Association) in Denmark, July 2002. The interactive part of this session gave opportunities to go more into details, explanations on needs and services and perspectives of basic and advanced education among the group of participants (that represented both representatives of relevant official bodies of ISPA and individual members).

The WG did set up a matrix about means of communication between EFPA, WG/TF and MA's and external partners, defining the need to consider the combination of target groups and methods of communication used.

Furthermore this matrix suggests differentiating between 1) conveying information and 2) establishment of dialogues (see matrix in appendix). The WG recommends that the bodies of EFPA in the future will be more explicitly aware of systematic strategies of promotion and implementation of EFPA positions and policies – and explicitly formulate this in their action plans and recommendations in reports.

It also has to be considered how the EFPA conferences can in the future be more actively used as a platform for exchanging EFPA positions and policies – and be more focused on defined areas of interest for European psychologists.

2) Would a qualified Europsychologist be qualified to work in education and to use the title of school/educational psychologist?

In the previous period the WG has not been able to carefully consider this question since the criteria for the Europsychologist Diploma have not yet been definitely defined. The question on how to balance and acknowledge pre- and postgraduate training in different areas – such as educational psychology – is handled in the EC and the EC Diploma Group in correspondence with the 2nd phase of the EU funded Leonardo project.

In the report from the TF in 2001 the promotion of a Europsychologist Diploma is considered to be an answer to some of the vital problems of different educational levels and demands on specific qualifications (e.g. former teacher) – but the question cannot yet be finally answered. The WG expects that the requirements for basic training as well as knowledge of ethical principles will be covered by the Europsychologist Diploma, and therefore allow the Europsychologists to work in the field of the Educational System. Further specialization however will need to take place while working in the field.

3) Would there then be a specialization training that could be developed to this field?

The above conclusion means that continued training and professional development will still be necessary. The WG believes that the question of whether this should take the form of formal specialization training cannot be answered at this time. The WG strongly believes it is important to base this decision on dialogue with the MA's, and believes this should be the next step to be taken (see recommendation for a new Task Force).

Recommendations

- 1. Promotion and implementation of EFPA positions in the MA's, and use EFPA conferences as a platform and means to promote positions and establish dialogue.**
- 2. Dialogue with relevant partners, e.g. organisations like ISPA.**
- 3. Lobbying to decision makers by the EFPA EC**
- 4. Redefining a Task Force on the area with the task to analyse the situation regarding the need for postgraduate training and professional development within the area of psychologists working in the Educational System.**

The WG recommends that the EC reestablish a Task Force that will analyze and develop guidelines for continued professional training and supervision. Because of the great differences between the various countries it is important that the guidelines are developed in dialogue with the different MA's/countries, since the needs may differ.

The option of developing an Advanced Diploma may be discussed. However, emphasis should be on defining competencies and need for continued professional training, and required content.

A dialogue with both:

- 1) MA's with postgraduate specialization/training programs (areas, methods, needs, motivations and experiences) and

- 2) MA's with very low or none services in the area: needs, plans and chances for development a modern service

could form the basis for developing these guidelines for advanced training. For this purpose, both surveys and dialogues/visits with interviews to the various MA's can be useful.

Report:

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APPENDIX:

Matrix (Suggested activities for further promotion, implementation and development).

Suggested activities for further promotion, implementation and development

Target groups	Information – methods	Dialogue – methods
<p>MA of EFPA Goals:</p> <ul style="list-style-type: none"> • Promote the recommendations from the report • Secure a high level of information • Motivate for cooperation • Lay the ground for implementation (what should be done to reach the standards) 	<ul style="list-style-type: none"> • The latest edition of the report must be distributed • Report on the website • Short summary to be used by the MAs on their website with the link to EFPA • An article in English as inspiration for MAs/in MA journal • Flyers with different topics (e.g. possible services by psychologists/the matrix; training requirement; etc.) to be used for the MAs own purposes • Posters/EFPA booth at the Vienna conference 2003 	<ul style="list-style-type: none"> • Follow up on missing information from the inquiry • Workshop/Symposium on the EFPA Vienna conference in 2003 • Guest visits by the working group members if invited by any MA • Inquiry related to the ongoing national processes (regarding implementation issues)
<p>National organizations covering the relevant (related) areas Goals:</p> <ul style="list-style-type: none"> • Cooperation • Raise awareness of the competencies 	<ul style="list-style-type: none"> • Advise to link websites from e.g. ISPA (Intern. School Psychologists Association), EERA (European Educational Research Association), etc., to EFPA – and vice versa 	<ul style="list-style-type: none"> • Inquiry concerning the national organisation on psychologists in this area (e.g. internal sections/societies in the MA or external associations) and information on relevant cross national networks or associations (e.g. like ISPA) • Workshop on the ISPA conference in 2002
<p>Psychologists Goals:</p> <ul style="list-style-type: none"> • Increase awareness of professional demands, perspectives and their role practising in this area 	<ul style="list-style-type: none"> • Articles in national language • Flyers translated into national language • National organisations websites linked to EFPA 	<ul style="list-style-type: none"> • Workshops/symposia on Conferences e.g. on national level
<p>Other professionals (e.g. teachers) Goals:</p> <ul style="list-style-type: none"> • Promotion on the relevance of services • Respect of needed qualifications • Cross professional/ protoprofessional development of competences and tasks 	<ul style="list-style-type: none"> • Information material for different conferences etc, - if invited or asked for • Motivate to link websites • Flyers explaining the platforms of cross professional/ protoprofessional development 	<ul style="list-style-type: none"> • EFPA could motivate the MAs to network and cooperate with relevant national organisations • Presentations/guest visits to invited activities in their organisations – and vice versa

<p>Decision makers</p> <p>Goals:</p> <ul style="list-style-type: none"> • Promote the importance and society relevance of having psychologists in this area • Promote the importance of educational standards in correspondence with professional standards <p>Different levels:</p> <ul style="list-style-type: none"> • European/EU • National • Local 	<ul style="list-style-type: none"> • EFPA/EC formulates an official letter presenting the essential political statements and implications focusing on need for: services, adequate training, priority and resources (from the report) 	<ul style="list-style-type: none"> • EFPA/EC seeks information on key persons in relevant bodies of the EU, and lobbying for the area (e.g. assisted by the working group) • Encourage MA's to seek dialogue and lobby with governmental bodies • Encourage individual psychologists to seek dialogues on local level (e.g. school masters)
<p>Academic level (planners and professors)</p> <p>Goals:</p> <ul style="list-style-type: none"> • Promote the EFPA standard for professional psychologists in Education, in order to guarantee adequate training • Secure adequate quantity of graduates to fulfil need for psychologists • Encourage cooperation between researchers/scientists and professional psychologists 	<ul style="list-style-type: none"> • The report • Flyer with EFPA standpoint on educational standards (based on Europsychologist guidelines) • Further information can be the flyers, etc. 	<ul style="list-style-type: none"> • Conferences / working groups in which both scientist-researchers and practitioners are represented
<p>Users/Public (e.g. parents)</p> <p>Goals:</p> <ul style="list-style-type: none"> • Stimulate awareness of the availability and that they have access to psychological services • Stimulate confidence in quality in professional competences and ethical handling – based on the guidelines from the EFPA report 	<ul style="list-style-type: none"> • Formulation of flyer (e.g. a translation of the matrix) uplisting and explaining shortly the essential services • Schools websites should describe which psychological services are provided 	<ul style="list-style-type: none"> • Dialogue with relevant users, organisations or groups on national level • Individual psychologists shall be aware of best practise in work and in dialogue with the users

Different levels: <ul style="list-style-type: none">• Groups of users• Individual users (daily servicing)		
Others??		