

# **TASK FORCE**

## **ON**

# **PSYCHOLOGISTS IN THE**

## **EDUCATIONAL SYSTEM**

# **IN EUROPE**

### **EXECUTIVE SUMMARY**

The Task Force on Psychologists in the educational system in Europe was set up in Rome 1999 in order to develop an official policy concerning the psychologists in the educational system. The TF has identified that there are differences in the role of the psychologists in the EFPA countries. In order to find a common and general model for the professional role, the TF presents in this report a policy for psychologists in the educational system; the EFPA trademark for psychologists in the educational system.

The TF emphasizes the importance of the accessibility of psychological services in the educational system in all countries and wants to ensure that the issues connected with training requirements will be taken care of.

The TF states two basic policy statements for the need of psychologists and these are the children's rights and the needs of the society. The TF presents the necessity of psychological expertise and services, and gives a description of the practice and service in the schools.

The TF proposes a policy with guidelines for ensuring the quality of professional psychologists in the educational system. This guidelines consists of qualifications needed and the way to ensure and maintain the professional role of the psychologists in the educational system.

The TF recommends the General Assembly to accept this report and to give the commission to EFPA EC to follow the work of implementing this policy in the MAs.

## 1. INTRODUCTION

Psychology in the educational system is one of the important fields of applied psychology. It has been developed throughout the years and is now well established in many member association (MA) countries in Europe. In some MA countries, however, there is a shortage of psychologists in the educational system, and in some other countries the required qualifications for working as a psychologist in the educational system may vary.

Since 1993, when the General Assembly (GA) decided to establish a Task Force (TF) on "Psychologists in the educational system in Europe", EFPA has given a lot of attention to this field of applied psychology. The TF conducted a survey on the working conditions of the educational psychologists in Europe and then presented its recommendations for training, licensing, and professional practice at the GA of 1997.

The GA of 1997 decided that the TF should be set up again to continue the work that had been started. The new TF presented a report at the GA in Rome in 1999. The report described, among other things, the situation of educational psychologists in six European countries. The report brought out similarities as well as differences between the countries, and highlighted some specific problems related to the working conditions and the training of educational psychologists. The TF suggested that EFPA should agree on a general policy concerning the work of school/educational psychologists. One of the important issues was to state that, contrary to the practice in some MA countries, educational psychologists do not need a teacher's training in order to work in schools.

The present Task Force was set up at the EFPA General Assembly in Rome, 1999, and can be seen as a successor of the former TFs. One of the major tasks for this TF was to continue developing for EFPA an official policy concerning the psychologist's role in the educational system. This was also important in order to support the MAs in their national promotion of psychological services in schools.

The Task Force was established with the convenor Ingela Palmér, representing the Swedish Psychological Association. The Executive Committee liaison person has been Tuomo Tikkanen, president of the EFPA. The list of members is presented in full in appendix 1.

In the different TFs there have been representatives from 13 European countries. The current TF consists of members from 7 countries: Spain, Denmark, France, Greece, Italy, the Netherlands, Spain and Sweden.

The present TF wishes to thank all the former members for their contribution, which has been an inspiration for this report.

The present TF hereby presents a proposal for a general policy for psychologists in the educational system. It is our hope that this policy will promote the use of psychologists and the quality of psychology in the educational system in Europe.

## 2. THE COMMISSION OF THE TASK FORCE

The General Assembly in Rome, 1999, decided that the Task Force on psychologists in the educational system in Europe should continue its work.

The recommendations by the former TF were as follows:

1. To continue its work of exploration to defend the concept of the psychologists in the school
2. To start to locate and to analyse the countries where there is independent practice of psychology in school, so as to facilitate the development of one model
3. To write a text which would become official EFPA policy
4. To appeal to EFPA to lobby or send representatives to relevant committees in the European Union to emphasise the major contribution that psychologists can make

to childhood, adolescence and education, and to children, schools and families experiencing problems.

The statement that was announced at the GA stressed two important issues:

- In some countries there are problems with the working conditions and training of psychologists in the educational system
- Some countries in Europe do not have any psychologists in the educational system.

### 3. PROCEDURE

The Task Force started its work by presenting an **Action Plan** that was accepted by the Executive Committee. The TF has had four meetings during its working period. At the ICP congress in Stockholm in 2000, the TF organised a symposium on "Professional and political perspectives of the development of Educational Psychology".

In the process of carrying out its commission, the TF has used the former TF reports and analysed the specific problem areas. It has also looked into some new reports on educational psychology and educational psychologists. In order to get information about the present situation of psychologists in the educational system in Europe, the TF carried out a survey at the beginning of the year 2001. This survey will be summarised below.

The TF has defined two basic policy statements on the basis of which it will continue its work. These statements are based upon:

1. Children's rights
2. The needs of society.

The present members of the TF represent EFPA MA countries between which there are great differences in the situation of psychologists in the educational system. These differences are most obvious in the areas of accessibility of services, working conditions, training conditions and requirements. Therefore, these critical issues have received a lot of attention in the TF discussions, and will be commented on in the following parts in this report.

In its discussions, the TF has concentrated rather on identifying the common and essential principles for European psychologists in the educational system than on pointing out the differences between the countries.

The TF has also focused on how to ensure and maintain the quality of psychological work and to define the role of the psychologist. This will be discussed further ahead in the text. Finally, the report will suggest a general policy for psychologists in the educational system in Europe

### 4. ANALYSIS

The first part of the analysis starts with a report on the survey that was carried out in order to get an description of the actual situation of the psychologists in the educational system in the EFPA countries. It is followed by a definition part regarding the title of the psychologist.

In order to present a general policy on " psychologists in the educational system" there will be a presentation of the two **Basic Policy Statements** that represent the grounding for the development of the role of the psychologist. The TF has further identified the needs for the psychological expertise and services in the educational area. This is presented as **Principles for psychologists in the educational system**. The last part of the analysis presents **Guidelines for ensuring the quality of psychological work in the educational system**.

## 4.1 State of the art of psychologists in the educational system.

### Survey

The TF has analysed the actual situation regarding the psychologists in the educational systems in Europe. In order to get an overview of all the different aspects of the situation for psychologists in the different countries the TF initiated a survey. An inquiry was sent (by e-mail) to the individual member associations in EFPA and answers were received from 18 countries.

The results confirm that between the countries there are differences in the accessibility of psychological services. The accessibility of psychological services was measured as the number of psychologists per 1 000 pupils. The number varied between 0 - 2. The highest ratio in this survey, 2 psychologists per 1 000 pupils, was noted for Switzerland, followed by Denmark 1,6 and Spain 1,5.

There are also major differences concerning the required training and the rules for working as a psychologist in the school system.

In four of the countries there are special educational programs or rules concerning the training of psychologists in the educational system. In three of the countries the psychologists also need to be qualified teachers in order to work in the educational system. Also, in three of the countries there are restrictions on which types of psychologists are allowed to work in this field. For the details of the survey, see appendix 2.

## 4.2 Definition

In the different member countries of EFPA there are different labels used for the psychologists in the educational system. The psychologists in the educational system are called school psychologists, educational psychologists, and psychologists in the school or in the educational system. There are also different formulations regarding the professional area: school psychology, educational psychology and psychology needed for work as a professional psychologist in the educational system. The TF will use the following title for the professional psychologist in the educational system:

### **Psychologist in the Educational System.**

The TF suggests that the psychologist in the educational system be defined as follows:

**The psychologist in the educational system is a professional psychologist with a Master's degree in psychology and expertise in the field of education.**

The role of the psychologist and the qualifications needed will be commented on in the following sections of the report.

## 4.3 Basic Policy Statements

The TF presents two Basic policy statements, which can be seen as a basis for the work of professional psychologists in the educational system. These basic policy statements are:

1. Children's rights
2. The needs of society.

### 4. 3. 1 Children's rights

In accordance with the Convention on the Rights of the Child, (articles 19, 28 and 29), the TF wants to emphasise the right of all children to receive education. This not only includes making education available to all, but also obliges governments to take all appropriate measures to create an EFPA Task Force on Psychologists in the Educational System – Report GA London 2001

optimal learning environment, which is directed towards the development of the child's personality, talents and mental and physical abilities to their fullest potential. Education should be directed towards the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilisations different from his or her own. Education should also be directed towards the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.

Also, governments should take measures to encourage regular attendance at schools and the reduction of dropout rates.

Finally, they should take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the Convention. (Convention of the Rights of the Child, article 28 and 29).

Governments should also ensure to the maximum extent possible the development of the child. (Article 6)

As far as children with special needs are concerned, according to the Convention, these children have the right to recognition of their special needs, and should have effective access to and receive education, training, and health care services. They should have the right to have preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development (article 23).

In order to achieve this, exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children is promoted, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services.

Other children's rights that are of great importance and that can and should at least partially be met within the educational system are:

the right for protection from abuse and neglect (article 19) and the right for a standard of living adequate for the child's physical, mental, spiritual, moral and social development (article 27)

Psychologists in the educational system can contribute to all of these goals by providing knowledge about development and learning, by helping to create an optimal learning environment in which schools can provide an optimal fit between the developmental level and the individual needs of the students, and the teaching and educational facilities.

Psychologists could also play a crucial role with children with special needs. They have scientific knowledge about development, psychopathology, and special needs, as well as about prevention, training and intervention programs, and techniques that can contribute to the development of these children.

## **Statement**

The role of the psychologist is important in providing a learning environment that is consistent with the Convention on the rights of the children.

### **4. 3. 2 The needs of society**

The professional psychological expertise in the educational system can support the development of education and improve the well being of children so that the children's rights discussed above could be satisfactorily met. The psychologist can also offer knowledge and services at a societal level in their preventive work. The psychologist can be involved in the educational and social

context to prevent the appearance or to minimise the effects of problems connected with educational and social development.

The preventive perspective includes interventions both in relation to educational agents and to the development of specific programs concerning health issues and other projects generally related to education for social awareness.

Preventive work can be carried out in several areas and at different levels. In order to promote and develop adequate methods it is important to have access to professional psychological knowledge. Such knowledge includes developmental, social, clinical and other relevant psychological sciences.

The TF considers it necessary that psychological expertise and services are available in schools. In an ideal situation these could be used by children, their parents, teachers and the educational system alike.

The need for prevention and early intervention can also be considered from an economical point of view. It may well be financially profitable to use psychologists with their professional knowledge, because in that way some problems can be handled before they get more severe and thus more expensive to treat. This would mean that both human suffering and the financial costs for society could be reduced. Psychological counselling, preventive work and early interventions are important areas of practice for the professional psychologist in the educational system.

## **Statement**

The psychologists in the educational system play an important role in responding to the needs of society

## **4. 4 Essential principles for psychologists in the educational system**

The TF has formulated the most essential principles for the psychologists in the educational system. These principles concern the functions and tasks of the psychologists and the different levels of work in the educational system.

### **4.4.1 The necessity of psychological expertise and services in the educational system**

Psychological services in the educational system should be characterised by both the broadness of knowledge and special expertise. The development and demands of the educational system and the educational demands for the children in the future will make psychological services even more important in the school system. The psychologist can work at different levels in the educational system, and the TF wants to emphasise the importance of this.

The relevant levels are the following: society, the school system, groups, and the individual.

The TF has identified the needs for psychological services at these different levels in the educational system. The following section includes a description of how professional psychologists can apply their knowledge and provide services in the educational system in general and at its different levels. The necessity of psychological expertise and services in the educational system will be underlined.

### **The needs of society**

The development of modern European welfare states and the cultural interaction caused by globalisation increasingly demands labour force that is well educated, qualified and culturally open-minded. Therefore, we need a pedagogically and psychologically good educational system. In the future, all European countries should promote such conditions for development that hinder the polarisation of the population into educated and non-educated groups and prevent personality, health and social problems which can cause early dropping out of school. Through the educational system

the society must show respect to the parents, families and social networks of importance, and welcome the parents' insight into and co-operation with the schools.

## The needs of the system and of groups

Professional expertise provided by psychologists in the educational system can give valuable support to the development the quality and frame of education and to children's well being in general. In order to develop methods for preventing e.g. bullying and dropping out of school it is important to have psychological professional knowledge within the school system. The services delivered by the psychologists in the educational system should be characterised by both broadness in developmental, pedagogical, clinical and sociological sciences and by special expertise, based upon a full education as psychologist combined with relevant post-graduate training.

The psychologist can bring knowledge and services at an institutional and societal level in their preventive work. The psychologist can be involved in the educational and social context to prevent the appearance or minimise the effects of alterations in general, educational and social development.

The preventive perspective includes interventions both in relation to educational agents and to the development of specific programs: health education, sex/emotional education, awareness of drugs cultural integration/anti-racism projects and other social awareness programs.

Preventive work can be carried out in several areas and at different levels. One important area is to develop methods to prevent mobbing among the pupils, and to observe and handle symptoms of abuse. These can be connected with family problems or special needs caused by learning disabilities or personal deficits. Preventing dropping out of school is of utmost importance as well.

## Individual needs

In addition to these important interventions, the psychologist must have resources for providing aid at the individual level. The psychologist must show respect and concern for the individual child. He/she must have expertise in testing and evaluating complex difficulties arising from behavioural maladjustment and acting out, lack of motivation, retardation in intellectual development, physical handicaps, anxiety, maltreatment or abuse, drug problems, etc. Furthermore, the psychologist should be able to provide consultation, supervision and therapeutic methods and settings, and to give guidance and training connected with specific situations of individual children.

The psychologist must therefore be able to meet the challenges and needs of the children, the school, the families and of society with a broad professional competence. The attitude of the psychologist should signal the ability to analyse the situations and relations from all relevant viewpoints: individual, group and holistic. Furthermore, the psychologist must be able to work as a member of a multiprofessional team that works in the school system (including specialists on speech disorders, medical doctors, physical therapists, pedagogical consultants, social workers). The attitude of the psychologist needs to be active, and he/she should formulate the role of the psychologist very clearly in order to avoid role confusion that can harm the quality of work or create ethical problems. Furthermore, it is essential to define the priorities when the available resources are not adequate to meet all the needs with which the psychologist is being confronted.

### 4.4.2 Matrix illustration: Challenges for the psychologist in the educational system

Because of the demanding role of the modern educational psychologist who is facing the growing needs in schools, the TF finds it useful to view the actions and skills needed at four different levels: society, the school system, groups, and the individual. The main functions of the psychologist have also been divided into three categories: Prevention, Evaluation and Intervention.

See the matrix on the next page.

Function/Level	Society	School system	Group	Individual
<b>Prevention</b>	<p>Provide information on living conditions, psychological development, and risk factors</p> <p>Initiate research programs in relevant areas</p> <p>Influence legal regulation in areas that affect the educational system, its working environment, and given resources</p>	<p>Provide Counselling for teachers, administrators and parents</p> <p>Initiate projects in relevant areas</p> <p>Encourage useful structural changes</p> <p>Promote changes in pedagogical thinking and tradition when needed.</p> <p>Initiate the formulation of action plans</p>	<p>Provide counselling</p> <p>Provide supervision</p> <p>Stimulate teamwork</p> <p>Observe group behaviour and interaction</p> <p>Provide information/knowledge</p> <p>Support the execution of relevant projects (e.g. learning, mobbing, drugs, abuse)</p>	<p>Offer consultation</p> <p>Offer supervision</p> <p>Observe individual symptoms and interaction skills</p>
<b>Evaluation</b>	<p>Analysis of data samples for documentation on group, local, regional or national level.</p> <p>Define the necessary psychological knowledge, skills and methods in the evaluation</p>	<p>Follow up on projects and the methods used</p> <p>Follow up on action plans</p> <p>Transfer new knowledge into practise</p>	<p>Interviews, questionnaires, videotaping, etc. to identify and examine groups in order to distinguish:</p> <p>Cultural aspects and social norms and interaction</p> <p>Intellectual levels and needs</p> <p>Motivation for change etc.</p>	<p>Examination (evaluation) by interviews, questionnaires or testing in order to distinguish:</p> <p>Intellectual functioning</p> <p>Learning disabilities</p> <p>Behavioural problems</p> <p>Emotional or personality problems</p> <p>Social or family problems</p> <p>Need for further examination (e.g. neurology, psychiatry).</p> <p>Evaluation should be oriented towards treatment</p>
<b>Intervention</b>	<p>Influence legal regulation concerning the educational system</p> <p>Support the access to psychological services</p> <p>Clear definition of the competence needed for psychological practice</p> <p>Improve the working conditions for teams of psychologists at all levels (school, local, communal, regional)</p>	<p>Promote co-ordinated routines and provide methods for teamwork (also, cross-professional teams)</p> <p>Execute relevant parts of action plans</p> <p>Provide training and information as part of special programs for teachers or parents</p>	<p>Initiate projects for groups of teachers, children or their parents</p> <p>Lead or supervise training groups</p> <p>Lead or supervise therapeutic groups, e.g. family therapy</p> <p>Develop new methods and materials for psychological-pedagogical use</p>	<p>Offer or provide:</p> <p>Special education</p> <p>Specific training</p> <p>Therapy</p> <p>Change of school</p> <p>Change of class</p> <p>Develop new materials (tests and training)</p> <p>Co-ordinate relevant external assistance to examination, etc.</p> <p>Seek and participate in relevant supplementary (post-graduate) training</p>

## Statement:

The TF considers it necessary that psychological expertise and services are available in schools. In an ideal situation these could be used by children, their parents, teachers and the educational system alike.

The services delivered by the psychologists in the educational system should be characterised by both broadness in developmental, pedagogical, clinical and sociological sciences and by special expertise, based upon a full education as psychologist combined with relevant post-graduate training.

## 4.5 Guidelines to ensure the quality of Professional Psychologists in the Educational System

The TF will present guidelines on the issue of how to ensure the quality of the professional psychologists in the educational system. The necessary qualifications are determined, and suggestions are provided on how to ensure the quality of the professional role.

### 4.5.1 Qualifications for psychologists in the educational system

In order to maintain the psychological profession and to guarantee the professional standards it is necessary that the standards for the training and the qualifications are high. For the professionals working as psychologists in the educational system it is necessary that the following qualifications be fulfilled.

- **Adequate training**

The training of the psychologist should be based upon a broad and solid academic training (the level of Master's degree) in psychology, including all the relevant areas of psychology.

The content of the psychologist's work in the educational system and the services that have to be delivered there require training in different areas of psychology, such as developmental psychology and psychopathology, cognitive and learning psychology, social and organisational psychology, assessment and psychometrics, and intervention techniques.

The psychologist ought to be able to look at the child within the total context of his/her development: the family, the school, and the social environment in general are all important. The psychologist has to also meet the demands of the school and the educational system at a structural level: the work can include such tasks as organisation and planning of prevention programs. Therefore, the psychologist in the educational system needs a broad psychological training as well as training in the relevant specialisation areas.

The TF states that the training for the psychologists in the educational system should be at the same academic and professional level as for the other professional psychologists in the country.

At the moment the extensiveness of the training required varies in some MA countries between different fields of psychology. The TF recommends that the training should always reach at least the minimum requirements for working as a psychologist in general.

In accordance with the EFPA policy on the training of psychologists and referring to the Euro PsyT project (2001) the training period should be six, 6, years for independent practice. This means at least a minimum of five years of training: 3 years of BA studies and 2 years of training to complete the Master's level and at least one year of supervised practice. This is in accordance with the recommendations from the Euro PsyT project.

- **Statement**

In accordance with the EFPA policy on the training of psychologists and referring to the Euro PsyT project, the TF states that the training should consist at a minimum of five years of academic studies and at least one year of supervised practice.

- **Ethical principles**

The professional psychologist in the educational system should be aware of the ethical codes of the profession (the general EFPA MetaCode of Ethics).

The psychologist must also perform his/her work in accordance with the United Nations' Declaration of Children's rights.

The national laws and directions concerning e.g. confidentiality and information exchange, and the national codes of ethics are also to be followed by the psychologist.

## **Statement**

All psychologists in the educational system should perform their work in accordance with the EFPA MetaCode of Ethics.

- **Certification and licensing**

The TF suggests that the training qualifications mentioned above should be defined as the EFPA standard for psychologists working in the educational system. MA countries differ in their policies in terms of certification (authorization or licensing). The TF proposes a formal certification (authorization or licensing) for the professional psychologists in the different fields of applied psychology; this naturally includes the psychologists working in the educational system. Depending on the national tradition or actual status, either the professional association, the state, or the university could be the authority in granting the psychologists' licenses to practice. The TF recommends that such a certification should be based upon training and supervision that meets both the national standards and the above-mentioned EFPA requirements.

The TF recommends that EFPA adopt this as the standard for psychologists in the educational system.

## **Statement**

The TF recommends that there should be a general certification for professional psychologists including psychologists in the educational system.

### **4.5.2 To ensure and maintain continued professionalism**

In order to ensure the professional role and a high level of competence it is important that the basic training of psychologists has high standards, that the ethical codes are well known and that there is a certification for working as a professional psychologist.

However, in order to ensure and maintain a continued high level of professionalism, it is necessary that supplementary training and supervision are provided, and that the professional role of the psychologist is clear.

- **Continued professional training**

For the professional psychologist it is important to keep up with new knowledge, the developments in scientific research and theory, and new methods and tools. Because of the ever-changing nature of society and the educational system, the educational psychologist has to be able to keep up with and apply new psychological knowledge in his/her work.

Interest in research in the field of psychology in the educational system is of crucial importance in order to secure the professional role.

To maintain the professional role and to develop one's competence it is important to have access to scientifically proved psychological methods (e.g. testing, therapy, consultations etc).

- **Supervision**

From the viewpoint of maintaining a high level of professional expertise, it is important that the psychologist has access to supervision. Supervision should be an integral part of continuous professional development.

- **Clear professional role and position**

The role and the position of the psychologist in school need to be clarified. It is important that the psychologist can consult professional colleagues and /or is working as a member of a team providing psychological services.

To prevent the psychologist from becoming isolated and losing touch with the profession it is important to seek networks with colleagues. There are different ways to achieve this. It could mean working in psychologists' teams, having professional colleagues for support and consultation, and/or participating in group supervision.

It is important to maintain professional competence and to make it clear that it is psychologists who have the responsibility for the use of psychological methods and the providing of psychological services in the educational system.

- **Professional organisations**

The member associations and the professional associations can play an important role in the improvement of the working conditions and professional issues concerning the psychologist in the educational system. They can help develop professional training and practice and provide the psychologist with general support.

## **5. PROPOSAL FOR A GENERAL EFPA POLICY**

The TF presents a general policy for psychologists in the educational system in the MA countries of EFPA. It is based upon basic policy statements on children's rights and the needs of society. The TF formulates the most essential principles for the professional psychologist in the educational system and describes the functions and the different levels of work in the educational system. The principles emphasise the necessity of psychological expertise and services. The qualifications needed for the psychologist in the educational system and the ways to ensure the quality of the psychologist are defined in the Guidelines section.

The TF suggests a title for the professional psychologist working in the educational system:

*Psychologist in the educational system.*

The general policy for psychologists in the educational system will include the components described below. The TF will state this as:

## The EFPA Trademark for Psychologists in the Educational System:

- **Definition**  
Psychologist in the educational system
- **Basic policy statements**  
Children's rights  
The needs of society
- **Essential principles**  
The necessity of psychological expertise and services.  
Description of the practice and services
- **Guidelines to ensure the quality**
  - Qualifications needed**
    - Adequate training
    - Ethical principles
    - Certification
  - To ensure the professional role**
    - Continued professional training
    - Supervision
    - Clear professional role
    - Professional organisations

## 6. FUTURE TASKS FOR EFPA AND THE MAs

The TF has identified the problems and differences in the role of the psychologist in the educational system in the MA countries. The TF wants to emphasise the importance of the accessibility of psychological services in the educational system in all the countries and wants to ensure that the issues connected with training requirements will be taken care of. The TF proposes that the professional role of the psychologist in the educational system be in accordance with:  
The EFPA trademark for psychologists in the educational system.

This means that actions should be taken on the national level, in EFPA, and in the EU in order to meet the requirements of this statement.

The actions to be taken include activities in different fields and with different associations (professional associations, scientific associations, political associations, or other relevant contacts). The EFPA trademark for psychologists in the educational system should be formulated and designed in such a way that it can be published on the EFPA website and as a paper brochure.

It is now important that this policy is followed in the Member Associations of EFPA. The TF also proposes that the EFPA EC would closely supervise this process in the coming years.

The TF regards that EFPA has a great role in supporting and encouraging the MAs to act according to the statements. The TF has the highest respect for those MA countries, which might have a long way to go before the ideal standards will be reached.

We do, however, propose this statement as a common policy for professional psychologists in the educational system in all EFPA member countries.

## 7. RECOMMENDATIONS

The TF will recommend the General Assembly to

- accept the report
- give EFPA EC the commission to follow the process of implementing the EFPA policy on psychologists in the educational system in the MAs
- give EFPA EC the commission of presenting "the EFPA policy for psychologists in the educational system" on EFPA website and as a paper brochure.

Appendix 1

**MEMBERS OF THE TASK FORCE**

Marie Antonia Alvarez Monteserin	Spain
Helen E. Bakker	The Netherlands
Johanne Bratbo	Denmark
Ingela Palmér	Sweden
Marie-Jeanne Robineau	France
Pierangelo Sardi	Italy
Nena Vlassa	Greece
Carlo Alberto Cavallo from January 2001	Italy

## Appendix 2

**EFPA: Task force on Educational Psychology (1999-2001)**Inquiry on national situations*(The answers reported are summaries of answers from national institutions answers)**Do you have at the moment psychologists allocated to serve the schools?*

<i>Aust.</i>	<i>Belg.</i>	<i>Croat.</i>	<i>Cypr.</i>	<i>Denm.</i>	<i>Finl.</i>	<i>Fra.</i>	<i>Ger.</i>	<i>Irel.</i>	<i>It.</i>	<i>Lux.</i>	<i>Lith.</i>	<i>Neth.</i>	<i>Slovak.</i>	<i>Sloven.</i>	<i>Spain</i>	<i>Swed.</i>	<i>Switz.</i>
<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>no</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>

*What is the number of psychologists registered in this field? How many pupils are served?*

	<i>Aust.</i>	<i>Belg.</i>	<i>Croat</i>	<i>Cypr.</i>	<i>Denm.</i>	<i>Finl.</i>	<i>Fra.</i>	<i>Ger.</i>	<i>Irel.</i>	<i>It.</i>	<i>Lux.</i>	<i>Lith</i>	<i>Neth.</i>	<i>Slovak.</i>	<i>Sloven.</i>	<i>Spain</i>	<i>Swed.</i>	<i>Swit</i>
<i>n° psych.</i>	130	450	350	16	1025	130	8000	1050	90	0	54		1500	60	300	3400	305	
<i>n° pupils</i>	609050	1108160	610000	149886	614103	580000			824000		31331		2400000	622665		5700000	1021140	

*What is the ratio psychologist for 1000 pupils?*

<i>Aust.</i>	<i>Belg.</i>	<i>Croat.</i>	<i>Cypr.</i>	<i>Denm.</i>	<i>Finl.</i>	<i>Fra.</i>	<i>Ger.</i>	<i>Irel.</i>	<i>It.</i>	<i>Lux.</i>	<i>Lith.</i>	<i>Neth.</i>	<i>Slovak.</i>	<i>Sloven.</i>	<i>Spain</i>	<i>Swed.</i>	<i>Switz.</i>
0,02	0,5	0,5	0,1	1,6	0,5	1	0,06	0,5	0	0,5	0,5	0,5	0,5	0,5	1,5	0,3	2

*Do you at the moment have special educational programs or rules concerning the education needed to be allowed to serve as a psychologist within the school/educational system?*

<i>Aust.</i>	<i>Belg.</i>	<i>Croat.</i>	<i>Cypr.</i>	<i>Denm.</i>	<i>Finl.</i>	<i>Fra.</i>	<i>Ger.</i>	<i>Irel.</i>	<i>It.</i>	<i>Lux.</i>	<i>Lith.</i>	<i>Neth.</i>	<i>Slovak.</i>	<i>Sloven.</i>	<i>Spain</i>	<i>Swed.</i>	<i>Switz.</i>
<i>no</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>no</i>

*Do you at the moment have special demands on qualification, such as former education as a teacher?*

<i>Aust.</i>	<i>Belg.</i>	<i>Croat.</i>	<i>Cypr.</i>	<i>Denm.</i>	<i>Finl.</i>	<i>Fra.</i>	<i>Ger.</i>	<i>Irel.</i>	<i>It.</i>	<i>Lux.</i>	<i>Lith.</i>	<i>Neth.</i>	<i>Slovak.</i>	<i>Sloven.</i>	<i>Spain</i>	<i>Swed.</i>	<i>Switz.</i>
<i>no</i>	<i>no</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>no</i>	<i>unclear</i>	<i>no</i>	<i>unclear</i>	<i>no</i>	<i>no</i>	<i>no</i>	<i>no</i>

*Do you at the moment have any special post-graduate training needed?*

<i>Aust.</i>	<i>Belg.</i>	<i>Croat.</i>	<i>Cypr.</i>	<i>Denm.</i>	<i>Finl.</i>	<i>Fra.</i>	<i>Ger.</i>	<i>Irel.</i>	<i>It.</i>	<i>Lux.</i>	<i>Lith.</i>	<i>Neth.</i>	<i>Slovak.</i>	<i>Sloven.</i>	<i>Spain</i>	<i>Swed.</i>	<i>Switz.</i>
<i>yes</i>	<i>no</i>	<i>no</i>	<i>yes</i>	<i>yes</i>	<i>no</i>	<i>no</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>no</i>	<i>unclear</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>no</i>	<i>no</i>	<i>yes</i>

*Do some psychologist have exclusive right to serve and practise within this field (e.g. caused to demands on special education/training)?*

<i>Aust.</i>	<i>Belg.</i>	<i>Croat.</i>	<i>Cypr.</i>	<i>Denm.</i>	<i>Finl.</i>	<i>Fra.</i>	<i>Ger.</i>	<i>Irel.</i>	<i>It.</i>	<i>Lux.</i>	<i>Lith.</i>	<i>Neth.</i>	<i>Slovak.</i>	<i>Sloven.</i>	<i>Spain</i>	<i>Swed.</i>	<i>Switz.</i>
<i>yes</i>	<i>no</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>no</i>	<i>unclear</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>no</i>

*Are all psychologists allowed to serve within this field?*

<i>Aust.</i>	<i>Belg.</i>	<i>Croat.</i>	<i>Cypr.</i>	<i>Denm.</i>	<i>Finl.</i>	<i>Fra.</i>	<i>Ger.</i>	<i>Irel.</i>	<i>It.</i>	<i>Lux.</i>	<i>Lith.</i>	<i>Neth.</i>	<i>Slovak.</i>	<i>Sloven.</i>	<i>Spain</i>	<i>Swed.</i>	<i>Switz.</i>
<i>no</i>	<i>yes</i>	<i>yes</i>	<i>no</i>	<i>yes</i>	<i>yes</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>no</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>	

*If yes, do psychologists need to attend a special post graduate training program?*

<i>Aust.</i>	<i>Belg.</i>	<i>Croat.</i>	<i>Cypr.</i>	<i>Denm.</i>	<i>Finl.</i>	<i>Fra.</i>	<i>Ger.</i>	<i>Irel.</i>	<i>It.</i>	<i>Lux.</i>	<i>Lith.</i>	<i>Neth.</i>	<i>Slovak.</i>	<i>Sloven.</i>	<i>Spain</i>	<i>Swed.</i>	<i>Switz.</i>
	<i>no</i>	<i>no</i>		<i>x</i>	<i>no</i>		<i>no</i>	<i>no</i>	<i>no</i>	<i>yes</i>	<i>x</i>	<i>no</i>	<i>x</i>	<i>no</i>	<i>no</i>	<i>no</i>	<i>x</i>

*X : Do not need to, but it is expected or it is a tradition.*

*Is your association involved in post graduate training and activitites for psychologist within the educational/school area:*

<i>Aust.</i>	<i>Belg.</i>	<i>Croat.</i>	<i>Cypr.</i>	<i>Denm.</i>	<i>Finl.</i>	<i>Fra.</i>	<i>Ger.</i>	<i>Irel.</i>	<i>It.</i>	<i>Lux.</i>	<i>Lith.</i>	<i>Neth.</i>	<i>Slovak.</i>	<i>Sloven.</i>	<i>Spain</i>	<i>Swed.</i>	<i>Switz.</i>
<i>no</i>	<i>yes</i>	<i>no</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>no</i>	<i>no</i>	<i>yes</i>	<i>no</i>	<i>no</i>	<i>no</i>	<i>no/yes</i>	<i>no</i>	<i>no</i>	<i>yes</i>	<i>yes</i>	<i>yes</i>

*The neth: do not provide training, but do have sections focussing on education and ed. psychology, wich organize workshops and meetings ; also: organize symposia*