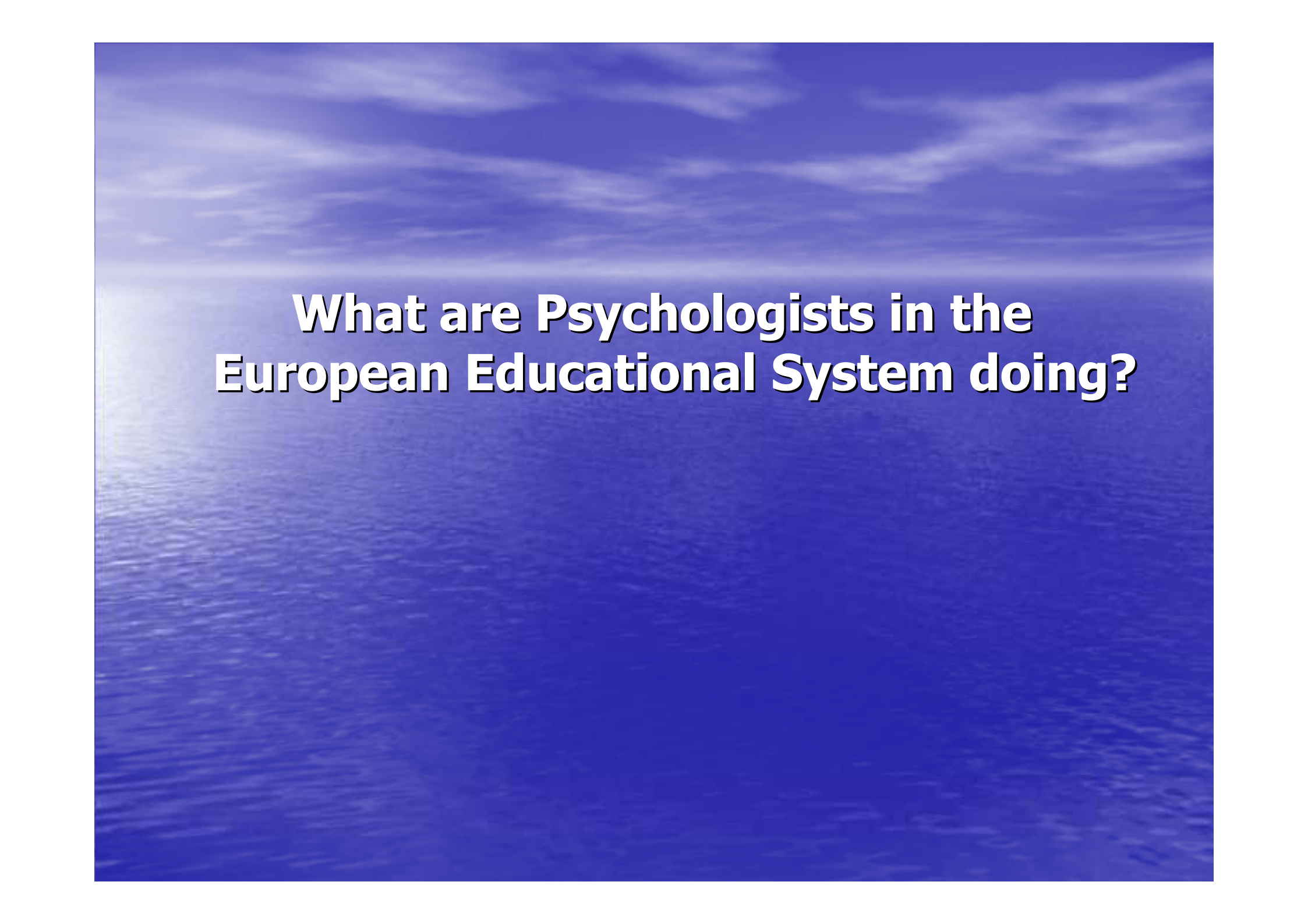


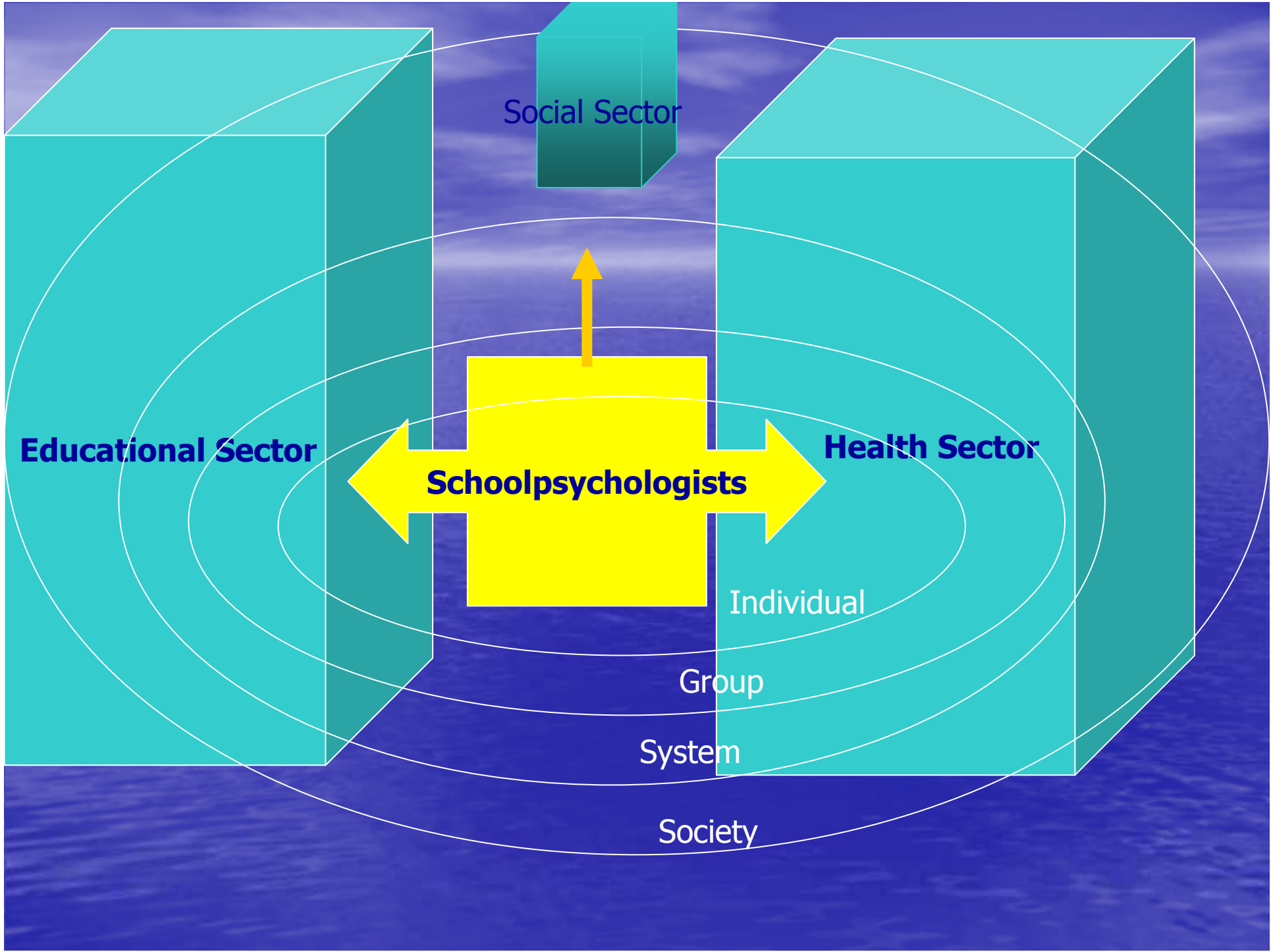
**NETWORK OF EUROPEAN  
PSYCHOLOGISTS IN THE  
EDUCATIONAL SYSTEM**

**N.E.P.E.S.**



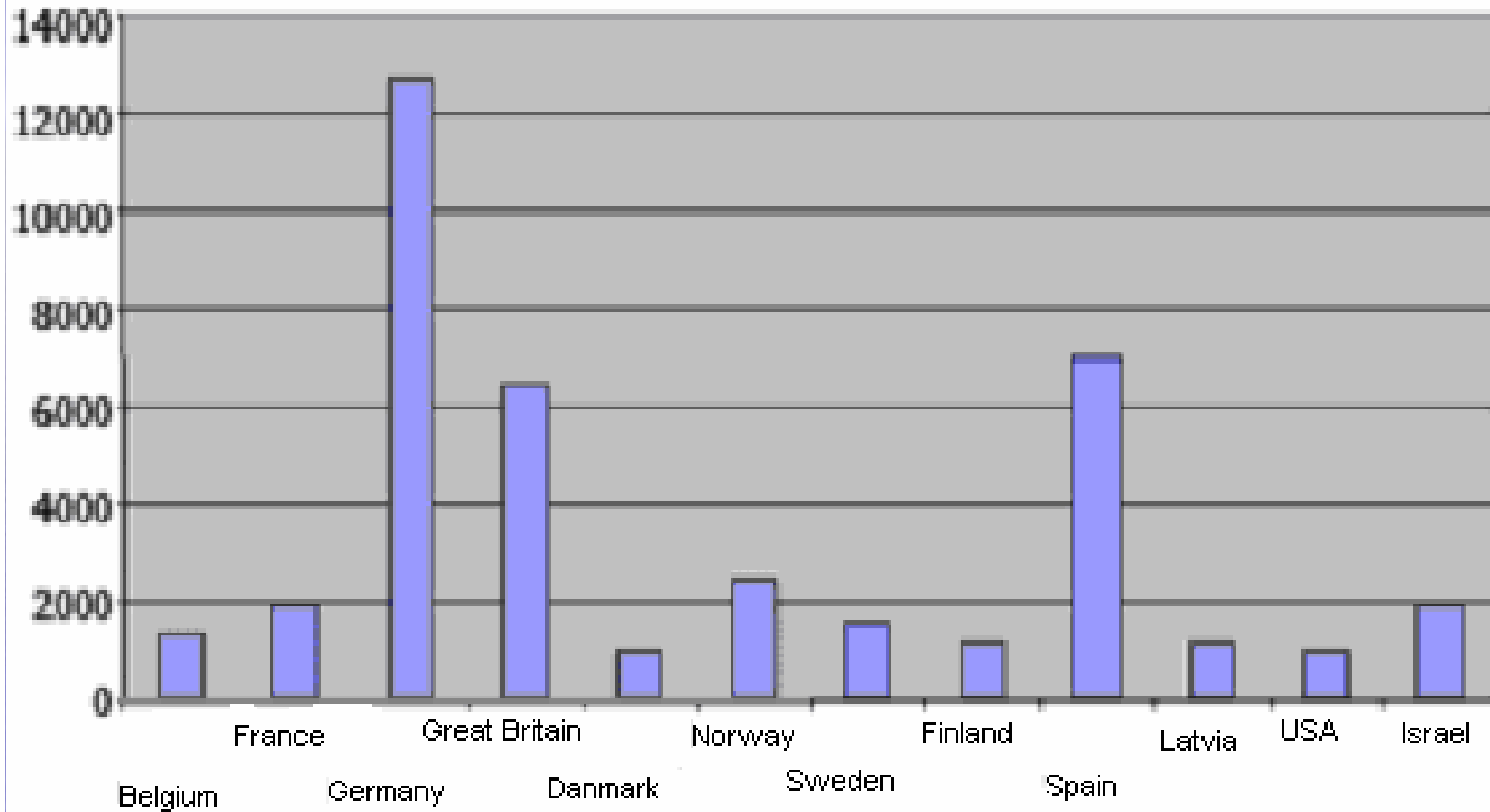
**What are Psychologists in the  
European Educational System doing?**

Psychologists in the Educational System have a **key position** bridging the **mental health** sector, the **educational** sector and the **social** sector



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 European countries. In some countries, however, there is a **shortage of psychologists in the educational system**, and the required qualifications for working as a psychologist in the educational system may vary

### PUPILS PER EDUCATIONAL PSYCHOLOGIST



Source: Seifried, BDP 2006

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

**A psychologist in the educational system is comparable to a medical general practitioner in the health system.**

Psychological services in the educational system are characterised by both the broadness of knowledge and special expertise.

Basic policy statements for the work of professional psychologists in the educational system are:

- Children's rights
- The needs of society

# Childrens Rights

In accordance with the Convention on the Rights of the Child, (articles 19, 28 and 29), SP emphasise the right of all children to receive education. This includes making education available to all, but also obliges society to take all appropriate measures to create an optimal learning environment, which is directed towards the development of the child's personality, talents, 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. 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. Society should take measures to encourage regular attendance at schools and the reduction of dropout rates as well as taking 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.

- Children with special needs 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 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)

## Which role do SP play in this regard?


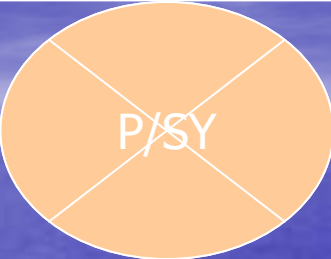
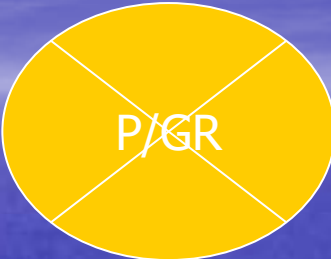
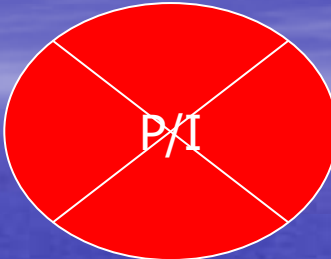
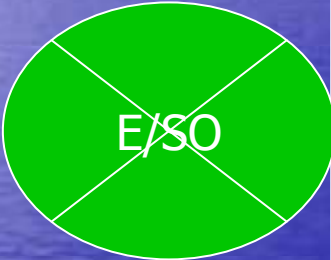


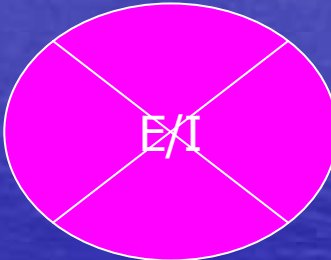
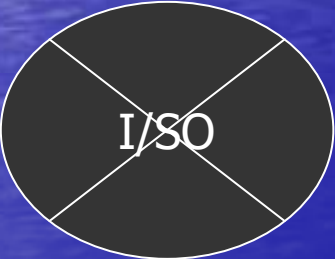
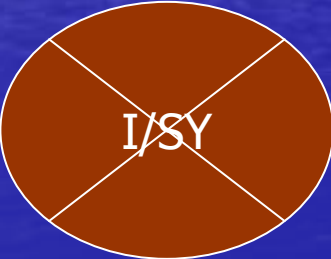
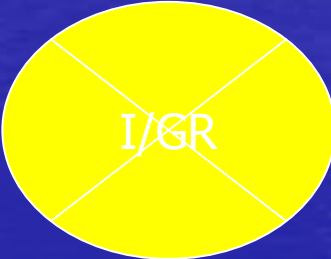
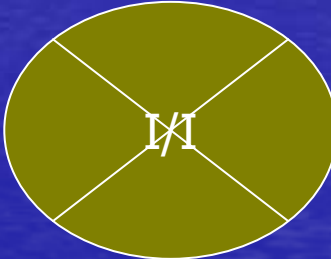
- Psychologists in the educational system can contribute to all of these goals by providing knowledge about development and learning, by helping to create an optimal learning environment consistent with the Convention of Children's Rights in which schools can provide an optimal fit between the developmental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

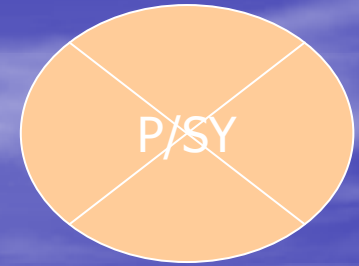
## Needs of Society

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 well adapted educational system. All European countries should promote 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.

# Which role do SPs play in this regard?

- The SPs play an important role in responding to the needs of society as psychological counselling, preventive work and early interventions are important areas of practice for the professional psychologist in the educational system.
- SP expertise can support the development of quality education and improve the well being of children by offering knowledge and services at a societal level in their preventive work. The SP 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. In order to promote and develop adequate methods it is important to have access to developmental, social, clinical and other relevant psychological sciences.
- In an ideal situation psychological expertise and services are available in schools and can 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.

	<b>Society</b>	<b>System</b>	<b>Group</b>	<b>Individual</b>
<b>Prevention</b>	 P/SO	 P/SY	 P/GR	 P/I
<b>Evaluation</b>	 E/SO	 E/SY	 E/GR	 E/I
<b>Intervention</b>	 I/SO	 I/SY	 I/GR	 I/I



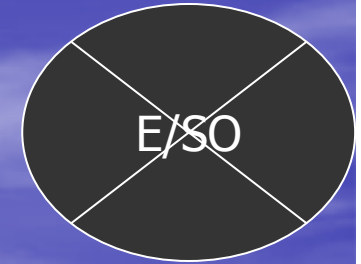
- Provide Counselling for teachers, parents and administrators
- Initiate projects in relevant areas
- Encourage useful structural changes
- Promote changes in pedagogical thinking and tradition when needed
- Initiate the formulation of action plans



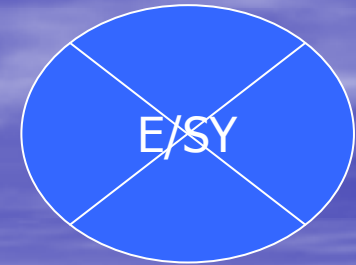
- Provide information on living conditions, psychological development, and risk factors
- Initiate research programs in relevant areas
- Influence legal regulation in areas that affect the educational system, its working environment, and given resources



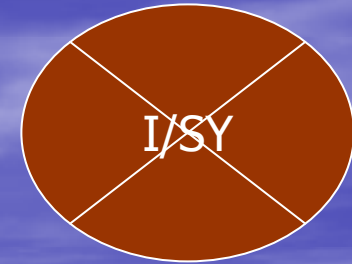
- Analysis of data samples for documentation on group, local, regional or national level.
- Define the necessary psychological knowledge, skills and methods in the evaluation



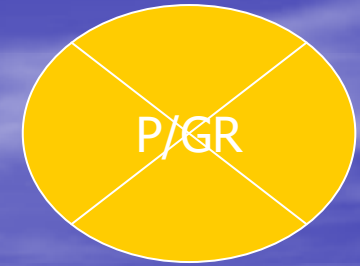
- Influence legal regulation concerning the educational system
- Support the access to psychological services
- Clear definition of the competence needed for psychological practice
- Improve the working conditions for teams of psychologists at all levels (school, local, communal, regional)



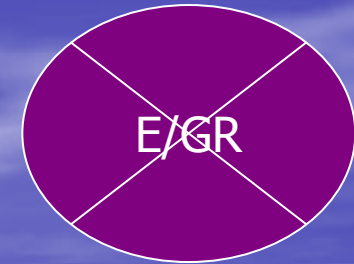
- Follow up on projects and the methods used
- Follow up on action plans
- Transfer new knowledge into practise



- Promote co-ordinated routines and provide methods for teamwork  
(also, cross-professional teams)
- Execute relevant parts of action plans
- Provide training and information as part of special programs for teachers or parents



- Provide counselling
- Provide supervision
- Stimulate teamwork
- Observe group behaviour and interaction
- Provide information/knowledge
- Support the execution of relevant projects (e.g. learning, mobbing, drugs, abuse)

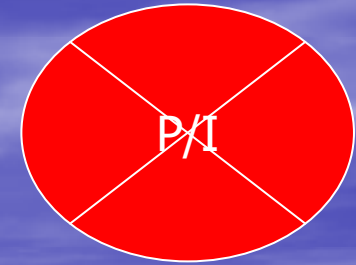


- Interviews, questionnaires, videotaping , etc. to identify and examine groups in order to distinguish:
- Cultural aspects and social norms and interaction
- Intellectual levels and needs
- Motivation for change etc.

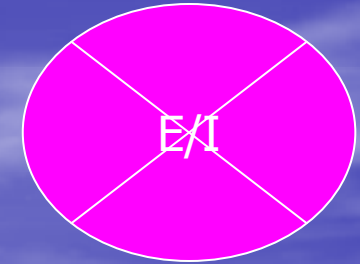


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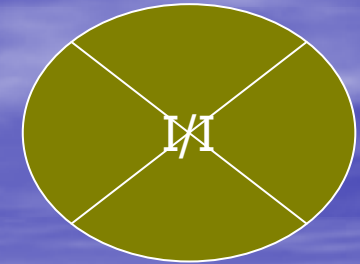
- Initiate projects for groups of teachers, children or their parents
- Lead or supervise training groups
- Lead or supervise therapeutic groups, e.g. family therapy
- Develop new methods and materials for psychological-pedagogical use



- Offer consultation
- Offer supervision
- Observe individual symptoms and interaction skills



- Examination (evaluation) by interviews, questionnaires or testing in order to distinguish:
- Intellectual functioning
- Learning disabilities
- Behavioural problems Emotional or personality problems
- Social or family problems
- Need for further examination (e.g. neurology, psychiatry).
- Evaluation should be oriented towards treatment



- Offer or provide:
  - Special education
  - Specific training
  - Therapy
  - Change of school
  - Change of class
- Develop new materials (tests and training)
- Co-ordinate relevant external assistance to examination, etc.
- Seek and participate in relevant supplementary (post-graduate) training