



WSPS

The Worldwide School
Psychological
Support in the post-
Covid Era



Intellectual output 1

EU Model of competences of the school psychologist

Project n°2020-1-FR01-KA226-SCH-095428



Co-funded by the
Erasmus+ Programme
of the European Union



Table of content

INTRODUCTION.....	3
METHODOLOGY FOR THE NEEDS ANALYSIS	4
NEEDS ANALYSIS.....	6
REVIEW OF EXISTING LAWS AND REGULATIONS ACROSS THE PARTICIPATING COUNTRIES	6
SCHOOL PSYCHOLOGY IN ITALY	6
SCHOOL PSYCHOLOGY IN TURKEY	12
SCHOOL PSYCHOLOGY IN CYPRUS.....	15
SCHOOL PSYCHOLOGY IN GREECE.....	19
SCHOOL PSYCHOLOGY IN RUSSIAN FEDERATION.....	21
SCHOOL PSYCHOLOGY IN ROMANIA	25
SCHOOL PSYCHOLOGY IN FRANCE	28
SCHOOL PSYCHOLOGY IN MALTA	30
CHARACTERISTICS AND FUNCTIONS OF THE SCHOOL PSYCHOLOGIST.....	32
ITALY	32
TURKEY	36
CYPRUS.....	43
GREECE	46
RUSSIAN FEDERATION.....	47
ROMANIA	51
FRANCE	60
MALTA	64
OVERVIEW OF THE LEGISLATIVE AND REGULATORY ASPECTS CONCERNING THE FIGURE OF THE SCHOOL PSYCHOLOGIST.....	65
COMPETENCY FRAMEWORK FOR SCHOOL PSYCHOLOGIST	69
INTRODUCTION	69
COMPETENCE N°1	71
PROVIDING DISTANCE GUIDANCE AND PSYCHOLOGICAL COUNSELLING SERVICES IN A TRUE WAY	71
COMPETENCE N°2	72
PSYCHOLOGICAL CONSULTANCY FOR TEACHERS	72
COMPETENCE N°3	73
PSYCHOLOGICAL CONSULTANCY FOR STUDENTS	73
COMPETENCE N°4	74
PSYCHOLOGICAL CONSULTANCY FOR FAMILIES.....	74
COMPETENCE N°5	75
PSYCHOLOGY IN THE MULTICULTURAL ENVIRONMENT AND MENTAL HEALTH SERVICES	75

COMPETENCE N°6	76
PSYCHOLOGIST AS A COUNSELOR FOR HUMAN DEVELOPMENT	76
COMPETENCE N°7	77
HOW TO MEASURE IMPACT OF PSYCHOLOGICAL ACTIONS AND EXPLOIT THE MODEL OF COMPETENCES INCLUDED IN O1	77
COMPETENCE N°8	78
IMPROVEMENT OF STUDY METHODOLOGIES	78
MONITORING AND EVALUATION METHODOLOGIES OF PSYCHOLOGICAL ACTIVITIES IN SCHOOLS	80
POSSIBLE PSYCHOLOGICAL INTERVENTIONS AND OBJECTIVES TO PURSUE	81
MINDFULNESS AND TEACHERS.....	83
A TRANSNATIONAL TOOL FOR THE NEED ANALYSIS IN SCHOOLS	83
PREPARATION FOR THE NEED ANALYSIS.....	84
TIPS FOR TRIGGERING A WINNING PSYCHOLOGICAL CONTRACT	87
HOW TO MAXIMIZE THE RESPONSE RATE	87
THE TOOL FOR ASSESSING PSYCHOLOGICAL NEEDS IN SCHOOL CONTEXTS.....	88
ADDITIONAL NEEDS ANALYSIS: PERCEPTIONS OF SCHOOL PSYCHOLOGISTS IN EUROPE AND BEYOND	91
INTRODUCTION	91
METHODOLOGICAL NOTES.....	91
DESCRIPTION OF THE SAMPLE.....	94
PERCEIVED EFFECTIVENESS OF THE PSYCHOLOGISTS.....	95
BEHAVIORS OF TEACHERS	96
WHERE AND HOW THE PSYCHOLOGIST SHOULD WORK	98
QUESTIONS ABOUT THE WORK AND ECONOMICAL CONDITIONS OF PSYCHOLOGISTS	99
THE GAP BETWEEN NEEDS AND SATISFACTION	100
BELIEFS AND OPINIONS	101
GENDER DIFFERENCES	102
DIFFERENCES REGARDING THE EDUCATIONAL LEVEL OF THE SCHOOL	104
TRANSNATIONAL COMPARISONS	108
DECISION MAKING PROCESS.....	115
REFERENCES	118

INTRODUCTION

This final document of the WSPS project's first intellectual output aims at establishing a European Model of Competences for School Psychologists under the European Framework of Qualifications (EQF) according to the ECVET terminology.

The output is based on a comprehensive needs analysis that was conducted to identify the challenges and gaps in the field of school psychology in Europe. The analysis revealed that there is no common agreement on the role of psychologists in schools, and that psychological support in schools is lacking in some countries. Furthermore, the curricula of universities in participating countries rarely offer courses and exams in the field of school psychology, and there is a lack of clarity in tasks and methodologies for reporting and evaluation of the impact of psychologists in school.

3

To address these challenges, IO1 presents a model of competences for school psychologists, which includes a clear definition of their roles, responsibilities, and activities. The document also provides monitoring and evaluation methodologies for psychological activities in schools, as well as instructions for providing psychological services online. The needs analysis has been further strengthened through the analysis of 80 schools at the European level using qualitative and quantitative indicators.

The EU model of competences is also based on transnational comparisons and SWOT analysis of school psychologists, and offers a framework for the institution of a School Psychologist at the EU level. The intellectual output provides tools, strategies, and measurement methods for the evaluation of school psychologists and their work, in order to determine the impact of their actions and motivate policy makers to produce policies and recommendations in this field.

The implementation of this standardized framework for psychological services at the international level will provide a clear framework for the implementation of activities for safeguarding the psychological health of students, teachers, and their families. It will also help to enhance the work of psychologists and promote the category of psychologist at the professional level. The 'EU models of competences of the School Psychologist' document is designed for psychologists, school teachers, directors, students, policy makers, and authorities in the school education system.

The IO1- EU Model of Competences of the School Psychologist is designed to promote the European regulation of the functionalities, roles, and measurement of impact of School Psychologists. The output is designed to increase the standards of school psychology services in Europe, and the suggestions included can be practiced also at the national level through National Psychological Associations and Orders.

The WSPS partnership hopes that this intellectual output will be a valuable resource for all those involved in the field of school psychology and contribute to the improvement of psychological support in schools across Europe.



METHODOLOGY FOR THE NEEDS ANALYSIS

4

The methodology for this needs analysis is a mixed-methods approach, combining a review of existing laws and regulations, analysis of University Degree curricula, and a survey of 200 representatives of the school education system (teachers, directors, policy makers, and school psychologists) across the participating countries.

The review of existing laws and regulations in the field involves collecting and analysing documents from each participating country to determine the current state of regulations regarding the role of psychologists in schools. This is followed by an analysis of University Degree curricula in the participating countries to identify gaps in the education of psychologists related to school psychology.

To determine the current state of school psychological support in schools, a survey was conducted with 279 representatives of the school education system. The survey is designed to gather information on the current state of psychological support in schools, including the role of psychologists, the clarity of tasks, and the reporting and evaluation of psychological services. The survey also aims to identify areas in which the educational curricula of psychologists are lacking compared to the challenges of the school.

Transnational statistics was collected and analysed to identify trends and patterns in the role and requirements of school psychologists across Europe.

The data collected through these methods was analysed using both qualitative and quantitative methods to identify common themes and trends across the participating countries. The results of the needs analysis will be used to inform the development of a Policy Recommendation for the School Psychology with a proposal for the recognition and validation of competences and functions of the School Psychologist.

Analyzing the needs of schools is of primary importance. It would be absurd to say that all schools have the same needs. We can try to group the most common macro- areas, but it is difficult to completely standardize a procedure.

This Erasmus + project also has this purpose. We have built a needs analysis tool validated in 8 countries: Italy, France, Romania, Cyprus, Malta, Greece, Russia and Turkey.

The tool created can be translated into 9 languages, the national languages of the participating nations and English. Our invitation, for all those who come from countries where a different language is spoken, is to translate it into additional languages and validate it in new samples of participants, in other schools, to give further support to the validity of the questionnaire.

We are available for voluntary cooperation in this regard.

Psychological intervention can only be meaningful if an effective needs analysis system is put in place, where every part gets involved.

Otherwise, the risk to make just a partial intervention, solving a problem at an individual level, but not in a systemic one, will be too high.

There are many and different issues to be addressed. As an example, consider the complexity of managing conflicts between staff members (teachers, assistants, technicians, etc.). Or think about

the conflicts between staff and management. If you do not systemically consider this issue, it is difficult to work effectively.

Other schools, on the other hand, may have problems relating to multicultural integration. The same problem could be completely absent in other cases, therefore irrelevant. These factors can also help schools to identify the most suitable professionals for their individual needs and, why not, to identify inter-professional cooperation as a solution to the specific need.

The needs analysis process should be as neutral as possible. Those who formulate this analysis could and should be as impartial as possible, keeping in mind the following possible alternative: the necessary intervention in a school could not be of a psychological nature, or it would be better solved through cooperation with professionals of different extraction.

5

If you do not have this type of open-mindedness, it is difficult to operate a needs analysis service.

This step is often hampered by many factors:

- A well-formulated needs analysis service has a cost. It should concern multiple levels of the educational institution. In this, as in other sectors, the temptation is to interview only the final decision-makers (therefore the Headmaster, the Teaching Council), yet the organization is often larger and it is worth investing time and money for a good evaluation as it allows to meet everyone's needs
- Management often believes that it is perfectly aware of school needs, in reality, in any context, if we do not collect data from everyone, we will have inaccurate data, or rather, a single perspective, which may or may not be accurate
- Professionals may be more motivated to bring out needs in line with the services they offer. From our point of view, an effective needs analysis should also keep the door open to other professionals if necessary and it is a job of higher quality if it also considers the analysis of different types of needs. The school system is so complex and varied that it is difficult for a single professional to meet any need

Based on these often-forgotten principles, we have built an online assessment questionnaire, standardized in 8 countries, which you can freely use in your school. Through its automated report and online administration, it will allow you to give a quick, ecological and scientifically validated and especially neutral response, significantly optimizing implementation costs.

Adolescence is one of the most intense periods in the life of a human being, given the huge and multiple changes that we face on several levels. Many of our children face mental health problems that, if not addressed, become real barriers to well-being and success at school, at home and in life. The school environment was born as a space dedicated to learning but, in reality, it represents a real training ground for life, in which children and adolescents often move with uncertainty.

Extensive research in the field has shown that the rates of bullying, depression, suicidal ideation, alcohol and drug abuse are on the rise among our young people.

Psychologists play a crucial role in educational institutions to try, stem and prevent these problems.

Guys are extraordinarily resilient when they get the help they need and thrive in every aspect when they feel safe and supported. This is how the school is thus transformed into a natural context for psychological prevention and intervention, designed to promote communication between home and school and, above all, to encourage a positive and supportive environment for every young person. The school period is experienced as a three hundred and sixty-degree training period, not only aimed at the acquisition of notions (the so-called academic knowledge)

but is transformed into an essential space in which one learns to think. In this space, the relationship with the other becomes an indispensable resource and tool for the construction of the individual and social personality. It will be precisely the relationship with the other that guides and orients the adolescent in his intellectual and, even more so, emotional growth.

NEEDS ANALYSIS

The need analysis includes the review of existing laws and regulations in the field involves collecting and analysing documents from each participating country to determine the current state of regulations regarding the role of psychologists in schools, followed by an analysis of University Degree curricula in the participating countries to identify gaps in the education of psychologists related to school psychology including transnational statistics.

REVIEW OF EXISTING LAWS AND REGULATIONS ACROSS THE PARTICIPATING COUNTRIES

The role of psychologists in schools is a critical aspect of the educational system that requires careful regulation to ensure that children receive the necessary support for their academic, social, and emotional development. However, the existing laws and regulations concerning school psychologists differ across Europe, leading to a lack of clarity on their roles and responsibilities. Therefore, in this review, we will collect and analyse relevant documents from each participating country to determine the current state of regulations regarding the role of psychologists in schools. This will provide an essential foundation for our needs analysis, enabling us to identify areas where improvement is needed to ensure that children receive adequate psychological support in schools.

SCHOOL PSYCHOLOGY IN ITALY

The profession of the psychologist is relatively recently established in Italy, it was born in 1989 through the law of Dr. Adriano Ossicini, psychiatrist and author of the law n.56 of 1989.

The first Faculties of Psychology in Italy are also recently established. The very first ones were opened in 1986 in Padua and Rome, today among the most important universities in this sector in Italy.

Initially, as there were few graduates in psychology, access to the profession could also exist among graduates of other faculties (eg, Philosophy). Currently, access to the profession of Psychologist for all graduates in Psychology in possession of a three- year and master's degree, or a degree with an old system in psychology, is required.

To access the profession of Psychologist it was necessary to pass a State Exam consisting of four tests and following an annual internship of 1000 hours. Those who pass the State Exam and enroll in the Order of Psychologists can define themselves as Psychologists (enrolled in the Register A).

With a shorter course of study, it was also possible to become accredited to the profession of Doctor of Psychological Techniques, enrolled in the B register, through a three-years degree course, a six-month internship for a total of 500 hours.

Finally, there is the possibility of specializing in Psychotherapy through a four-year course in private schools authorized by the Ministry of Education and Research or through a five-year course if carried out in a university setting.

The current structure for access to the profession and registration in the Registers is under review, through a first Bill, introduced on 23 June 2021 aimed at making qualifying these degree courses: Dentistry and dental prostheses, pharmacy and industrial pharmacy, veterinary medicine and psychology.

This reform will therefore simplify access to the profession, including the State Exam and the related internship in the course of study and could produce one or more of the following effects:

- The percentage of people who do not work after 1 year from graduation may decrease, as they are no longer engaged in professional training and preparation for the State Exam
- The number of Psychologists could increase considerably, as the qualification path will be included in the study path

The most common Bachelor's Degree Course in Italy is the Bachelor's Degree in Psychological Sciences and Techniques, which includes the most common subjects of psychology, such as general, social, clinical, occupational, developmental psychology, methodology and psychometrics.

There are also often complementary modules in sociology, anthropology and philosophy, to complete the course of study. According to Skuola.net (downloaded online on July 16, 2021), there are 27 courses in Psychological Sciences and Techniques.

Apparently, there is no bachelor's degree program in school psychology. Subsequently, many of the three-year students also complete a master's degree.

On the other hand, the Master's Degree Courses are very diversified in Italy and include exams concentrated in one or more sectoral areas of psychology and application. Although they are rare, some Masters are generally concerned with education and development, very few entirely dedicated to the school sector.

According to the Center for Orientation Studies (document downloaded online on July 16, 2021) there are currently 59 Master's Degree Courses in Italy, but only 2 are clearly related to the school context (3.34%), or the Master's Degree Courses in:

- Developmental and Intervention Psychology in the School at the University of Padua
- School and Educational Psychology at the Milan-Bicocca University

6 Master's Degree Courses, on the other hand, have a broader focus, referring to development issues, sometimes more connected to clinical and neuropsychology, namely:

- Master's Degree Course in Clinical Psychology of the Child at the University of Urbino;
- Clinical Developmental Psychology and Neuropsychology in Milan;
- Psychology of development, education and well-being in Rome "La Sapienza";
- Developmental and Educational Psychology in Turin;
- Psychology of Development and Educational Processes;
- Dynamic clinical psychology of childhood, adolescence and family.

Therefore, graduates in psychology rarely follow a specific path on school psychology, as it is often not included in the courses of Psychological Sciences and Techniques and subject matter of only 3.34% of the Master's Degree Courses.

Training in school psychology is therefore sometimes integrated with I and II level University Masters, specific courses provided by universities after three-year degrees for the first level and master's degrees for the second level, respectively, and which release 60 CFU.

In other cases, this training is delivered in a non-formal way through seminars and intensive courses. The term Master is sometimes used confusingly in Italy also by non-university bodies that use this word to relate to generic training courses lasting one year, but which do not represent a Degree, unlike the University Master.

Although the degree courses in Italy are numerous and diverse, enrollment in the Order of Psychologists enables any professional activity, not relegating the professional to a single sector of intervention. For example, a Psychologist with a degree in Occupational Psychology can do psycho diagnosis, can do school or aging psychology interventions. Likewise, a Clinical Psychology graduate can operate in businesses or schools.

Although the number of students enrolled in three-year degree courses in psychology is high, very few have chosen to enroll in the "B" Register. According to the website of the Order of Italian Psychologists (www.psy.it, document downloaded on July 16, 2021), in 2018 only 299 people were enrolled in B Register, while 109,524 were enrolled in A Register as Psychologists. Therefore, only 0.27% were registered in B Register.

Of these, about half (55,499) are psychotherapists and therefore have a further specialization.

The European report "Mutual evaluation of regulated professions. Overview of the regulatory framework in the health services sector-psychologist and related professions" (GRO/E5) of 29 April 2016 had already revealed a higher rate of psychologists compared to the national population when compared with other European countries.

Although these data are not fully comparable, as they come from different sources and often use different categories and legislation (psychologists, psychology graduates and other qualifications with specific rules valid at the national level), one can easily see a notable difference between states for the prevalence of psychologists.

The National Council of the Order of Italian Psychologists recorded in 2014 93,151 psychologists, 151 per 100,000 inhabitants, also recording an annual increase of 8%. There was therefore one psychologist for every 662 people. This is the highest density of psychologists in Europe. In Czech Republic, there are only 8 psychologists every 100,000 inhabitants, in Bulgaria 20, 43 in Lithuania, 14 in Hungary. If you compare the figures, for example, with those of Lithuania, there is one psychologist per 2,281 persons, in Hungary there is one psychologist per 7,257 inhabitants.

The prevalence of psychologists employed in the public health service among the various European nations also appears to be different. In Spain, 36% of psychologists are employed in this sector and 55% of psychologists work in the public sector in Denmark.

However, according to the document "Demography, incomes and trends of Italian psychologists" of the National Insurance and Assistance for Psychologists published in July 2019 (www.enpap.it, document downloaded on July 16, 2021 and which we invite you to download here for a complete understanding of the subject) the psychologists enrolled in the Social Security Order, therefore

the Active Members, freelancers who actually exercise and produce income, were only 55,239 as of 31/12/2017.

The same report shows how the age groups with the lowest income are those of 25- 30 years who in 2014 had an average annual income of € 5,576.46, and those over 90 with an average of € 4,595.75. The group with the highest average income was instead that between 55 and 60 with € 20,968.37.

The number of psychologists is constantly increasing in Italy. In 1996 we were 9,423 and in 2018 there were 71,983.



The average income of psychologists is € 13,767.10, a value much lower than the current national average (€ 21,660, according to this document from Il Sole 24 Ore) and much lower than the average income of self-employed workers who, according to the same document, is equal to € 46,240.

According to the same report, 34.47% of active psychologists have a net income in euros equal to or less than € 4,999 per year and 52% of active psychologists have an income of less than € 9,999.

The AlmaLaurea Interuniversity Consortium does not detect more encouraging data on the economic and employment results of graduates in Psychology. AlmaLaurea prepares every year a detailed report on the Profile and Occupational Condition of Graduates, presented in 2021 at the University of Bergamo, the summary of which has been published in this link and the specific data for the Degree Courses can be viewed here.

The 2020 edition of the Report also includes the employment conditions of graduates 1, 3 and 5 years after graduation.

According to AlmaLaurea, the average monthly income of psychologists is:

- € 783 1 year after graduation
- € 1,034 3 years after graduation
- € 1,159 5 years after graduation

The unemployment rate of psychology graduates is

- 32.3% at 1 year
- 16.3% at 3 years
- 7.9% at 5 years

Just 5 years after graduation, the average unemployment rate of psychology graduates is lower than the national averages, including people with all levels of education. According to the Press Release of the Italian National Statistical Institute (Istat, source downloaded on July 16, 2021), the unemployment rate in May 2021 was 10.5%. It should be remembered that these data do not concern psychologists, but graduates in psychology, who could have decided to operate in another sector and not enrol in the Order. The reform that will make it possible for graduates to qualify will probably have an impact on these indicators since all graduates in psychology will be directly psychologists.



The percentage of graduates who are not employed and not looking for work is also high. Based on the interviewed graduates, the unemployed and not looking for a job are:

- 1,376 out of 3,616 interviewed at 1 year (38.05%)
- 468 out of 3,771 interviewed at 3 years (12.41%)
- 350 out of 3,624 respondents at 5 years (9.65%)

It is, therefore, appropriate to make a comparison between graduates in psychology and the general averages in the population of Italian graduates, to offer a comparative view:

Unemployment rates		
	Graduates in Psychology	Graduates in Italy (averages of all courses of study)
1 year	32,3%	18,2%
3 years	16,3%	7,9%
5 years	7,9%	6,3%

Average monthly income		
	Graduates in Psychology	Graduates in Italy (averages of all courses of study)
1 year	783€	1285€
3 years	1034€	1414€
5 years	1159€	1532€

Percentage of unemployed not looking for work		
	Graduates in Psychology	Graduates in Italy (averages of all courses of study)
1 year	38,05%	11,59%
3 years	12,41%	7,67%
5 years	9,65%	4,99%

The unemployment figure for the first year is much higher than for all other degree courses, but we should remember that the graduate in Psychology in Italy, to become a psychologist, needed a year of internship and a state exam which could allow only part-time jobs. It should also be considered that other degree courses aimed at the profession have similar paths. As we have said, for the next few years the reform of some degree courses will be applied, which will be made automatically professionalizing, integrating the internship into the Degree Programme. This will therefore reduce the number of years devoted to training, but presumably, will increase the percentage of graduates psychologists employed a year after graduation.

SUMMARY

- ✓ The number of psychologists in Italy is high and close to 100,000 units
- ✓ Just under half of the members of the Order of Psychologists are not registered with the Social Security Agency, therefore they are not active in terms of income
- ✓ Of those who are enrolled, about a third have an annual income of less than € 5,000, more than half have an income of less than € 10,000. These values are much lower than the averages of professionals in Italy, who have an average annual income of € 46,240
- ✓ Only 3.34% of Master's Degree Courses directly concern School Psychology
- ✓ Training in School Psychology is sometimes developed in post-graduate University Masters or during non-formal and sometimes unstructured training courses
- ✓ Enrolment in the Order of Psychologists enables all typical activities of the psychologist, including school, the degree courses do not address or preclude the types of activities that can be conducted by psychologists.

SCHOOL PSYCHOLOGY IN TURKEY

According to today's understanding of education, not only the academic development of the student, but also the social-emotional and career development is considered and supported. In this context, it is a fact that the guidance and psychological counselling services in the education system have an important place in increasing the efficiency and quality in education, as well as contributing to the development of the student in all aspects. Education understanding

There have been important developments in the guidance and psychological counselling services within the education system in Turkey, depending on the developments in the education system and its practices. It can be said that guidance and psychological counselling services have a long history in our society and education system, although not exactly in the form of today's meanings and practices.

The understanding of giving importance to the mental health of the individual and providing psychological help to him is an understanding that has existed in Turkish society and culture since ancient times. There are many examples of practices that reflect this in the Seljuk and Ottoman states.

Since the first years of the Republic, an approach that takes into account the individual interests, abilities and needs of the student has been adopted, and the student has been encouraged to turn to an education and profession that best suits his personal qualities. In Turkey, since the 1950s, guidance and psychological counselling services have been given importance both in educational institutions under the Ministry of National Education, in university-level programs and in teacher training.

Regulations and directives have been issued on this subject, decisions have been taken in national education councils, guidance and psychological counselling services have been established in schools, guidance and research centres have been opened, and there have been developments in the training of personnel who will provide these services. In 1983, "Special Education Guidance Department" was established in order to carry out special education services, guidance and psychological counselling services in educational institutions in a more coordinated and systematic way.

The General Directorate of Special Education and Guidance Services was established under the name of "Directorate of the Presidency of the Republic of Turkey". Today, the execution of guidance and psychological counselling services in all educational institutions under the Ministry of National Education in Turkey is under the responsibility of the General Directorate of Special Education and Guidance Services.

LAWS REGULATING THE ACCESS OF PSYCHOLOGISTS IN SCHOOLS. POSSIBLE ADDITIONAL REQUIREMENTS TO WORK IN SCHOOLS

Guidance and psychological counselling services in Turkey are carried out within the scope of laws, regulations, directives and circulars. "Primary Education and Education Law No. 222, Civil Servants Law No. 657, National Education Basic Law No. 1739, Vocational Education Law No. 3308, Child Protection Law No. 5395 and Law No. 6698 on the Protection of Personal Data" constitute the legal bases of guidance and psychological counselling services. National No. 1739

According to the Education Basic Law, it is stated that in the orientation process, which is included in the Basic Principles of Turkish National Education, individuals will be trained by being directed to various programs or schools during their education to the extent and in line with their interests, talents and abilities. In addition, it is emphasized that guidance and psychological counselling services and objective measurement and evaluation methods will be used in directing and

measuring success. In addition, it is stated that during the process of preparing students for life and higher education by being trained in terms of their interests, talents and abilities, the necessary studies will be carried out by the guidance and psychological counselling services for the promotion of the school and the program, as well as the promotion of the profession. In addition, with the Child Protection Law No. 5395, regarding the protection of children in need of protection or driven to crime, and the assurance of their rights and well-being, children whose physical, mental, moral, social and emotional development and personal safety are at risk, who are neglected or abused or who are victims of crime, The duty and responsibility of providing counselling services within the scope of guidance and psychological counselling services regarding the measures to be implemented for caregivers have been given.

With the Ministry of National Education Guidance and Psychological Counselling Services Regulation published in the Official Gazette dated 14.08.2020 and numbered 31213 prepared by the Ministry of National Education, provincial and district level guidance and psychological counselling services and guidance and counselling services in private and public education institutions and guidance and research centres where these services are provided.

It has been determined how psychological counselling services will be carried out. The main purpose is to raise individuals who know themselves with guidance and psychological counselling services, who can evaluate the educational and professional opportunities offered to them, and who can take responsibility, and to support their social, emotional, academic and career development so that they can lead a healthy life in society. According to this regulation, it has been stated that guidance and psychological counselling services should be carried out with an accountable approach in a common understanding and cooperation by all stakeholders in a way that will serve the holistic development of students.

In addition, it was emphasized that these services should be provided in a planned, programmed, scientific basis with a developmental and preventive approach to include all students.

The ethical principles to be followed by the personnel who carry out the guidance and psychological counselling services in educational institutions and guidance and research centres are determined by the Ethics Directive of the Ministry of National Education Guidance and Psychological Counselling Services. With this directive, in the planning and execution of guidance and psychological counselling services; competence, honesty, confidentiality, sensitivity, scientific and responsibility principles are taken as basis. Within the scope of these principles, the duties, authorities and responsibilities regarding the provision of these services in educational institutions, guidance and research centres together with the central and provincial organizations of the Ministry are explained in detail.

Guidance and counselling services operating for the purpose of planning, providing and coordinating guidance and psychological counselling and special education services at the provincial or district level, monitoring and evaluating the services provided.

The functioning and duties of the guidance and research centres and the duties, authorities and responsibilities of the personnel working in these institutions are determined by the Ministry of National Education Guidance and Research Center Directive. With this directive, the departments in the guidance and research centres and the basic service areas related to these departments are explained.

In addition, duties related to each service area in these institutions are defined and the duties, authorities and responsibilities of the personnel providing these services are also specified.

Within the scope of guidance and psychological counselling services, the principles regarding the execution of psychosocial support services in the face of difficult life events such as natural disasters, terrorism, migration, suicide, death-mourning, sexual abuse have been determined by

the Psychosocial Protection, Prevention and Crisis Intervention Services Directive. In this directive, the duties, authorities and responsibilities regarding the provision of psychosocial support services in educational institutions, guidance and research centres together with the Ministry's central and provincial organizations are explained in detail.

In addition, with this directive, the duties, authorities and responsibilities of the psychosocial protection, prevention and crisis response teams established in provinces, districts and schools were determined.

Apart from the laws, regulations and directives mentioned above, circulars on different subjects have been prepared to ensure standards in the provision of guidance and psychological counselling services. "Guidance Services Circular" has been published to ensure the effective execution of guidance and psychological counselling services in educational institutions.

"Circular for the Prevention and Reduction of Violence in Educational Environments" to protect our children and youth from acts of violence and harmful substances, and "Circular for the Prevention of Violence in Schools" for the successful conduct of education and training in our schools/institutions in a safe environment, free from negative processes such as violence, aggression and bullying. "Circular on Combating Drug Use and Addiction" has been published as part of efforts to protect our students from harmful habits and fight addiction.

Summary

- ✓ Guidance and psychological counselling services have legal bases, primarily the National Education Basic Law No. 1739 and Child Protection Law No. 5395. In addition, with the Ministry of National Education Guidance and Psychological Counselling Services Regulation, it has been determined how the guidance and psychological counselling services at the provincial and district level will be carried out and the guidance and psychological counselling services in private and public education institutions and guidance and research centres where these services are provided.
- ✓ Along with the MoNE Guidance and Psychological Counselling Services Ethics Directive, the MoNE Guidance and Research Center Directive, the MoNE Psychosocial Protection, Prevention and Crisis Intervention Services Directive, circulars on different subjects and the principles and standards on how these services will be carried out have been determined.
- ✓ The General Directorate of Special Education and Guidance Services within the central organization of the Ministry of National Education is responsible for the execution of these services.
- ✓ Guidance and psychological counselling services provincial executive committee is formed to plan the guidance and psychological counselling services at the provincial level and to ensure inter-institutional cooperation. In addition, the guidance and research centres at the provincial and district level are institutions that both provide these services within their own structure and coordinate the delivery of these services in educational institutions.
- ✓ Guidance and research centres; It consists of two sections, namely the section of guidance and psychological counselling services and the section of special education services. Guidance and psychological counselling services department operates in four basic service areas: school guidance and psychological counselling, psychosocial support, individual and group psychological counselling and guidance, and research and development.

SCHOOL PSYCHOLOGY IN CYPRUS

Psychology in Cyprus is in its infancy. The early 1970s the first individuals that studied psychology abroad, introduced this scientific field in the country (Tziongouros, 2007). It is notable, though, that they were professionals specialized in psychiatry and other mental health professions and they were further educated in the field of psychology. The first steps were marked by the 1974 Turkish invasion and occupation of the 1/3 of the island. Almost half of the population become refugees, and many families lost a loved person during the war or had missing family members (Adonis, Karekla & Constantinou, 2007). Therefore, insecurity in their own country and the loss of lives during a war, contributed to an increased interest of individuals to follow this scientific pathway.

It should, also, be noted that until very recent times -1991- post-secondary education in the country was non-existent. If an individual wanted to receive a university degree, he/she had to study abroad. Subsequently, during the 70s and 80s individuals that wanted to study psychology, had to go abroad mainly to Greece, the UK, the USA and the USSR to receive their Bachelor's degree and return back to Cyprus to practice their profession.

It is then that the need to establish the profession arose. Psychologists wanted the government of Cyprus to acknowledge and legally establish their specialization as the professionals who contribute to mental health (Tziongouros, 2007). To achieve this, 21 psychologists formed the Cyprus Psychologists Association (CYPsA) in 1980, which is the professional body established to support the field of psychology in the country. As Tziongouros (2007) asserts, the main goal of CYPsA was to support the field of psychology by:

- Endorsing the benefits of psychologists through the legal establishment of psychology as a mental health occupation;
- Acknowledging and educating the public on the role, expertise, ethics, and methodologies utilised by psychologists, as well as on services offered by psychologists
- Developing, promoting, using, and practicing the science of psychology;
- Actively participating in planning at the political level towards the advancement of public policies on issues regarding the field of psychology;
- Offering professional guidance to individuals who are interested in the psychology field through delivering valid and reliable information to its members about their professional duties and responsibilities;
- Expanding collaboration among members of the association and their respective colleagues abroad; and
- Safe guarding the public's welfare as consumers of mental health services.

Psychology in Cyprus and, consequently CYPsA, faced great challenges and difficulties following the pathway of legal establishment. A big challenge was the diversity, as a great number of psychologists had studied abroad in different psychology frameworks and cultures. This might not appear as a challenge. On the contrary, it could be considered as a benefit, since the variety of frameworks and psychology cultures could enrich the field of psychology in the country. But the fact that psychology was in its infancy stages in Cyprus combined with no uniform philosophy of teaching psychology and the lack of internationally agreed curriculums of study to become a practicing psychologist, led to confusion regarding roles, duties, and responsibilities. Cypriot psychologists having studied in various countries, apply diverse approaches, ethics and specialization, leading to debates among them. A good example is the one of the USA, where Educational and School psychology are totally different subfields in psychology. The Educational

psychologist is related to “the theory, methodology, and application to a broad spectrum of teaching, training, and learning issues” (APA, 2007a), whereas the School psychologists are “scientific- practitioner psychologists whose major professional interests lie with children, families, and the schooling process and psychologists engage in the delivery of comprehensive psychological services to children, adolescents, and families in schools and other applied settings” (APA, 2007b). In the UK the educational psychologist is the School psychologist as in the USA and he/she is involved in the process to “tackle the problems encountered by young people in education, which may involve learning difficulties and social or emotional problems. They carry out a wide range of tasks to enhance children's learning and enable teachers to become more aware of the social factors affecting teaching and learning” (BPS, 2007).

Another challenge is the lack of internationally approved standards which affects their licensing as practicing psychologists. In some countries, a bachelor's degree could lead to someone becoming a licensed practicing psychologist, in other countries a master's degree or a Ph.D. in an applied field is required. An effort under the EuroPsy program is witnessed at the European level to establish common standards towards the education and training of applied psychologists. This effort will contribute to the recognition of the qualifications of the psychologists as “Registered psychologists” (EFPA, 2007). The EuroPsy standards will lead to common European legislation to serve as a set of minimum educational standards and requirements for psychology practitioners. Three phases are currently planned to be formulated including:

- Phase 1: a Bachelor's degree with a minimum duration of three years,
- Phase 2: a Master's degree with a minimum duration of two years,
- Phase 3: at least one year (1500 hours) of supervised practice.

Based on these requirements, CYPSA has set as a priority to pursue the establishment of the legal standards of psychology practice through the provision of high-quality services to the public. In 1995, the first law was voted by the Cyprus parliament to establish the minimum qualifications for practicing psychology, that is a minimum of a two-year Master's degree in an applied field of psychology and nine months of practice, without stating a number of hours. The law, besides, did not clearly state how to “measure” the practical training of foreign degrees, allowing in this way to individuals (lobbyists) to practice psychology, even though they did not meet the criteria.

As the 1995 law was never put into complete effect due to lobbyists' resistance, CYPSA continued the effort to establish minimum criteria to practice psychology at the national level. 2004 is a landmark for psychology in the country, since changes to the 1995 law were made and efforts to put the law into effect were intensified. According to the amended law of 2004, an individual to practice psychology and to become a licensed psychologist needs to have completed a Bachelor's degree or equivalent degree in Psychology and a post-graduate degree which will include a minimum of three years training, including a minimum of 1500 hours of supervised practice in an applied field of psychology. For individuals that already practiced psychology for a number of years before the amended law came into effect, provisions were made to become licensed provided that they had a Master's degree in Psychology or a Bachelor's degree and have already been practicing psychology for at least five years.

before 1996 (which is the date when the first law of 1995 was supposed to become into effect) (See: The (amending) law for the registration of professional psychologists, 2004).

In 2005 the Council for Registration of Professional Psychologists (CRPP) was established to assess the applications (mandate given by the Council of Ministers) of psychologists for a license to practice. So the profession was finally regulated, and non-eligible unqualified individuals were kept away. Ever since the CRPP was formed in 2005 and until April 2007, 149 applications were submitted, 81 psychologists (54%)

were licensed, 12 (8.5%) were licensed under supervision, 21 applications (14%) were rejected, and 35 applications (23%) were still pending (Georgiadis, 2007).

As a result, a great number of individuals who were excluded from practicing psychology established a second psychological association in Cyprus aiming at the reduction of the criteria and standards already set. This new organization consisted of a great number of members as psychology was one of the most popular subjects studied at the undergraduate level at that period and successfully convinced the former Minister of Health, particularly political parties, and Members of Parliament to support another amendment to the current law, lowering the criteria for acquiring a license to practice psychology to the bachelor's level.

17

In addition, teachers teaching psychology as a subject in secondary education can be Greek Literature teachers, as in some Greek universities the two subjects are still combined. Furthermore, the Social Services Department employs very few psychologists in comparison with social workers and sociologists. The Ministry of Health has recently established an inpatient clinic in a Hospital, with eight beds, as a "Psychiatric Center for Safe Hospitalization", for adolescents 12 to 17 years old with serious psychiatric-psychosocial problems. Among the staff of the appropriately trained team of the Mental Health Services, there are child psychiatrists, Occupational therapists and Mental Health Nurses and only one Clinical Psychologist. Unfortunately, in Cyprus no hospital has a psychologist to work with the interdisciplinary team or primary care.

(<https://shso.org.cy/clinic/tmima-endonosokomeiakis-nosileias-efivon/>).

LAWS REGULATING THE ACCESS OF PSYCHOLOGISTS IN SCHOOLS

There is no additional law regulating the access of psychologists in schools and no additional requirements to work in schools. Therefore, based on the Cyprus law for the access and practice the profession of psychologist, the Universities in Cyprus (University of Nicosia, University of Cyprus, European University, Frederick University) offer 3-year program Master's Degrees comprising of specific credits (ECTS), including supervised clinical training (1500 hours) based on the current professional demands. The Master's degrees make sure that the graduates are eligible to become licensed in Cyprus following the Cyprus Law for Professional Psychologists and in Europe according to the published European Directive. The Master's degrees are built in such a way to give the option for continuing graduate studies at the Doctorate level. The Master's degrees emphasize professional skills development towards the practice of psychology through offering theoretical and research background to the student on the one hand and specialized coursework on the other to develop important clinical and professional skills in the area of psychological assessment and intervention. They, also, integrate theory and practice through clinical internship practice, combined with professional seminars and graduate research. If a student wishes to acquire further research knowledge and skills (especially the ones that pursue a doctoral degree), he/she has the opportunity to follow additional independent research and acquire additional ECTS through the completion of a Master's thesis.

Now, coming to the area of the school psychologist, Cyprus Universities have organized School Psychology Master's Degrees with a minimum duration of 3 years of full-time attendance. According to Cyprus Law, to become a school psychologist someone must satisfy the mandatory qualifications (academic and clinical) to be incorporated in the official registry of the Cyprus Professional Psychologists. The Master's programs of School Psychology develop specialized skills and knowledge to students to enable the assessment and prevention of, and intervention in, psychological and learning problems. An essential part of the education of a school psychologist is the gradual development of professional skills through the supervised (by a qualified and licensed psychologist) clinical practicum through the completion of 1500 hours in appropriate professional settings before graduating. It is important to note that at the end of each academic

year in the School Psychology Master's programs, the progress of the student is evaluated in course performance, performance in the clinical practicum, in the ethical and professional conduct, progress and performance in research, in personal development etc., by members of the relevant faculty and the clinical practicum coordinator.

Requirements to access the profession of psychologist

To access and practice the profession of psychologist in the Republic of Cyprus, a psychologist is required to be registered to the Cyprus Registration Board for Psychologists which is under the law on the registration of psychologists of 1995 (68(I)(1995) and its amendments (2014) to become a licensed psychologist.

A licensed psychologist in Cyprus can practice autonomous and independent responsibilities in psychology and the approved specialties in applied psychology (clinical psychology, counselling psychology, school/educational psychology, judicial/forensic psychology and organizational/industrial psychology or work psychology), which are identified as such by a relevant wording which is indicated on the diplomas and/or derived from a detailed score of postgraduate studies.

Every person is entitled to be registered, if:

- (a) He/she is a citizen of Cyprus Republic or on the date of his application is married to a Cypriot citizen with a residence in Cyprus or is a national of a Member State, and
- (b) He/She is a person of good character. To prove this, he/she presents a clear criminal record certificate or, in the case of a citizen of another Member State, a copy of clear criminal record or certificate or any relevant document issued by the authorities of the Member State of origin or provenance, provided that it has not expired three (3) months from the date of its issue, and
- (c) is the holder of a psychology degree, granted by an academic institution which is accredited by the national bodies of the country in which it operates, and
- (d) has a 2-year postgraduate qualification in an approved specialty in applied psychology granted by a higher institution which is accredited by the national bodies of the country in which it operates, and
- (e) 1000 hours of internship of which 500 hours are an integral part of the curriculum. If the applicant, has completed at least more than the required of 500 hours but not the total of a 1000 hours, he/she should complete these hours with supervised practice exercise.
- (f) In case of doubt of an academic recognition qualification, the Board will request the applicant to address the issue to the Cyprus Council for the Recognition of Degrees (KYSATS), which collaborates and exchanges information with SEKAP (Council for Educational Evaluation and Accreditation), the competent national authority regarding the quality assurance of programs offered by tertiary, non-university level, private schools. If SEKAP accredits a program,

KYSATS automatically recognizes the qualification based on the provision of relevant law in the country (http://www.cylaw.org/nomoi/indexes/1995_1_68.html).

SCHOOL PSYCHOLOGY IN GREECE

The profession of psychologist in Greece is highly recognized, as many young people want to deal with it. All graduates of the Departments of Psychology in Greece and those equivalent to the title of these departments abroad (after giving some courses to a committee in Athens called DOATAP) have the right to practice the profession after examinations of some courses.

Graduates of these Universities submit the necessary supporting documents to the Regions in which they reside and obtain the license to practice the profession of psychologist. Then they can open their own office as psychologists and work as freelancers or be employed as employees in a service, such as in Migrant Centers, in Psychiatric Clinics, in Medical-pedagogical Centers and schools.

Having a master's degree helps to better choose the professional direction. An important point that concerns the field of psychotherapy in Greece, is that there is not a clear distinction between a psychologist and a psychotherapist. The reason is that, legally, both, the psychologist and the psychotherapist, can perform private work.

The psychologist, out of his own motivation for personal development for better exercise of his work, can choose to be trained in a school of psychotherapy, whose tuition fees he will pay himself. Depending on the approach that suits him, he will choose a school, which will be recognized by the respective Association of Psychotherapists, whose approach he supports.

To obtain the diploma of psychotherapist, in addition to the work in his school, individual psychotherapy is required.

In recent years, psychologists have also been placed in schools in Greece. Their placement is done in the context of Special Education.

In every special school, elementary school, high school and EEK, a psychologist and a social worker work, who hold meetings with the children and their parents.

There is also another service, again within the framework of Special Education and in all schools in Greece, of general education, where an integration department operates, a committee called EDYs is employed once a week in each school, consisting of a psychologist and a social worker.

The EDY supports one school per week, i.e. throughout the week, it supports 5 different schools. The psychologist, the social worker and the special educator of the Integration Department of each school operate as a group and meet frequently, talking about the children with whom they have meetings.

The children who come to the EDY are children that have been proposed by the teachers of the classes of each school, because they believe that they have difficulties, either learning, emotional, or behavioral.

The psychologist and the social worker also meet the parents of the students and explore with them the possible reasons that may have contributed to the appearance of difficulties in the child.

Also, the support of teachers is within the duties of the EDY staff, as their role is burdened, especially in the years of Covid.

School Psychologists are also placed in other structures of education, such as Second Chance Schools, where they practice counselling. In Greece, special emphasis is placed on EPAL and psychologists are also placed in this context to support students. Also, in many universities of the country, there are Counselling Centres for the support of students.

Psychologists also work in KEDASY, which are the Centres in which the diagnosis of the learning difficulties of a student who is referred by the school because he has some difficulties is made and, if necessary, his examination is suggested by a child psychiatrist.

The psychologist at KEDASY is responsible for the administration of the intelligence test to children (WISC – III) and the psychological evaluation. He participates in the meeting of the KEDASY committee, which consists of the special educator, the social worker, the speech therapist and the director of the KEDASY service, and records his suggestions in the diagnosis given to the student under examination.

Sometimes school psychologists cooperate with structures outside the school community to support the student and his family, such as the Greek Police or the Juvenile Prosecutor's Office. The placement of psychologists and social workers in schools is carried out under the regulatory framework of the NSRF and following the legislation governing the special account of the Ministry of Education and Religious Affairs.

Most psychologists work as substitutes, under a fixed-term contract of private law, for full-time employment. In the last two years, permanent psychologists have been recruited in several schools throughout Greece, but the number of appointed psychologists is not enough to meet the needs of schools and psychologists are still working as substitutes.

LAWS REGULATING THE ACCESS OF PSYCHOLOGISTS IN SCHOOLS

The prerequisite for being recruited in a school unit is to be a psychologist with a license to practice.

With the Government Gazette B 4917-09.11.2020 and with the no.150710/DG4 Decision of the Ministry of Education and Religious Affairs, psychologists can work in schools in the following ways.

Either in a special school that belongs to primary or secondary education, where the psychologist goes daily and is a member of the teachers' team, or as a member of the EDY.

As a member of the EDY, the psychologist is invited, together with the social worker, to go to 5 schools per week (one per day) and to support children and parents who face various difficulties (learning, emotional and behavioural problems) at KEDASY.

The Ministry of Education with the circular with NO.PROT.: Φ 1/17598/Γ Δ 4/12-2- 2021 gives clarifying instructions to psychologists and social workers on how to deal with the consequences of COVID-19 on their work in schools.

He informs mental health experts that in case of suspension of school units, they will continue to support students and parents with modern e-learning with the use of the Panhellenic School Network (PSO) and the digital platform Webex Meetings of Cisco Hellas SA.

All recruitment of psychologists in schools is within the framework of Special Education. Greece, by law 3699, in 2008, ensures that it constantly upgrades the compulsory nature of special education and education and ensures the provision of free public special education to disabled people of all ages, for all stages and all educational levels.

SCHOOL PSYCHOLOGY IN RUSSIAN FEDERATION

As in July 2021 the education for psychologists in the Russian Federation is based on six years of formal education (five years of study and one year of supervision) which is called education of the full cycle or mono-training.

During the first three-four years of studies, students are given a broad orientation in the main sub-disciplines and theories of psychology.

The main forms of teaching are lectures, seminars, and practical sessions. Besides, there is a considerable component of "general education", which includes teaching subjects (philosophy, history, sociology, economics, foreign languages, biology, anthropology, etc), which is an obligatory part of any accredited educational program in Russia and whose content is defined partly on federal, and partly on regional level.

The last two-three years of studies are devoted to developing expertise in a selected sub-field of psychology, with special courses and special practical work being the main forms of teaching. This model is presented in most universities.

LAWS REGULATING THE ACCESS OF PSYCHOLOGISTS IN SCHOOLS

Depends on the region. For all regions there are:

- [1] Federal Law of December 29, 2012 No. 273-FZ "On education in Russian Federation";
- [2] The procedure for the development of exemplary basic educational programs, conducting their expertise and maintaining a register of approximate main educational programs approved by the order of the Ministry of Education and Science of Russia dated May 28, 2014 No. 594;
- [3] Federal state educational standard in the direction training (specialty)
44.04.02 "Psychological and pedagogical education "and the level of higher education Master's degree, approved by order of the Ministry of Education and Science of Russia dated 02.22.2018 No. 127;
- [4] The procedure for organizing and carrying out educational activities in educational programs of higher education - programs bachelor's, specialist's programs, master's programs, approved by order of the Ministry of Education and Science of Russia dated April 5, 2017 No. 301;
- [5] The procedure for conducting state final certification educational programs of higher education - programs Bachelor's, Specialist and Master's programs, approved by the order of the Ministry of Education and Science of Russia dated June 29, 2015 No. 636;
- [6] Regulation on the practice of students mastering the basic professional educational programs of higher education, approved by order of the Ministry of Education and Science of Russia dated November 27, 2015 No. 1383;
- [7] Federal Law of June 24, 1999 No. 120-FZ "On the fundamentals of the system prevention of neglect and juvenile delinquency";
- [8] Order of the Ministry of Labor and Social Protection of the Russian Federation dated July 24, 2015 No. 514n "On the approval of professional standard "Educator-psychologist" ";
- [9] Order of the Ministry of Labor and Social Protection of the Russian Federation dated September 08, 2015 No. 613n "On the approval of the professional standard "Teacher of additional education for children and adults" ";

- [10] Order of the Ministry of Labor and Social Protection of the Russian Federation dated October 18, 2013 No. 544n "On the approval of professional standard "Teacher (pedagogical activity in the field of preschool, primary general, basic general, secondary general education) (educator, teacher) "";
- [11] Order of the Ministry of Labor and Social Protection of the Russian Federation dated November 18, 2013 No. 681n "On the approval of professional standard "Specialist in rehabilitation work in social sphere "";
- [12] Order of the Ministry of Education and Science of the Russian Federation of 17 October 2013 No. 1155 "On the approval of the federal state educational standard of preschool education ";
- [13] Order of the Ministry of Education and Science of the Russian Federation dated 19 December 2014 No. 1598 "On the approval of the federal state educational standard of primary general education of students with disabilities";
- [14] Order of the Ministry of Education and Science of the Russian Federation dated 19 December 2014 No. 1599 "On the approval of the federal state educational standard of students with mental backwardness (intellectual impairment) ";
- [15] Order of the Ministry of Education and Science of the Russian Federation of 27 May 2015 No. 536 "On the organization in the Ministry of Education and science of the Russian Federation work on the development and application professional standards in the field of education and science for 2015-2018 years ";
- [16] Order of the Ministry of Education and Science of the Russian Federation of 31 December 2015 No. 1576 "On Amendments to the Federal state educational standard of primary general education approved by order of the Ministry of Education and Science Russian Federation dated October 6, 2009 No. 373 ";
- [17] Order of the Ministry of Education and Science of the Russian Federation of 31 December 2015 No. 1577 "On Amendments to the Federal state educational standard of basic general education approved by order of the Ministry of Education and Science Russian Federation dated December 17, 2010 No. 1897 ";
- [18] Order of the Ministry of Education and Science of the Russian Federation dated 29 June 2017 2017 No. 613 "On amendments to the federal state educational standard of secondary general education, approved by order of the Ministry of Education and Science of the Russian Federation of May 17, 2012 No. 413 ";
- [19] Order of the Ministry of Education and Science of the Russian Federation of 31 December 2015 No. 1578 "On Amendments to the Federal state educational standard of secondary general education, approved by order of the Ministry of Education and Science of the Russian Federation of May 17, 2012 No. 413 ";
- [20] Order of the Ministry of Education and Science of the Russian Federation dated 6 October 2009 No. 373 "On the approval and implementation of eight federal state educational standard of primary general education ";
- [21] Order of the Ministry of Education and Science of the Russian Federation of 17 December 2010 No. 1897 "On the approval of the federal state educational standard of the basic general education ";

[22] Order of the Ministry of Education and Science of the Russian Federation of 17 May 2012 No. 413 "On the approval of the federal state about "On the approval of the federal state educational standard of secondary general education ".

There is a Regulation on the Service of Practical Psychology of Education in the Russian Federation "(which is an Appendix to the" Decision of the Board of March 29, 1995 ") , but it does not regulate the number of rates of psychologists, it is purely advisory in nature: - have one psychologist for every 500 students.

Experts have long understood that the work of a teacher-psychologist with a fixed number of children - 500 people per head - cannot be effective. To be honest, in schools in large cities, one psychologist often has up to a thousand students or more. If the director understands and accepts this problem, then he finds additional rates. Such schools have long been working on the so-called curatorial support system, with no more than 150-170 children per specialist.

About 65 percent of Russian teachers require methodological support from educational psychologists. The inclusive paradigm is changing the school: children come very different, teachers need a professional connection with psychologists. At the same time today any school director understands that without a teacher- psychologist (or even a whole team of such specialists) it is impossible to implement educational tasks and obtain sustainable results in the development of children.

In fact, today, 26,900 educational psychologists work in schools, and there are an average of 657 students per psychologist¹⁰.

At the same time, Federal Law No. 273-FZ "On Education in the Russian Federation" According to Art. 28, the educational organization is independent in the implementation of the educational process, the selection and placement of personnel, scientific, financial, economic and other activities within the limits established by the legislation of the Russian Federation. In particular, the competence of the educational organization includes the establishment of a structure for managing the activities of an educational organization, staffing, distribution job responsibilities " According to the instructional letter of the Ministry of Education of the Russian Federation dated 12.24.2001 No. 29 / 1886-6 "On the use of the working time of a teacher-psychologist of an educational institution" the workload of a teacher-psychologist in educational institutions (36 hours per week) is distributed as follows:

- (a) 18 hours a week for individual and group preventive, diagnostic, advisory, corrective, developmental, educational, educational work with students, pupils; for expert, consulting work with teachers and parents (legal representatives) on the development, education and upbringing of children in an educational institution; to participate in the psychological - medical - pedagogical council of an educational institution;
- (b) 18 hours a week to prepare for individual and group work with students, pupils; processing, analysis and generalization of the results obtained; preparation for expert - consulting work with teachers and parents of students, pupils; organizational and methodological activities (raising personal professional qualifications, self-education, supervision, participation in methodological associations of practical psychologists, filling out analytical and reporting documentation, etc.).

It is easy to determine the quantitative indicators of the activity of a teacher- psychologist from the following table. On average, in our case, they amount to 10 months of work (academic year):

- (a) individual diagnostics: 150–170 examinations;
- (b) group diagnostics: 20 groups;
- (c) counselling: 150–170 appointments;
- (d) individual developmental and correctional lessons: 150–170 lessons;
- (e) developmental and correctional group lessons: 200-240 lessons;
- (f) educational activities: 20 lessons;
- (g) expert events: 10 events.

It can be seen that this amount of work is effective for 150-170 students, depending on the occupancy, it can be 5-8 grades.

TABLE OF THE APPROXIMATE DISTRIBUTION OF THE WORKING TIME OF A TEACHER-PSYCHOLOGIST IN A COMPREHENSIVE SCHOOL

Types of jobs	Main working time (in hours)		Preparatory time (in hours)	
	Spent one reception (event)	IN month	For preparation or analysis of one reception (event)	IN month
Individual psychological examination	1-1.5	15-17	0.5-1	10-12
Group psychological (screening) examination	1-1.5	3-4	3-3.5	7-8
Individual consultation	1-1.5	15-17	0.3	3-4
Individual developmental and corrective lesson	0.5-1.5	15-17	0.3	3-4
Group developmental and corrective lesson	1-1.5	20-24	one	20-24

Educational work	0.5-1.5	4	0.5	2
Expert work	2.5-3	3		2
Organizational and methodological work			7 hours a week (methodical day)	28
TOTAL 160 hours per month		Approximately 80 hours		Approximately 80 hours

The time spent on the performance of a particular type of work may vary depending on the reasons for referring to a psychologist, the primary or repeated referral, age, condition and other characteristics of the applicants. In addition, following the requests of the educational institution, the combination of the type of work and the amount of working time for its implementation may vary. If there is no request for something in an educational institution, then the free time is distributed, at the discretion of the psychologist and in agreement with the administration, for other, more necessary types of work. Indeed, it is necessary to take into account the nuances, but the table is indicative and was created mainly for a teacher-psychologist of a comprehensive school. If they take the time for one appointment (event) not at the minimum (like ours), but at the maximum, then the number of children served will be reduced to 50.

As you see, the second half of the time (another 80 hours a month) falls on the processing and analysis of the results obtained, filling out the documentation, organizational and methodological work. It is worth clarifying what exactly can be attributed to organizational and methodological work. This is the analysis and planning of activities in general, the analysis of scientific and practical literature for the selection of tools and the development of developmental and correctional programs, participation in scientific and practical seminars, conferences, supervision, attending meetings and methodological associations, refresher courses, as well as the design of the office. Such "shadow" work is necessary and at the same time consumes the specialist's time in a significant way. It cannot be ignored. When drawing up an annual or current plan, a school psychologist should always find a place for it.

In each region there can be special documents. In some republics of Northern Caucasus laws are not implemented always and everywhere – it brings to the cases when Muslim clergy takes the role of a school psychologist without having a minimum of knowledge in psychology.

In central ["Slavic"] regions Russian Orthodox Church attempts to substitute normal school psychology with "traditional and spiritual values".

SCHOOL PSYCHOLOGY IN ROMANIA

In Romania, to become a psychologist, it is necessary to be a graduate of higher studies of the faculty of psychology (3 years) and for a master's degree in psychology (2 years). For access to the profession, you must obtain free practice within the Romanian College of Psychologists.

For access to the profession within the College of Psychologists, the psychologist must participate in an interview within the Commission of Educational Psychology, school and vocational counselling.

After this interview, he will obtain the certificate of free practice (psychologist practicing under supervision).

The psychologist will have to participate in complimentary professional training (2 years).

To practice during this period and to obtain the certificate of free practice, you will have to conclude a contract with a specialist psychologist for supervision.

The supervision activity involves the professional coordination of the activity performed by the supervisor, the analysis and discussion of the cases of evaluation and primary psychological intervention encountered in practice by the supervised psychologist, respecting the supervisor's indications regarding the procedures and techniques used.

26

The beginning of the supervision is conditioned by the possession of the certificate of free practice in step: practitioner in supervision and signing of the Professional Supervision Contract initiated and signed by both supervisor and supervisee to be sent for registration to the Romanian College of Psychologists.

During the supervision, after each meeting, the supervisor assures the supervisors:

- Theoretical support and materials used in practical activities;
- Working materials: sheets, scales, questionnaires, tests, etc.
- Case models;
- Electronic format of the program and several materials - theoretical, tests, evaluation sheets, work, individualized intervention programs and practical evaluation and grading scales (only those psychological evaluation tools that are not owned by the supervisor will be transmitted with a license granted by psychological testing companies).

Until the completion of the supervision, consultancy and assistance will be provided in:

- The establishment of the form of exercising the profession (for example Individual cabinet of psychology),
- Acquisition of licensed instruments/tests according to the criteria of the College of Psychologists regarding the mandatory methodological endowment for the specialty in the field of educational psychology;
- Preparation of the final file for the transition to the next step: autonomous practitioner.
- It is also necessary for the psychologist to attend courses accredited by the College of Psychologists annually to obtain at least 10 credits in the desired specialty.

To obtain free practice as an independent practicing psychologist, it is necessary to practice 100 hours of supervision

LAWS REGULATING THE ACCESS OF PSYCHOLOGISTS IN SCHOOLS

According to the rules imposed by the Romanian College of Psychologists, to be a school psychologist, it is necessary to obtain a certificate of free practice. But at present in Romania the reality is different. Most school psychologists do not have the certificate of free practice issued by the College of Psychologists and practice based on the bachelor's and master's degree. This situation is agreed and accepted by the Ministry of Education. For the first time this year, the Ministry of Education centralized the situation of school psychologists who certified the free practice issued by the College of Psychologists.

Depending on the field chosen to practice as a psychologist, it is necessary to address the specialized commission within the Romanian College of Psychologists:

1. Commission on Clinical Psychology and Psychotherapy;
2. Commission for the Psychology of Work, Transport and Services;
3. Commission of educational psychology, school and vocational counselling;
4. Commission of Psychology for Defense, Public Order and National Security;

The main role of the psychologist in the school is to maintain a permanent connection between teachers, students and parents, to discover the communication problems between them and to propose solutions. The psychologist can be asked directly by students when they have a problem and need to talk to someone without fear of being judged. The school counsellor can also be requested when the child has problems at home and does not find family support.

The school counsellor must be licensed in psychology if he/she works as a school counsellor/speech therapist in normal education or for special education to be licensed in psychology/psycho diagnosis if he/she works as a speech therapist/school counsellor or in the field of psycho diagnosis.

At the level of the educational system, the orientation and counselling of the students is provided by: the school psychologist and the school counsellor.

To practice as a school psychologist, you must be a specialist in educational psychology or psychological counselling. Their role is to identify the problems of students who identify in the school environment.

The school psychologist explains and promotes the understanding of the development process of children/adolescents and the relationships between behaviour and learning. It uses standardized psychological assessment tools, establishes and communicates the diagnosis.

For an effective intervention, the school psychologist elaborates intervention plans (individual or group - depending on the situation) and offers specialized psychological counselling in the educational field. To prevent school failure among students, it implements psychological research activities, the results being popularized among school psychologists to streamline the process of integration and inclusion in the school environment.

As mentioned above, the school psychologist must be licensed in psychology to acquire the minimum professional skills necessary to practice the profession of psychologist.

To develop specific competencies, the school psychologist must participate in various complementary or continuous professional training programs.

Taking into account the occupational standard for the school psychologist, there are general competencies (which all specialists working in the educational system have) and specific competencies applicable for this qualification.

SCHOOL PSYCHOLOGY IN FRANCE

The use of the title of psychologist is regulated by law 85-772 of July 25, 1985:

“The professional use of the title of psychologist, accompanied or not by a qualification, is reserved for holders of a diploma, certificate or title attesting to a fundamental and applied university training of high level in psychology preparing for professional life and appearing on a list fixed by decree of the Council of State or to holders of a foreign diploma recognized as equivalent to the required national diplomas “

28

It is authorized to use the title of “psychologist” once the person has registered their diploma mentioned in the quoted paragraph or their authorization mentioned in II, with the regional health agency or the body designated for this purpose. It is free of charge to register. In the event of a change in professional situation, they shall inform the agency or body thereof.

In France, the title of psychologist is regulated (training in psychology at bac + 5 minimum). It is accessible:

- to holders of a bac + 5 university degree in Psychology (Master with professional internship),
- holders of a state diploma in school psychologist or guidance counselor- psychologist,
- graduates of the School of Practicing Psychologists (SPP / Psychopratt Paris or Lyon). Psychopratt offers approximately 120 places per year. Cost 6,340 € per year

Namely :

- to become a school psychologist: same path + competitive examination for the recruitment of psychologists from National Education followed by one year of training/internship within National Education

<https://www.education.gouv.fr/cid104165/etre-psychologue-de-l-education-nationale.html>

- to become a Youth Judicial Protection psychologist: external competition (bac + 5 level in psychology) or internal competition (civil servant status + bac +5 diploma) + 8-week training at ENPJJ (national school for judicial protection of the youth)
- psychotherapists must have received training in clinical psychopathology at a master's level and the training of psychoanalysts is provided by schools and societies of psychoanalysis which organize the profession
- the psychiatrist must be a specialist

ADELI registration

The persons authorized to use the title of psychologist are required to register, free of charge, with the regional health agency or the body designated for this purpose, their diploma mentioned in the first paragraph of article 44 of the law. of 1985 or the authorization mentioned in II of this same article.

It is a national information system on professionals coming under the public health code, the social action code and persons accredited to use the title of psychologist. It contains information (civil status - professional situation - activities carried out). An ADELI number is assigned to all salaried or liberal practitioners and serves as their reference number. The ADELI number appears on the Health Professional Card (CPS) for professionals covered by the Public Health Code

Registration must be made within one month of taking up the post regardless of the mode of practice (employee, free-lance, mixed). It is obligatory to inform the ARS (Regional Health Authority) of any change in the situation in order to ensure that the file is updated.

LAWS REGULATING THE ACCESS OF PSYCHOLOGISTS IN SCHOOLS

Reference texts:

- Assignments: circular n ° 2017-079 of April 28, 2017
- Knowledge and skills base: decree of April 26, 2017 - Official Journal of April 30, 2017
- Methods of setting up the body of national education psychologists for the 2017 school year:
- Decree of 1 February laying down statutory provisions relating to the new body of psychologists of the National Education: decree n ° 2017-120 of February 1, 2017

29

The professional expertise required as a psychologist from National Education requires a master's level training in psychology as well as a validated professional internship. The employment of psychologists from the National Education is carried out by competitive examination. Applicants must have completed their entire training course in psychology, from bachelor's to master.

There are two specialties in the competition to choose according to your professional project:

- "education, development and learning"
- "education, development and counselling in educational and vocational guidance"

Once they passed the competition, the winners are appointed internship psychologists of the National Education and assigned to a regional education authority. During one school year, they undergo training as a trainee civil servant, interrupted by an internship in Rased (Network of Specialized Help for Students in Difficulty) and schools or CIOs (Information and counselling centers) depending on the chosen specialty, and by courses given at the university in the departments in charge of the training of psychologists of the National Education, in connection with the higher national institutes of teaching and education (Inspé). They thus benefit from a joint training time in Inspé with the trainees of the master's degree "Teaching, education and training professions" (MEEF) to share the culture of the education system with their complements in other teachings, education and training professions. This internship year also allows them to acquire specific knowledge and perfect the skills specific to the exercise of their function with school groups.

During the course of the residency year, they declare a major for their first assignment as a titular National Education psychologist. They are established after obtaining a favourable opinion from a professional qualification jury. They then receive a certificate of aptitude for the functions of the psychologist of the National Education with mention of the chosen certification.

School teachers performing the purposes of school psychologists and holders of the appropriate diploma may, on request, either be:

- be integrated into the body of school psychologists of national education in the specialty "education, development and learning"
- be seconded to the body of school psychologists from national education in the specialty "education, development and learning"

After having read the memorandum available in the official bulletin of March 2, teachers have three months to return the form below to the management department at the DSDEN.

Concerning secondary staff: guidance counsellors-psychologists, DCIO-COP:

Guidance counsellors-psychologists and directors of permanent information and counselling centres have been integrated into the body of national education psychologists since the start of the 2017 school year. They perform the functions relating to the "education, development" specialty. and counselling in educational and vocational guidance "

National Education psychologists can perform additional activities under certain conditions. These complementary activities must be compatible with the main activity of the psychologist and not affect his exercise. Particular activities that can be practiced are contribution in publishing projects or advice.

Numerous regulatory texts govern the conditions of use of the title of psychologist in the public service, whether it is hospital, territorial or state (judicial protection of young people).

For the hospital public service, reference should be made to decree n ° 91-129 of January 31, 1991 on the special status of psychologists in the hospital public service. Various decrees set the list of titles and diplomas required to take these exams (decree of August 1, 1996 relating to the titles required for access to competitive examinations for the title of psychologist in the public hospital service and decree of April 22, 2008 amending the order of January 10, 2008 fixing the list of diplomas giving access to competitive examinations organized for the recruitment of psychologists for the public hospital service).

For the territorial civil service, please refer to decree n ° 92-853 of August 28, 1992 relating to the special status of the employment framework for territorial psychologists as well as to decree n ° 93-399 of March 18, 1993 relating to the conditions access and the organizational arrangements for competitive examinations with a test for the recruitment of territorial psychologists.

For the judicial protection of young people (PJJ), it is advisable to refer to the decree n ° 96-158 of February 29, 1996 concerning the particular statute of the body of psychologists of the judicial protection of young people.

SCHOOL PSYCHOLOGY IN MALTA

The profession of the psychologist is relatively a new profession in Malta. It was in 1987 that the University of Malta (the only tertiary education institution in Malta at the time), opened a Bachelor's Degree Course in Psychology. Persons with a Bachelor's Degree were not psychologists and had to further their training abroad to become recognized as psychologists by the respective psychology associations in Malta. In 1996 the Malta Union of Professional Psychologists signed an agreement with the Government of Malta which established the Psychology Class and pathway within the Public Service. Through this agreement two departments of psychology were established one in the Ministry of Health, employing Clinical psychologists and another in the Ministry of Education, employing educational psychologists. The course leading to a professional Master Degree in Psychology started to be offered by the University of Malta in 1999. This enabled Maltese students to complete their full professional training in psychology in Malta. The training was offered in three areas: Clinical Psychology, Counselling Psychology and Educational Psychology.

In 2004 the Maltese Parliament enacted the law regulating the profession of psychology in Malta. Following this legislation, the Malta Psychology Profession Board was set up to regulate the profession and to start issuing official state warrants for the practice of psychology in Malta. Since the University of Malta used to accept just 12 students every two years for the M.Psy, many persons still opted to go and further their studies abroad. Thus, the Malta Psychology Profession Board issued warrants in other areas apart from the three areas of specialization offered by the University of Malta.

The agreement between the Malta Union of Professional Psychologists and the Government of Malta was revised in 2012 to reflect more the development of the profession of psychology on the Island. This agreement mapped the structure of Psychology Departments within the Public Service. Psychologists thus could be employed in any Ministry / Department in the Public Service. Furthermore, every Department may employ different specializations according to its needs. It also made it possible to employ persons with a Bachelor's Degree in Psychology as Psychology Assistants to be assigned to and assist particular psychologists in their work. This will also expose such individuals to work experience in the field before starting their professional training. The grade of Psychology Practitioner was also introduced to employ persons who have completed all the necessary academic training and still require the post-Masters supervised practice to obtain a warrant to practice psychology in Malta. These will work under the supervision of a Psychologist registered as a supervisor with the Malta Psychology Profession Board until they obtain their warrant. The structure is as follows:

- Managing Psychologist
- Principal Psychologists
- Senior Psychologists
- Psychologists
- Psychology Practitioners
- Psychology Assistants

Currently, there are three Departments of Psychology in the Public Service. One in the Ministry for Education & Sports, one in the Ministry for Health and another in the Ministry for Home affairs. The University of Malta is currently offering specializations in five areas of psychology practice at the M.Psy level, namely,

- Clinical
- Counselling
- Educational
- Health
- Neuro

About 20 students are being trained in Malta every two years.

The requirement to become a psychologist in Malta is basically five years of training and two years of supervised practice: three years to obtain the Bachelor's Degree, two years to obtain a professional master in Psychology and another 2 years of supervised training following the Master Degree.

CHARACTERISTICS AND FUNCTIONS OF THE SCHOOL PSYCHOLOGIST

ITALY

The introduction of the psychologist in the Italian school context includes the interaction between a relatively young professional in a complex and constantly evolving system.

On the one hand, the Italian school system is constantly changing and updating. On the other hand, we have a fairly large professional category that also includes numerous fields of application and specialization.

The complexity of the systems on the one hand and of the professions on the other does not facilitate the interaction between the parties and the inclusion of psychologists in an organic and structured way.

Until a few years ago, the psychologist in school contexts had remained a figure who interacted in schools in very limited and occasional ways.

The recent Covid-19 crisis has placed even more attention on the need for mental health professionals in schools and their presence has been motivated several times by various parties involved, professionals, users, and even schools.

On 22 October 2020, an agreement for a Memorandum of Understanding for psychological support in educational institutions was integrated between the Ministry of Education and the National Council of Psychologists for a duration of 9 months.

A total of 40 million euros have been allocated up to the end of the 2020/2021 school year with a value of professional service of 40 €/hour.

The resources assigned to each school in the period between October and December 2020 were € 1600. The activation of the service in the period October-December 2020 and the commitment of at least 50% of the resource was a necessary condition for the assignment of the following financial year of € 3,200. The total number of hours employed by psychologists with the value of 40 €/hour is therefore equal to 120 maximum hours.

This Memorandum of Understanding, also developed following the Covid-19 emergency, has more than doubled the presence of psychologists in the school context.

According to the note of the Ministry of Education "Detection of Psychological Support", 5662/8183 School Institutions (69.22%) have activated the psychological support service, of which 3178 from scratch, 2484 have continued or increased the psychological support services already present.

Before this protocol, only 30.35% of Educational Institutions had a Psychological Support service.

The Memorandum of Understanding has undoubtedly given new vitality to the sector, doubling the number of Institutes that have a Psychological Support service, but only its continuity over time can ensure adequate achievement and monitoring of results.

In the context of the development of psychological activities in the school context, a region is developing some continuity projects with the previous protocol.

The IV Council Commission "Productive activities, education, training and employment" approved the text of the Draft Law in "Amendments to regional law 19/2007 - Regulations on the education

and training system of the Lombardy Region, Psycho-pedagogical service." Text to which reference should be made for a full understanding of the bill.

Based on the memoranda of understanding, the Lombardy Region promotes "the activation of a psycho-pedagogical service for didactic innovation and for the well-being of the person provided jointly by psychologists and pedagogues, to support school management and aimed at students and their families, to teaching and non-teaching staff of primary schools, of state and equal secondary schools of first and second degree and Vocational Education and Training Institutes (IeFP). The service operates in the psychological and pedagogical field, prevents and intervenes in situations of educational failure, educational poverty, school dropout, relational and learning difficulties and discomfort, also due to the Covid-19 pandemic, and promotes emotional, cognitive and relational competence, the orientation, well-being and full development of the school community, also by implementing processes of synergistic collaboration between school, family and local services".

33

The dedicated resources, following the amendment of the law, have doubled from € 500,000 to € 1,000,000 for 2021 and will also involve the figure of the pedagogist (editor's note we write in July 2021 and therefore it is necessary to calculate that presumably this amount will be used from September in December 2021), the amount for 2022 will be € 1,800,000 and € 2,000,000 in 2023.

This amount, compared to the population of Lombardy, is less than the previous protocol (40 million for a school year throughout Italy), also considering that there is a cooperation between several professionals (psychologists and pedagogists) and the field of action is certainly broader, also including Vocational Education and Training Institutes. This text is currently (30 July 2021) approved as a Bill and the application methods will be discovered later.

The psychologist makes use of cognitive and intervention tools for prevention, diagnosis, rehabilitation and psychological support activities aimed at the person, group, social organisms and communities, as well as carrying out experimentation activities, research and teaching in this area.

When the psychologist works in the school environment, he is aware of the personal training necessary for his professional development and to maintain an adequate level of skills, to ensure the school and the user (student, parent, etc.) effective and comprehensible information on its services, their purposes and modalities. It also ensures the privacy of data through the custody or control of notes, notes, and paper or electronic material.

Furthermore, according to article 31 of the Deontological Code of Italian psychologists, concerning the consent for professional services to minors, all the activities of the psychologist carried out within the school system must be included in the Training Offer Plan (POF), so that each parent can view it and declare availability or not at the time of enrolment of the child. In addition, the consent of the person exercising parental authority is required for any psychodiagnostics activity, any screening aimed at identifying peculiar characteristics of learning or behaviour, administration of tests or any intervention aimed at the individual that exceeds the single session.

On the other hand, the explicit consent of those exercising parental authority is not required for those group activities whose objective is not the diagnosis or the possible identification of characteristics belonging to the individual.

The support and intervention of the school psychologist are therefore transformed into a tool available to the school to incentivize an efficient achievement of the educational objectives, at the same time promoting the well-being, also understood as the acquisition of the most suitable coping mechanisms, in the school context.

The most widespread methodology is known as socio-affective education, or what Community Psychology defines as an empowerment strategy whose goal is to improve self-knowledge in the individual and facilitate communication between the members of the class group.

Therefore, if on the one hand, it focuses on the individual level, assisting the development of feelings of acceptance, security, self-esteem and an increased ability to cope with emotional stress, on the other the socio-affective education acts at the group level, favouring behaviours of collaboration, solidarity, mutual respect and tolerance towards diversity of all kinds.

Furthermore, if we think about the discomfort present in pupils, the opportunity for intervention at school is linked to various factors: first of all there is, as already mentioned, an important emergency regarding the incidence and danger of pathological behaviours. We are talking, for example, of anorexia and bulimia, eating disorders which are the leading cause of death in adolescents between 12 and 25 years of age, or of the so-called 'self-harming acts', often also a consequence of bullying at school and which involve one out of five adolescents. . Many pathological behaviours and many discomforts present in children and adolescents, as well as the developmental disorders themselves, have a strong relational and contextual matrix, so it is very important to act in the school in which they occur and feed.

However, even teachers are often overwhelmed by a sense of unease, often discouraged by the cumbersome bureaucratization of their role or by the lack of social recognition, as well as sometimes having difficulty in managing classes and pupils that change from year to year, in increasingly interactive and digitized teaching. The challenges, therefore, do not concern only the students but also the teachers, and the contribution of a psychologist is invaluable in transforming the opposing forces that are plausibly generated and that take various forms (such as dissatisfaction, passivity, critical and destructive attitude, creation of subgroups and coalitions and so on), an objective to be pursued by promoting a sense of belonging and collaboration between colleagues or, for example, to train transversal relational skills, using effective communication techniques.

The discomfort also affects families, often helpless in the management of children's problems and the relationship with the school, nowadays excessively delegated to the educational role and then, for this reason, attacked.

Projects that move and operate on multiple levels, therefore, appear to be the most effective because they can respond to the complexity of the system, putting the pieces of a puzzle together in communication: parents need to team up and get to know the problems of the children more closely but also relate adequately with the school, to have an active role within it, to team up with the teachers to propose themselves coherently and reliably to the children. Teachers, for their part, are required to overcome subgroups among colleagues and to continually research and develop effective classroom management strategies, aiming at opening up a more effective communication channel with families. Finally, adolescents must find a space for growth and experimentation of themselves and of the appropriate group, in which they feel heard, in which differences are welcomed and in which the adult is perceived as an emphatic and support figure rather than uselessly authoritarian.

Acting only on one level or a single part of the system would be useless and plausibly counterproductive.

As already discussed, the objectives to be pursued with the help of a School Psychologist are many:

- Promote collaborative management: collaboration, understood in its various forms and able to involve all the protagonists of the context, is the backbone of a serene and profitable

environment. The psychologist can help to clarify what the common objectives are, to give value to the differences and peculiarities of individuals and the school society.

- Promote the care of relationships: looking after relationships in the school environment requires good management skills and the acquisition of tactics that act as mediation during conflicts, as well as an attitude of welcome and respect for others and their role.
- Promote prevention: another inevitable goal is prevention, understood as an action aimed at reducing the emergence of risky situations, such as socio- emotional distress, conduct or learning difficulties, any consequences of bullying and so on.
- Early identification and effective action on risk situations: the school psychologist must be aware of the risk indicators that lead to certain realities, be able to recognize them in the school context and possibly intervene with a careful look and with containment measures.
- Highlight the resources: working so that everyone achieves the opportunity to know and recognize their difficulties and their resources, teachers and students.

Identifying their weaknesses and strengths is a symptom of self-awareness and self-esteem. This objective is also fundamental in the orientation processes already mentioned, which require children to make choices for their future.

- Motivate training and study: the school psychologist can suggest ways to link pupils' knowledge to their application in daily practice, so that knowledge and competence go hand in hand.
- Promote the psycho-physical well-being of pupils and teachers: all the objectives we have mentioned aim to achieve, if combined, the promotion of psycho-physical well-being.
- Promote quality and improvement: continuous improvement, however, is only possible if we are capable of identifying errors, recognizing where we are wrong, modifying what is dysfunctional, to activate corrective actions. There is no improvement if there is no recognition of the criticality. The school psychologist acts precisely to cultivate and promote a shared thought, which puts well-being and quality first.

Considering now the type of interventions that can be carried out by the psychologist within the school environment, we note how different articulations emerge, depending on the needs emerged and the recipients to whom it is addressed. As for the students, for example, a plausible initial intervention involves the activation of a listening desk, that is a space inside the school during school or extra-school hours in which the psychologist provides psychological support, thus guaranteeing a welcome moment. and listening.

Another desirable psychological intervention lies in the orientation activity, which can be explained through specific projects that include the support of a psychologist: classroom meetings, guided visits to schools, meetings with parents, individual interviews with students, administration of questionnaires for evaluation of personal interests and attitudes.

Furthermore, as we have already seen, one of the purposes that a psychological activity project can and should pursue is to ensure that each student develops his or her potential and has his cognitive needs satisfied, acquiring a profitable study method and developing good skills of autonomy. To ensure that these objectives materialize, it is possible to support teachers in identifying methodologies based on the individualization of teaching, as well as teaching pupils to use effective learning methods aimed at achieving more efficient results. The goal also includes

the attempt to indirectly trigger in students a strengthening of feelings of personal and scholastic self-efficacy through motivation.

In school or pre-school age, it may also be useful to administer tests and questionnaires or conduct observations to ascertain in the school population the presence of requirements on specific aspects, such as reading or writing.

This would also allow the early identification of the presence of disorders and disorders, which would be followed by timely indications addressed to teachers and parents on how to best act at the didactic, educational or rehabilitative level.

Attention should also be paid to enhancing interpersonal or relationship skills so that students can recognize their own needs and those of others, as well as acquire the skills of self-regulation and empathy towards others. Activities within the class group would allow to circumvent self-esteem, increase emotional awareness and communication skills, prevent the still too widespread phenomenon of bullying.

Furthermore, the psychologist, through a synergistic collaboration with the teachers, is fundamental in the construction of the scholastic path of pupils with special educational needs (not in possession of Law 104/92) and who need to be considered in their entirety, encouraging their potential to psychoeducational level and paying due attention to the psychological implications.

If the intervention process is instead started in time and facilitated, the growth process that is triggered in every active member of the school context is remarkable: for example, an activity such as role-playing, in which a teacher plays the role of a pupil and vice versa, can offer numerous interesting ideas to reflect on. Sometimes, to look at things from another perspective, it is necessary to concretely change position and then return to one's own. The school psychologist, among many things, can help make this possible.

TURKEY

ACTIVITIES PERFORMED COMMONLY BY PSYCHOLOGISTS IN THE SCHOOL SETTINGS

In this section, the school guidance and psychological counselling program was first introduced. Then, information was given about the guidance and psychological counselling services offered in educational institutions in Turkey.

These services are handled at three levels: developmental and preventive services, remedial services and support services. Within the scope of developmental and preventive services, classroom guidance program, individual recognition studies, giving information, directing and monitoring activities; psychological counselling, psychosocial support and referral services within the scope of remedial services; In the scope of support services, consultancy, program management, research, projects, cooperation and professional development are emphasized.

Today, school guidance and psychological counselling services are generally planned based on the Comprehensive Guidance and Psychological Counselling Programs model, based on a developmental understanding. The understanding of developmental guidance emphasizes that guidance and psychological counselling services should be provided at all levels of education from pre-school to university education for students to continue their development healthily. In this context, the practical aspect of the developmental approach is the "Comprehensive Guidance and Psychological Counselling Program". The comprehensive guidance and counselling program model envisage the integration of crisis-oriented, curative/remedial and preventive approaches

with the developmental approach. This model aims to provide students with the skills and experiences they need to be successful in school and life in general.

GENERAL FEATURES OF THE COMPREHENSIVE GUIDANCE AND PSYCHOLOGICAL COUNSELLING PROGRAM

Comprehensive guidance and psychological counselling programs aim to support students' life career development. In line with this purpose, it is essential to support students' social, emotional, academic and career development as a whole. Several antecedents form the organizational structure of the comprehensive guidance and counselling program. These are briefly outlined below:

- Results-based; It is designed for all students to gain the competencies necessary to succeed in school and transition to university and/or business life.
- Standard-based; The program includes the skills, competencies and behaviours that all students are expected to acquire.
- It is data-based; It is based on collecting data from students, teachers, parents and school administrators to check whether the program achieves its goals and to prove the benefits of the program for student development.
- It is developmental and comprehensive; The program has been created in a regular, planned and systematic way to enable students to reach competencies.

Guidance and psychological counselling programs; It is a comprehensive program that includes activities and services such as getting to know the individual, providing information, counselling, psychological counselling, referral, placement and monitoring.

- Requires teamwork; The school guidance counsellor/psychologist is at the centre of the program and has a collaborative relationship with school staff, parents and community members who are closely associated with the student.

At the centre of the school guidance and psychological counselling program is to address the developmental needs of students in the field of academic, career and social-emotional development, to facilitate their holistic development, and to evaluate and develop their strengths.

Information on three main areas of development is given below:

Academic Development

It includes knowledge, attitudes and skills that will contribute to students' effective learning at school and throughout life. For example, adapting to school, developing appropriate academic understanding and sense of responsibility, motivation for learning, making and managing academic plans, associating home life-social life- business world with academic development.

Career Development

It involves developing various competencies so that students can make many choices that suit them throughout life and in all aspects of life. For example, self-knowledge, researching the business world, gaining career decision-making skills, learning strategies for reaching career goals and achieving success/satisfaction, and understanding the relationships between personal qualities and education and business world.

Social Emotional Development

It includes acquiring the knowledge, attitudes and behaviours necessary for students to know themselves, to understand and manage their emotions, and to develop healthy interpersonal relationships.

For example, gaining decision-making skills, setting goals, taking the necessary measures to achieve these goals and making efforts in this direction, ensuring personal safety and developing life skills.

School Guidance and Psychological Counselling Program in Turkey

Today, a developmental guidance approach has been adopted instead of the traditional models that limit the guidance and psychological counselling services to the problems of choosing a program or profession and focus on providing help with remedy. The comprehensive guidance and psychological counselling program, which emerged in the USA in the 1960s and started to be implemented in schools in the 1980s, began to be discussed in Turkey at the end of the 1990s. Erkan et al. (2006) developed the School Psychological Counseling and Guidance Services Model in cooperation with the Ministry of National Education as part of their efforts to adapt the comprehensive guidance and counselling model to the conditions of Turkey. Within the scope of this model, it was systematically prepared for the first time in Turkey in the 2006-2007 academic year in primary and secondary education institutions, with a developmental guidance approach. Comprehensive guidance and psychological counselling program including classroom achievements has been started to be implemented by the classroom guidance teacher and guidance teacher/psychological counsellors during the guidance hours included in the weekly lesson schedule. In the light of the changes in the education system in the following years, the experiences during the implementation of the program, and the researches about the program, Erkan (2017) proposed a "new school psychological counselling and guidance program model".

The Ministry of National Education has also created the School Guidance and Psychological Counseling Program Model by making use of this model.

According to this model, the school guidance and psychological counselling program refers to the program that is prepared considering the type, level, characteristics of the educational institution, the needs of the students, the characteristics of the developmental period and the students at risk, implemented in a common understanding and cooperation, and evaluated based on evidence.

This program is prepared on a need-based basis and evaluated on an evidence-based basis. It is applied in cooperation with guidance counsellor/psychological counsellor, class counsellors, teachers and educational institution administrators in educational institutions. Developmental and preventive services, remedial services and support services are based on the implementation of the program.

The preparation process of the school guidance and psychological counselling program consists of determining the guidance and psychological counselling needs of the students, the goals, the content and activities suitable for the goals, and the determination of the evaluation processes. In the process of preparing the program, first of all, the needs of the students for guidance and psychological counselling services are determined. needs

The opinions of students, parents and teachers in educational institutions are taken while determining the results of the needs analysis are used in the process of determining the priority targets at school, provincial and Ministry levels.

The goals set in the school guidance and psychological counselling program, developmental and preventive services, remedial services and support services, activities that will include all students in the school, and evaluation processes are included. The program is implemented in a common understanding and cooperation with all stakeholders. During the implementation of the program, data on the provision of guidance and psychological counselling services are processed into the e-guidance system. The effectiveness of the program is evaluated both during the process and at the end of the academic year. In this process, it is tried to increase the quality of the program in terms of accountability by giving place to corrective and improving studies in line with the results of short, medium and long-term evaluations.

Guidance and Psychological Counseling Services in Educational Institutions Guidance and psychological counselling services provided in educational institutions according to the Ministry of National Education Guidance and Psychological Counseling Services Regulation (2020); developmental and preventive services, curative services and support services. Information on the activities carried out within the scope of these services is given below.

Developmental and Preventive Services

These are the services offered to support the development of students as a whole and to increase protective factors by reducing the risk factors that may adversely affect their development. The following information is given about the classroom guidance program, individual recognition activities, giving information, directing and monitoring activities within the scope of these services.

Classroom Guidance Program

The understanding of developmental guidance is based on the provision of guidance and psychological counselling services to all students in educational institutions. This approach aims to support the development of students through activities prepared in a systematic and programmed way in line with their guidance needs. These events can be delivered through large group events such as seminars and conferences, as well as classroom mentoring available through programs. Classroom guidance program refers to the program that aims to present the achievements determined for the social, emotional, academic and career development areas of the students in a systematic way through group activities in the classrooms. Classroom guidance programs, one of the most important elements of the school guidance program, are developmental and preventive.

In Turkey, a new Classroom Guidance Program (SRP) was prepared in 2020 by the General Directorate of Special Education and Guidance Services of the Ministry of National Education to cover all grade levels from pre-school to university. In the preparation of this program, the General Objectives and Basic Principles of Turkish National Education expressed in the National Education Basic Law No. 1739 and the 2023 Education Vision were taken as basis.

The program has been prepared in parallel with the 2023 Education Vision, with the aim of not only gaining skills, but also contributing to the students' transfer of knowledge to skills and skills to manners.

With the classroom guidance program:

- Able to know themselves through learning experiences,



- Able to understand and express their own and others' feelings,
- Developed interpersonal communication skills and character strengths,
- Able to adapt to his environment and society,
- Problem solving and decision-making skills,
- Able to choose the appropriate course, branch/field and profession,
- Ability to do academic and career planning,
- Making the lifelong learning model a habit,
- Adopting the importance of producing by working,
- It is aimed to raise individuals with high levels of well-being.

In line with these purposes, a developmental, competence and power-based approach has been adopted, aiming to prepare students for the problems they may encounter in the future, rather than a problem-oriented approach at every stage of the classroom guidance program. In parallel with this approach, all of the achievements were expressed with positive sentences, and positive aspects were emphasized, not problems and weaknesses. For this purpose, the aims, competencies and achievements of academic, career and social-emotional development areas have been determined. The general objectives and competence areas that form the basis of the achievements are presented below:

Academic development area goals

Within the scope of academic development, students;

1. Acquiring knowledge, skills and attitudes that will contribute to their adaptation to the school they study and the school environment, to benefit from the opportunities in and around the school within the framework of their educational purposes, to adopt the school and classroom rules, and to develop a sense of belonging to the school,
2. To develop an appropriate academic understanding and sense of responsibility towards the subjects of continuity, determination and effort in their academic studies, taking responsibility, valuing their studies and lifelong learning,
3. It is aimed to gain the knowledge, skills and attitudes necessary for their academic development and success, and to acquire the strategies, methods and techniques that lead them to educational success. The following competencies have been identified for these purposes:
 - (a) Adaptation to school and school environment
 - (b) Developing academic understanding and sense of responsibility
 - (c) Educational planning and achievement

Career development area goals

Within the scope of career development, students:

1. Gaining career awareness by using career knowledge in the career development process,



2. Educational processes make career preparations by associating them with their career goals,
3. It is aimed that they make a career decision and put their career plan into practice. The following competencies have been identified for these purposes:
 - (a) Career awareness
 - (b) Career preparation
 - (c) Career planning

Social emotional development domain goals

Within the scope of social-emotional development, students;

1. Acquiring the knowledge, attitudes and behaviours necessary for them to know themselves, to understand and manage their emotions, and to develop healthy interpersonal relationships,
2. It is aimed to make decisions, create goals, take the necessary measures to reach the goals and make efforts in this direction, (3) ensure their personal safety and develop life skills. The following competencies have been identified for these purposes:
 - (a) Self-awareness
 - (b) Understanding and managing emotions
 - (c) interpersonal skills
 - (d) Decision making
 - (d) Ensuring personal safety

Classroom guidance program is a unique program prepared by considering today's needs and current school guidance and psychological counselling program approaches. In this program;

Instead of relying on a single model, an inclusive approach has been adopted, especially considering developmental, competence, power-based, problem-oriented and cultural differences.

Competence areas related to development areas are diversified and clearly defined. Competencies and achievements; It has been prepared taking into account the ages, mental, social, emotional and physical developments of the students and their developmental tasks.

Attention was paid to awareness and expression of emotions in development areas.

While writing the achievements, the results of the Guidance Needs Identification Questionnaire-RIBA, which reveals the guidance needs of students, parents and teachers during the program development process, the data obtained through the needs analysis applied to the teachers within the scope of the workshops held with the participation of the stakeholders, "Character Strengths and Virtues", "21. The new generation skills called "Century Skills" and "Root Values" defined by the Ministry of National Education were taken into consideration.

Summary

Today, school guidance and psychological counselling services are generally planned based on the Comprehensive Guidance and Psychological Counseling Programs model, based on a



developmental understanding. The comprehensive guidance and counselling program model envisage the integration of crisis-oriented, curative/remedial and preventive approaches with the developmental approach. Comprehensive guidance and psychological counselling programs aim to support students' life career development.

In line with this purpose, it is based on supporting the social, emotional, academic and career development of students as a whole. In Turkey, school guidance and psychological counselling program refers to the program that is prepared by considering the type, level, characteristics of the educational institution, the needs of the students, the characteristics of the developmental period and the students at risk, implemented in a common understanding and cooperation, and evaluated based on evidence. The preparation process of the school guidance and psychological counselling program consists of needs analysis, goal setting, program design, implementation and evaluation. Developmental and preventive services, remedial services and support services are based on the implementation of the program.

Developmental and preventive services are services provided to support the development of students as a whole and to increase protective factors by reducing risk factors that may adversely affect their development. Within the scope of these services, there are classroom guidance program, getting to know the individual, giving information, directing and monitoring activities. Classroom guidance program refers to the program that aims to present the achievements determined for the social, emotional, academic and career development areas of the students in a systematic way through group activities in the classrooms. In Turkey, a new Classroom Guidance Program was prepared in 2020 by the General Directorate of Special Education and Guidance Services of the Ministry of National Education to cover all grade levels from pre-school to university. Classroom guidance program is a unique program prepared by considering today's needs and current school guidance and psychological counselling program approaches. Individual recognition studies include students' physical and personal characteristics, abilities, interests and values, strengths and aspects that need to be developed, success status, goals and expectations, familial characteristics, etc. refers to the studies aimed at providing recognition in terms of aspects. These studies not only determine the priority guidance services to be given to the student but also contribute to his better self-knowledge and evaluation. In addition to being important and necessary, it is a process that has certain principles and rules in guidance and psychological counselling services. Informative activities refer to the activities carried out in the form of collecting and arranging the information that students may need in the fields of social-emotional, academic and career development from various sources and sharing them with students. Guidance and monitoring activities include the activities carried out for the orientation and placement of students in fields/branches, higher education institutions, elective courses, social, cultural and educational activities, social clubs, business and vocational fields in line with their interests, abilities and needs.

Remedial services are services provided to support the development of students as a whole or to help solve problems that may adversely affect their development. This includes psychological counselling, psychosocial support and referral services. Psychological counselling is a service carried out at a more technical and professional level than other guidance services in terms of its unique principles, techniques, ethical rules and approaches.

Psychological counselling service refers to the psychological help process carried out professionally, individually and in groups, aiming to provide individuals with self-knowledge, decision-making and problem-solving skills, to realize their personal and social harmony and to improve their well-being. Psychological counselling service should not be understood only as a problem-solving aid service. Supporting students' social, emotional, academic and career development, helping them to know themselves better and develop their capacities are also among the aims of psychological counselling services. Psychosocial support services are also

included within the scope of remedial services. Psychosocial support, exposure to violence, loss of family members/relatives, prevention of psychological maladjustments that may arise after crises such as war, terrorism, natural disasters, establishment and development of relations at the family and community level, individuals to realize their own capacities and become stronger. is a set of services. Another service within the scope of remedial services is referral service.

It refers to directing the individual to more competent specialists, institutions or organizations that are thought to be able to get help, in case the individual needs help in a field of expertise outside of the intervention area of guidance and psychological counselling services or the professional competencies of the guidance counsellor/psychological counsellor. Support services provide the student's social, emotional, academic and career development services within the scope of consultancy, program management, research, project, collaboration and professional development. Counseling (consultation) service refers to the help relationship established by the guidance teacher/psychological counsellor and one or more people (school administrator, teacher, parent) related to the education and training of the student in the educational institution, for the development of the student. Guidance teachers/psychological counsellors in educational institutions carry out consultancy services for school administrators, teachers and parents. program management, research and development; It includes the administrative activities of the guidance counsellor/psychological counsellor such as record keeping, reporting, budget planning and control, event management and provision of support staff resources, as well as the studies of data collection and analysis necessary for program planning, research, evaluation and establishing program accountability. Although one of the main responsibilities of school counsellors/psychological counsellors is to develop the school guidance and psychological counselling program, it is not possible to fully fulfil this responsibility without the help and support of other experts in the school and society. Cooperation, which is one of the main activities that should continue throughout the planning, implementation and evaluation processes of the school guidance and psychological counselling program, constitutes an important aspect of all counselling relationships established by school guidance teachers/psychological counsellors. Professional development within the scope of support services can be defined as the process of improving the skills and abilities needed by professionals. It can be stated as a requirement of being a professional guidance teacher/psychological counsellor to participate in various activities such as seminars, meetings and workshop groups to develop professionally, to follow the researches and publications in the literature, and to participate in congresses held in the field.

CYPRUS

The Ministry of Education, Culture, Sports and Youth of Cyprus has organized an independent service, the Educational Psychology Service (EPS) which is reporting directly to the General Director of the Ministry. Even though educational psychology services within the Cyprus educational system were available since 1954, it was not until 1995 that a team of 9 Educational Psychologists attained formal recognition and structuring through the formation of the Educational Psychology Service. By the year 2000, the Ministerial Council decree followed a process of upgrading the Service. Today the Service has a total of 51 psychologists who cover 3 district offices in Nicosia, Limassol-Paphos and Larnaca-Ammochostos.

More precisely, the Service is structured as followed:

- One (1) Principal Educational Psychologist who heads the Service
- Four (4) Senior Educational Psychologists, three of whom head each of the three District offices in Nicosia, Limassol and Larnaca while one acts as assistant to the head of Service.
- Four (4) Educational Psychologists

- Forty-two (42) Educational Psychologists placed in the district offices. Each Educational Psychologist is responsible for several schools and students. Currently, the psychologist-student ratio is 1:3,500.

All Educational Psychologists of the EPS hold a degree in psychology and postgraduate professional qualifications in educational/school/clinical psychology. As civil servants, they are paid according to an approved payroll scale which is the following

A9: Gross: € 30,413, 31,880, 33,347, 34,814, 36,281, 37,748, 39,215, 40,682, 42,149.

A11: Gross: € 40,525, 42,164, 43,803, 45,442, 47,081, 48,720, € 50,835, 50,359,

51.99, 47,080, 49,182, 51,284, 53,386, 55,488, 57,590, 59,692.

Any general increases approved by law are added to the payroll. In addition, an indexation allowance is paid, following the rate approved by the Government from time to time.

The Educational Psychology Service covers the broad needs of students at all educational levels from Pre-Primary, Primary and Secondary Education, including Vocational and Technical Education. This service has as its mission to contribute to the promotion of students' mental health and the enablement of their learning and holistic development through the application of psychological principles to educational practice. The service provides significant contributions and services to students, parents and teachers, either in the form of personalized help to children with learning, emotional or behavioral difficulties or in the form of more generalized preventive interventions and programs. Even though psychological services are provided to children, parents and teachers, in cases of conflicting interests, the Educational Psychologist is ethically bound to defend the rights of the child (http://www.moec.gov.cy/edu_psychology/en/index.html).

ACTIVITIES PERFORMED BY PSYCHOLOGISTS IN THE SCHOOL SETTINGS

School psychologists perform the following activities in the frames of their responsibilities:

Preparation of individual referrals:

They respond to referrals submitted through specified procedures. In cases of emergency, Educational Psychologists respond immediately. Parents seeking help to deal with the learning, emotional or behavioral difficulties of their children can apply directly to the Service by filling out the "Referral to the Educational Psychology Service" Form available from the Educational Psychology Service Office of their district of residence. Schools can refer individual children to the Service through the Principals by filling out the relevant forms and submitting them to the appropriate District Educational Psychology Office. The referrals from District Committees for Special Education and Training are set out by Law 113(I)/1999 with the obligation to evaluate all referrals through designating primary multidisciplinary teams of experts that usually include an Educational Psychologist.

Appropriate procedures which are set out in the Mechanism for the Identification and Support of Children with Learning, Emotional and/or Other Problems of the Ministry will be followed. These procedures apply to all public schools of Primary, Secondary General and Secondary Technical and Vocational Education as soon as a child is identified as in need of help. As a first step, the parents are informed and requested to engage with the school in dealing with the issue. The school in collaboration with the parents set targets and each party works towards their implementation. A systematic monitoring of the progress is carried out and if, after a reasonable period and despite all efforts, it is found necessary, the Educational Psychologists advice and/or

intervention is sought by filling out the appropriate form. In cases of an urgent nature the Educational Psychologist will respond immediately upon the receipt of a telephone call.

Interventions

School psychologists carry out interventions in individual cases with the consent of the parents. Taking into consideration the age of the children, the school psychologist also informs them about being referred. The school psychologist carries out a preliminary evaluation grounded on the data made available through the referral form and communicates with the school and the family to plan next steps. He/ She makes involved parties aware of their responsibility to notify and prepare the child for meeting the Psychologist. The main role of the school psychologist is to establish the cooperation between the child, the family and the school and work with the child effectively. Based on his/her findings, the school psychologist organizes a plan which will aim at meeting the needs of the child, in a mutual collaboration with all involved parties, including the child, the parents, teachers and related professionals. Confidentiality regarding all information collected is strict. The evaluation report prepared by the psychologist and the recommendations made, are submitted to the relevant departments and the monitoring of each individual case will continue.

In addition, the school psychologist works towards promoting the mental health of children to earn the opportunity to maximize their learning at the school community level. This can be achieved through wider interventions and programs within schools to make sure that the child with sensory, cognitive, or learning difficulties is included and supported. He/She also contributes to the development and application of preventive programs with main aim the promotion of mental health. This can be achieved within the framework of the curriculum subject, named Health Education which aims to the development of social and emotional skills, the improvement of communication skills and the prevention of school failure, school violence and delinquency.

Furthermore, the school psychologist contributes to the prevention of school violence and juvenile delinquency. In fact, the Educational Psychology Service has set the prevention of violence as one of its main targets. Contemporary ideas and practices are put into practice taking into consideration all the social environments that a child lives in (school, family, and community). The school psychologist works in close cooperation with schools, and assists them in their efforts to open up to the community and to partner with local government and other bodies in the development of preventive actions and programs. It is worth mentioning that in the frames of violence prevention in schools, the Educational Psychology Service is actively involved in action-research and takes part in the development of European programs within schools such as Daphne II and Daphne III.

Moreover, the school psychologists appointed in the Educational Psychology Service is specifically trained in crises management in schools. Based on the action plan of the Educational Psychology Service most of the professional staff has undergone advanced training in this area, both in Cyprus and abroad, at a level that allows them to join the European Network of School Psychologists for crisis management. Their training includes areas and issues such as providing psychological aid in cases of experiencing traumatic events, death and bereavement, suicide attempts or any kind of serious crisis within the school and the wider community. Other areas covered include breaking bad news, high risk and safety appraisal within the school, specific anti-bullying techniques (shared concern approach) and team working in crises management.

GREECE

ACTIVITIES PERFORMED BY PSYCHOLOGISTS IN THE SCHOOL SETTINGS

There is a wide range of activities carried out by scholastic psychologists and their choice depends on the structure in which each specialist works. The psychologist makes individual meetings with the students and counsels and with their families.

Now the pandemic due to COVID 19 affects in multiple ways the student life and that's why the school psychologist, works with the students to be able to teach them how to manage stressful situations.

The cooperation of parents with the school is a decisive factor of positive change for the child's psyche and that is why the school psychologist seeks the cooperation between family and teacher and tries to strengthen the relationship between them and find ways to solve their potential problems.

Psychologists work in a variety of ways. One of the frequent means they use is tracing and playing. They believe they are the right means of communication to investigate students' way of thinking and to detect how they feel about themselves and others. Often used projective tests of school psychologists is the 'paint a family' test, and the test 'designed a house, tree, man'.

Role-playing and experiential exercises are also often chosen by school psychologists, as a means of detecting and investigating difficulties, but also as a means of dealing with them.

Also, a psychologist at school uses diagnostic tests to assess the child's intelligence and together with the special educator, they design an individualized program for the student who is experiencing difficulties in learning in the classroom and recommend it to the class teacher.

At the end of the school year, the psychologist writes a report about each child he works with, in which he records his observations from his meetings with him, the results of the tests he granted him, the goals he set and whether he achieved them and what he proposes for the next school year.

STATUS OF WORK

Psychologists in schools in Greece work either as permanent appointees in a specific school of Special Education of Primary or Secondary Education or under a contract of a private specific project. In some cases, such as in Second Chance Schools (schools where adults have the opportunity to graduate from High School), psychologists have their own office and are external partners.

But in all other cases, the psychologist is a member of the school community.

It does not make psychotherapeutic interventions, it only provides counselling and support, beyond its role, the diagnostic one.

If a student needs to do psychotherapy or receive counselling, which is impossible to do within the framework of the school, the student is referred to visit a mental health specialist, which the student along with his parents will choose and the school psychologist will have no involvement in this.

The same happens if he/she has to be referred to a child psychiatrist.

The psychologist who is employed in schools belonging to primary education and the psychologist who is employed in schools belonging to secondary education have no differentiation in their financial earnings.

RUSSIAN FEDERATION

ACTIVITIES PERFORMED BY PSYCHOLOGISTS IN THE SCHOOL SETTINGS

47

There are seven main forms of work:

- (i) psychological education for administration, teachers, parents,
- (ii) psychological prevention,
- (iii) psychological counselling,
- (iv) psychological diagnosis,
- (v) psychological correction, ("correction" means psychological support/therapy – not something related to the penitentiary system)
- (vi) assessment of the educational environment,
- (vii) psychological rehabilitation and social and psychological adaptation.

Also, psychologists take part in special psychological-medical-pedagogical boards. Such a board decides appropriate education for children with special educational needs. This is a commission evaluating the complex health of a child: mental, physical, psychological and pedagogical. What is necessary for the selection of such conditions for further development in which the child will be able to maximize his own potential. Only a social service, a medical state institution, an educational institution, a PMPB (psychological, medical and pedagogical board) or a public organization (but only with the permission of the parents) can send to the PMPB.

The goals of the PMPB include:

- (a) timely detection and correction of childhood underdevelopment;
- (b) diagnostics according to narrow profiles of children with disabilities (disabilities) or with special needs, as it is now customary to say in psychology;
- (c) counselling for parents;
- (d) explanation and setting of children's rights in education.

PMPB solves 6 problems:

- (a) Medical, psychological and pedagogical assistance to the population in the prevention of deviations in the development of children.
- (b) Timely examination of children and identification of problems.
- (c) Determination of children's readiness for schooling.



- (d) Selection of the optimal form of education. If necessary, the child can be sent for additional examination or the diagnosis will be changed.
- (e) Registration and control of all identified special children.
- (f) Selection of children for correctional institutions or classes, completing classes.

The composition of the PMPB may vary slightly. But it necessarily includes:

48

- (a) doctors (neuropsychologist, psychiatrist, otolaryngologist, ophthalmologist, pediatrician);
- (b) defectologists (speech therapist, oligophrenopedagogue, deaf teacher, typhlopedagogue);
- (c) Social worker.
- (d) On request - a psychologist, lawyer and other specialists.

Survey algorithm

- (a) Study of the package of accompanying documents (from PMPB).
- (b) Examination of the child by each of the specialists, drawing up private conclusions.
- (c) Conversation with the child, performing tasks corresponding to developmental psychology.
- (d) Comparison of results, discussion, taking into account the social situation of development, drawing up a general conclusion.

STATUS OF WORK

Formally they are highly required and have to be present in each school. In reality, not many students seek their advice because of the stigma associated with visiting a psychologist and widely-shared mistaken opinions about their uselessness.

From the interviews and surveys we have conducted for this project (April-May 2021), it appeared that in general school kids approach a psychologist one (1) time, rarely two times per week.

Mostly they face problems in relationships with peers, after – in relationships with parents and worries about studies, exams and university admission.

Often, during conversations with psychologists, children mentioned abuse at home, in schools, on the street and bullying on the Internet.

Statistics gathered in three big cities has shown the following results¹¹:

¹¹ Savina E.A., Esterle A.E., Savenkova I.A., Ovsyanikova E.A., Khudaeva M.Yu. A Study of Psychological

Problems and Needs in School Psychologist's Consultation in 7th, 9th, and 11th Grade Students, *Psychological Science and Education*. 2019. Vol. 24, no. 4, p. 97.

Psychological problems	Whole sample	Boys	Girls
Problems with parents	6.1	4.6	7.5
Peer problems	5.1	5.4	5.3
Learning problems	8.9	10	7.8
Test anxiety	26.5	18.9	34
Mood problems	13.7	10.8	16.4
Suicidal thoughts	6.8	6.6	7.1
Problems with teachers	6.3	6.9	5.6
Choice of profession	19.1	20	18.2

Number of schoolchildren (%) regularly experiencing psychological problems

Psychological problems	7th grade		Grade 9		Grade 11		General
	m	f	m	f	m	f	
Problems with parents	9.3	24.1	14	16.7	7.1	15.7	14.48
Peer problems	10.5	21.4	12.3	19.8	10.7	12.7	14.57

Learning problems	9.3	9.8	7.9	7.3	1,2	3.9	6.57
Test anxiety	11.6	8.9	7	6.3	4.8	4.9	7.25
Mood problems	8.1	14.3	8.8	9.4	2.4	11.8	9.13
Suicidal thoughts	29.9	29.5	17.5	24	7.1	11.8	19.97
Problems with teachers	10.5	18.8	15.8	13.5	8.3	12.7	13.27
Choice of profession	15.1	17.9	14.9	20.8	13.1	20.6	17.07

Number of schoolchildren (%) who expressed a desire to receive psychological assistance

School psychologists are employed as internal staff if it is not a part-time job.

In general, economic conditions are poor and, apart from a few “elite” schools, psychologists are underpaid and usually are not well-equipped.

According to employee formal contracts and the interviews we have conducted, a school psychologist can expect the following monthly salary:

The minimum is from 18,000 rubles [207 euros] – City of Pskov, municipal school.

The maximum is more than 100,000 rubles [1,150 euros] – St Petersburg, private gymnasium.

The region, school level, scientific degree, knowledge of English and many other factors affect the salary.

For example, this is an insight into an average experience of a young school psychologist in Moscow¹².

¹² <https://www.rusmirror.ru/psychologist>

Educator-psychologist

24 years old

Salary: 37,000 rubles Schedule: 5/2, 36 hours a week

Estimated monthly income with part-time jobs: RUB 50,000 Salary as % of median: 110%

Salary/cost of living: 4.8 times

Official average salary for teachers in Moscow: RUB 66,957

51

ROMANIA

SPECIALITY IN EDUCATIONAL PSYCHOLOGY, SCHOOL AND VOCATIONAL COUNSELLING

According to the Norms established by the Romanian College of Psychologists, the specialized competencies of psychologists are the following:

Level I - practicing psychologist

a. Psychological evaluation:

- assessment and psychodiagnosis of cognitive, affective-motivational development and personality of children, adolescents, adults and the elderly in an educational context of learning-development,
- assessment and psychodiagnosis of the type and severity of dysfunction of people with disabilities / handicap;
- psycho-pedagogical evaluation and psychodiagnosis of cognitive, affective- motivational and development
- psychosocial, as well as the personality of people with disabilities or SEN,
- evaluation of the cognitive, affective, psychosocial and personality profile of family members
- people with disabilities;

b. Educational psychological intervention:

- psycho-educational and psychological counselling in order to optimize or streamline learning,
- psycho-educational and psychological counselling in order to promote attitudes and behaviours,
- psycho-educational and psychological counselling for personal development, overcoming situations of crisis, conflict and risk.



Level II - specialist psychologist

a. Psychological evaluation:

- evaluation and psychodiagnosis of cognitive, affective-motivational development and personality
- children, adolescents, adults and the elderly in an educational context of learning and development,
- assessment and psychodiagnosis of the type and severity of dysfunction of people with disabilities / handicap;
- psycho-pedagogical evaluation and psychodiagnosis of cognitive, affective- motivational and development
- psychosocial, as well as the personality of people with disabilities or SEN;
- evaluation of the cognitive, affective, psychosocial and personality profile of family members persons with disabilities

b. Educational psychological intervention:

- psycho-educational and psychological counselling to optimize or streamline learning;
- psycho-educational and psychological counselling to promote attitudes and behaviours;
- psycho-educational and psychological counselling for personal development, overcoming situations of
- crisis, conflict and risk;
- vocational counselling aimed at identifying and stimulating skills, values and interests' professionalization, optimization of career decisions and integration into the labor market;
- identification, counselling and guidance of gifted children and young people capable of performing to programs appropriate to their specific needs, in collaboration with other specialists;

c. Specialized consultancy:

- advice offered to teachers, parents, administrative staff, community leaders.

Level III - principal psychologist

a. Psychological evaluation:

- evaluation and psychodiagnosis of cognitive, affective-motivational development and personality
- children, adolescents, adults and the elderly in an educational context of learning and development,
- assessment and psychodiagnosis of the type and severity of dysfunction of people with disabilities/handicap,

- psycho-pedagogical evaluation and psychodiagnosis of cognitive, affective- motivational and development
- psychosocial, as well as the personality of people with disabilities or SEN,
- evaluation of the cognitive, affective, psychosocial and personality profile of family members
- people with disabilities;

b. Educational psychological intervention:

- psycho-educational and psychological counselling to optimize or streamline learning,
 - psycho-educational and psychological counselling to promote attitudes and behaviours,
 - psycho-educational and psychological counselling for personal development, overcoming situations of
 - crisis, conflict and risk,
 - vocational counselling aimed at identifying and stimulating skills, values and interests
 - professionalization, optimization of career decisions and integration into the labour market,
 - identification, counselling and guidance of gifted children and young people capable of performance to programs appropriate to their specific needs, in collaboration with other specialists;
- c. Specialized consultancy:
- advice provided to teachers, parents, administrative staff, community leaders,
 - consultancy offered to national institutions with educational profile, to those specialized in guidance
 - career as well as companies interested in educational programs;

ACTIVITIES PERFORMED COMMONLY BY PSYCHOLOGISTS IN THE SCHOOL SETTINGS

Through evaluation in the field of educational psychology, investigative steps are made to contribute to the identification of health status, social behaviours in educational contexts.

Through the evaluation we follow:

- The level of emotional subjectivity in what is the quality of life;
- Psychobehavior level;
- Personality level and defense mechanisms;
- Level of interpersonal relationship;

The evaluation will be completed with relevant results and recommendations for future interventions. All these aspects are mentioned by issuing a psychological opinion or elaborating a psychological report depending on the reason for the evaluation.

Speaking about the peculiarities of the educational field, the target group is represented by the students in the vast majority of minors except those of class XII who have reached the age of majority. If we refer to the minor students, the parents will give their consent to the provision of the psychological service necessary in the process of psychobehavior intervention.

In the evaluation activities are used method and working techniques approved by the Psychological College according to the Methodology that can be found on the website of the college www.alegeri.ro.

In the process of psychological counselling with addressability to students, aspects related to the educational and psychological context are targeted. To achieve a quality act in psychological counselling, the main priorities of intervention are followed:

- Intervention on issues of the student, class of students, educational route, teacher-student or student-teacher-family relationship;
- Intervention in crises;
- Intervention according to the identified needs and characteristics of the student or at the level of the class of students;
- Intervention regarding the interpersonal and self-knowledge development;
- Another type of intervention is in the context of the existence of students with disabilities;

At the end of the psychological evaluation, a series of issues regarding the affective sphere, the cognitive-behavioural sphere, the psychophysiological sphere, the sphere of personality and relational are identified. The purpose of these interventions taking into account the problem aims to solve the deviations and dysfunctions found, but also to a good functioning of the social actors present in all educational contexts.

The objectives of the psychological intervention in the educational field aim at:

*restructuring of personal and educational factors;

*reducing the internal and external risk factors simultaneously with the restructuring and development of the personality in the context of educational and social adaptation;

In the process of psychological intervention at the educational level, individual or group counselling sessions are organized according to the identified problems. Educational counseling aims to solve crises according to the identified level: individual, family, educational, group or social.

Lately (August 2021) the College of Psychologists in Romania has had important preoccupations in the development of educational counselling services, so this year it has developed a Good Practice Guide to be a support for the specialist in the educational environment.

Thus, in this guide, there is a "Program for the prevention of emotional and behavioral disorders in school", intending to prevent the appearance of psychological problems among students but also at recovering in the situation in which they occurred.

The activities carried out in the field of school psychology are done taking into account the present circumstances, namely: the specifics of the school, the characteristics of the students, the rural/urban environment, etc.)

This guide highlights the need to develop activities to prevent emotional and behavioural disorders in school and also the importance of early and constant intervention in educational environments.

- Intervention programs shall comprise:
- Prevention of emotional and behavioural disorders – students;
- Prevention of emotional and behavioural disorders – for teachers;
- Prevention of emotional and behavioural disorders – for the class of students;
- Prevention of emotional and behavioural disorders – for school;
- Prevention of emotional and behavioural disorders – for the physical environment;
- Prevention of emotional and behavioural disorders – for the family;
- Prevention of emotional and behavioural disorders – for the community.

When we refer to primary prevention, students who do not present serious psych behavioural disorders are targeted so that it intervenes by training prevention skills, effective academic training, remedial learning, activities to prevent school dropout and for students with low intellectual potential the promotion of dual education.

For secondary prevention, students at risk of developing psych behaviour disorders are targeted, so that an extensive intervention takes place through constant monitoring and additive support. Also, the support and recovery activities become role models representing a specialized orientation for the students who have not recovered or are partially recovered.

Tertiary prevention targets students with chronic psych behaviour disorders so that by developing a personalized intervention plan and including a multidisciplinary team, an individualized intervention is created for them. For this type of intervention are involved the institutions/associations in the field and also the family.

Presentation of a model for the prevention of psych behaviours disorders in students:

Assessment	Primary prevention	Secondary prevention	Tertiary prevention
Psychic comfort	Stimulation of self-control and assertive behavior through the optimal development of emotional and social skills	Mediation Developing competences in students that allow them to manage interpersonal problems between pairs;	Using psychotherapy-specific working methods and techniques to help preschool children, pupils and adolescents who are facing emotional and behavioral problems (there is even the possibility of administering a drug treatment)
Self-image	Training skills that contribute to the development of self-esteem of social skills to solve the social problems faced by the student;	Providing educational counseling for personal and professional orientation to reduce the phenomenon of school failure and implicitly school dropout;	Ensuring the prevented access to specialized psychological support in the event of a crisis
Social cognition/social reality	Students will actively participate in instructive-educational and social interaction activities (within the family, with colleagues and at community level);	Counseling for students at risk of not participating as social actors, introverts, retired, etc.;	Ensuring the immediate participation of students in active follow-up sessions;

Developing the skills of understanding one's own feelings and emotions and those around you	Exercises focused on stimulating empathic relationships, assertiveness, mutual respect, management of conflicting relationships, etc., will be initiated;	Training of emotional cognitive skills and emotional perception skills adequate to social situations;	Ensuring immediate access to counseling sessions to provide emotional support and develop responsible behavior;
Attributions and perspectives	Involvement in group activities, extracurricular stimulation of self-expression by promoting hobbies; development of the sense of acceptance;	Forming attitudes towards people with emotional problems, less possibilities (intellectual, physical, social)	Rapid inclusion in programs to regulate emotional and corrective thinking;
Levels of severity of emotional disorders and attitudes towards school	Activities to promote cooperative learning aimed at achieving exchanges between students who have different levels of emotional development and social competences;	Information activities regarding emotional and behavioral disorders, referring to the various roles played within the groups to stimulate social responsibility	Psychotherapy, social insertion, social reintegration
Development of prosocial skills in students	Formation of social consciousness and skills of active social involvement	Steps to change the mentality to recover the imbalances at the social level	Psychotherapy, social insertion, social reintegration
The degree of implementation of the child-centered approach	The school counselor offers students the opportunity to discover their own social roles in the educational, family and community environment	Information on the possibilities of recovering the dysfunctions that intervened in the emotional and behavioral disorders, creating adaptive mechanisms to reconfigure the	Psychotherapy, social insertion

		disadaptative ones	
--	--	--------------------	--

The presence of the school psychologist in educational institutions. School psychologists belong to the County Center for Resources and Educational Assistance. It is a related unit of pre-university education, belonging to the Ministry of Education and coordinated by the County School Inspectorate. Each school psychologist works in 2 or 3 educational institutions, depending on the number of students.

The financing of the County Centers of Resources and Educational Assistance, of the centers and cabinets of psycho-pedagogical assistance, as well as of the interschool speech therapy centers and cabinets is ensured from the budget of the county council according to the National Education Law no. 1/2011.

According to Order No. 5555 of October 7, 2011, the responsibilities of the Resource and Educational Assistance Centers are:

- a) Coordinates, monitors and methodologically and scientifically evaluates the educational services;
- b) Collaborates from a methodological point of view with the school centers for inclusive education to provide specialized services;
- c) Set up multidisciplinary teams of early intervention, meant to evaluate all children, the proper monitoring, detection and early assistance of those with special educational needs or at risk in the development of personal competencies;
- d) Proposes to the School Inspectorates activities of homeschooling for non- displaced children, respectively the establishment of classes or groups in hospitals according to a methodology;
- e) Provides services of complex evaluation and diagnosis of the degree of deficiency for children, pupils and young people with special educational needs in special, especially integrated and mainstream education, through the school and vocational evaluation and guidance service and school centers for inclusive education;
- f) Participates in the initial training of teachers, by ensuring the pedagogical practice in pre-university education units at the county level;
- g) Participates in in-service training by identifying the need for training and provides services in the field;
- h) Collaborates with the accredited institutions for initial and in-service training, with the teaching staff house, higher education institutions, non-governmental organizations, etc., based on framework agreements/partnerships;
- i) Informs and advises teachers in the field of inclusive education;
- j) Informs the beneficiaries in the field of career counselling;

- k) Carries out educational materials and means with the value of methodical- scientific support for teachers in pre-university education;
- l) Evaluates the specialists who provide educational services from the psycho- pedagogical assistance centres and the speech therapy centres, as well as the school mediators;
- m) Creates a database that centralizes all the services offered to beneficiaries
- n) Manages the register of subordinated employees, except for the staff of the school centers for inclusive education;
- o) Analyses and manages the proposals from the pre-university education units regarding the establishment of psycho-pedagogical assistance cabinets and speech therapy cabinets, to provide specific educational services directly to the beneficiaries;
- p) Facilitates the relationship of the pre-university education units and institutions with the community, through partnerships, projects and programs.

The human and material resources within the County Centers for Resources and Educational Assistance (CJRAE) are provided financially by the County Councils in the region to which they belong.

Regarding the human resources within the CJRAE, the constitution is the following:

- a. management staff;
- b. teaching staff;
- c. auxiliary teaching staff;
- d. nonteaching staff.

The total number of positions (allocated to school counsellors/speech therapists, etc.) within the CJRAE is the one approved by the County School Inspectorates at the proposal of the CJRAE management and by consulting the specialized services within the Ministry of Education.

School counsellors work in the Psycho-Pedagogical Assistance Cabinets that operate in pre-university education units and provide psycho-pedagogical assistance to some 800 students or 400 pre-schoolers. These psycho-pedagogical assistance offices operate in educational institutions where at least 800 students are enrolled.

In the case of educational units where there are less than 800 students, they benefit from psycho-pedagogical assistance services of an interschool cabinet. The interschool cabinet offers psycho-pedagogical assistance services to at least two schools that together have a staff of 400 pre-schoolers or 800 students.

The teaching norm for the post of school counsellor within the CJRAE is established according to the education law, the norm for the teacher the school counsellor includes 40 hours/week that are distributed:

- 18 hours/week consisting of psycho-pedagogical assistance activities, carried out individually and collectively with pre-schoolers/students, counselling, guidance, school and professional reorientation, counselling activities for parents and teachers;

- 22 hours/week consisting of: methodical and complementary training activities, establishing measures and drawing up programs for intervention and psycho-pedagogical evaluation, scientific documentation activities, collaboration with local communities, participation in meetings with parents, methodical commissions and pedagogical councils with specific topics, centralization of data for the elaboration of informative materials on the issue of school and professional orientation at the level county, drawing up and carrying out information and counselling programs on career, elaboration of socio-psycho pedagogic studies;

Starting from the school year 2021-2022, it was proposed that a school counsellor from the psycho-pedagogical assistance offices should have allocated a minimum number of 600 students for educational institutions that have legal personality. They will have the role of providing psychological assistance, of evaluating and providing school and professional guidance.

The reason why this decision was taken at the Senate level is to ensure the optimal development of psycho-pedagogical assistance and professional counselling of students. But also, the increase in the number of positions in the field of educational psychology, also aiming at providing the necessary means for students to opt for an educational path that meets their needs and interests. Through an optimal orientation of the educational path after the completion of the pre-university studies, it is estimated that there will be an important contribution in what represents the increase of the employment rate of the labour market.

Referring to the salary of teachers' school counsellors, currently in Romania the salary oscillates between 800-1000 euros taking into account the teaching degrees, the seniority in education, the environment in which they practice urban or rural, etc.

FRANCE

ACTIVITIES PERFORMED COMMONLY BY PSYCHOLOGISTS IN THE SCHOOL SETTINGS

Whether it comes from the specialty "education, development and learning" to practice at school and in RASED or from the specialty "education, development and counselling in educational and vocational guidance" to work in CIO, college or high school, the psychologist of the National Education contributes to the path of success of the pupils. He works with schoolchildren, college students, high school students or students depending on his field.

National Education psychologists exercise their profession in harmony with the deontological and ethical principles of the regulated profession of psychologists. They mobilize their expertise to take into account the psychological, cognitive and social development of students to ensure their path to success. They provide families as well as pedagogical and educational teams with specific insight into the pupils. When the conditions so require, they participate in the initiatives put in place within the framework of crisis management. They thus help to promote a benevolent school-based approach.

The assignments of the psychologist of the National Education of the specialty "education, development and learning":

The specialty "education, development and learning" is practiced with schoolchildren.

Its assignment is to act in favour of the psychological well-being and socialization of students to facilitate the acquisition of their learning, and to participate in the prevention of the risk of disinvestment or school breakdown. Through his expertise, he promotes the academic success of all students.

The national education psychologist assembles his skills under the accountability of the district national education inspector to support the teaching teams to develop students' interests and motivation. He works with students with learning difficulties as well as those with disabilities.

The assignments of the psychologist of the National Education of the specialty "education, development and counselling in educational and vocational guidance":

The specialty "education, development and counselling in educational and vocational guidance" is practiced with middle school, high school and students.

Its assignment is to help create the conditions for a psychological equilibrium for students, promoting their academic success and investment. The national education psychologist "education, development and counselling in educational and vocational guidance" supports pupils and students in the progressive development of their guidance project. In conjunction with the educational teams, he participates in the design and implementation of actions allowing the appropriation of information on training and professions and the evolution of their representations. It contributes to the development of student success paths by enabling them to become aware of the challenges of their training and to move towards a qualification aimed at their socio- professional integration.

He pays particular attention to pupils in difficulty, in a handicapped situation or showing signs of psychological suffering. It also participates in the prevention and remediation of early school leaving. The psychologist of the National Education "education, development and counselling in school and vocational guidance" mobilizes his skills under the authority of the director of the information and guidance centre to which he is assigned.

The daily routine of national education psychologists:

a) The psychologist of the National Education "education, development and learning" in school or in the Rased

The psychologist of the National Education "Education, Development and Learning" is most often involved in networks of specialized aid for students in difficulty (Rased) and schools in his district.

He helps to analyze the particular situation of pupils in close collaboration with families and teachers. It is based on specific tools and methods, adapted to the situation of each student: interviews, observations, reports, etc.

It carries out specific actions to prevent learning difficulties and the risk of disinvestment or school break-up. A member of the teaching team, he works with them to develop specialized aid projects for students with learning difficulties and disabilities. It thus contributes to the implementation, monitoring and evaluation of individual or collective assistance measures for students: personalized support plans, personalized schooling projects.

b) The psychologist of the National Education "education, development and counselling in educational and vocational guidance" in CIO, college and high school.

The "education, development and counselling in educational and vocational guidance" psychologist works in information and guidance centres (CIOs) and schools that come under the CIO sector.

It participates in the support of adolescents and students in their school careers and the construction of their orientation and training projects. It thus contributes to their reflection on the importance of diplomas and qualifications for successful integration and professional mobility. It is based on psychological tools and methods adapted to pupils and students: interviews, observations, reports, etc. It works particularly with pupils in difficulty, in a situation of handicap,

in rupture or at risk of school interruption and carries out actions with these groups to prevent difficulties and the risks of school disinvestment.

A member of the teaching team, he participates in the development of the orientation component of the school project and contributes to the reflection on the effects of the information, orientation and assignment procedures.

In CIO, he ensures the first reception for anyone looking for solutions for their guidance in connection with the regional public guidance service.

STATUS OF WORK

National Education psychologists can perform additional activities under certain conditions. These complementary activities must be compatible with the main activity of the psychologist and not affect his exercise. Particular activities that can be practiced are participation in publishing projects or advice.

The body of national education psychologists has three grades:

- the normal range which includes 11 grades
- the upper pay range which includes 6 grades
- the exceptional range, grade with functional access comprising 4 grades and a special contingent step

The main remuneration of national education psychologists increases as they climb the ladder within their grade (the rate of advancement is unique).

However, seniority held in the 6th and 8th grades of the normal class may be increased by one year each.

Situation (1)	Gross monthly salary	Gross annual indemnities	Gross allowances paid on entry into the trade
Year of internship (2)	€ 2,034	Special function allowance "Education, development and learning": 2,044.19 € Special function allowance "Education, development and counseling in educational and vocational guidance": 767,10 €	Entry bonus into teaching, education and guidance professions paid in two installments upon first tenure: € 1,500

Year of tenure *	€ 2,371	REP ^(a) allowance: € 1,734 (3)	Establishment allowance: € 2,000
		REP + allowance: € 2,312	
10-year career **	€ 2,648	Allowance for Trainees tutoring: € 1,250	
At 20 years of career ***	€ 3,519	CIO Director Functions:	
At 30 years of career ****	€ 4,588	- 20 NBI points or € 1,125 - administrative expense allowance of € 667 to € 1,500 depending on the category of the center	

The remuneration of the national education psychologist, National Education Psychology
Remuneration Table - Data as of September 1,2017

(1) As part of an assignment in an Overseas Department, the gross salary is increased from 40% to 53% depending on the place of assignment

(2) The initial training of psychologists includes a year of internship which combines training within ESPEs in coordination with the training centers of psychologists of the National Education and work placement in schools. The training is accompanied by tutoring. This internship year gives rise to remuneration equivalent to full time.

(3) A hardship allowance of € 1,734 is allocated to national education psychologists specializing in “education, development and counselling in educational and vocational guidance” not assigned to REP or REP + establishments but working in one of these establishments.

(a) REP= Payment of the National Education psychologist (*) Establishment at the 2nd step in 2018

(**) At 10 years, the agent is in the 6th step and stays there for 1 year and 6 months before advancement to the next step.

(***) at 20, the agent is in the 9th CN step and moves to HC after the second career meeting. He is reclassified to the 2nd step of the HC

(****) at 30, the agent is in the 6th step of the HC

MALTA

The Ministry of Education was the first sector in Malta to acknowledge and start to employ and train psychologists since the 1980s (at that time all the training was carried out abroad).

Currently, the Ministry of Education has got the largest and most equipped Department of Psychology in Malta – The School Psychological Service. The School Psychological Services form part of the National School Support Services within the Directorate for Educational Services.

The School Psychological Service (SPS) works towards promoting a healthy psycho- educational environment that facilitates the learning and overall development of school-age children.

The school psychologist usually works in the following way:

- Discusses concerns about a child's development and learning through consultation with the child, parents or legal guardians and the school personnel;
- Identifies a child's needs (psychological, emotional/behavioral, educational or social) through consultation and assessment as appropriate;
- Presents and explains findings to the parents or legal guardians of the minor, the relevant educational authorities.
- Provides psychological therapy/intervention and/or supports and advises on intervention in collaboration with the child, parents or legal guardians and school personnel.

The School Psychological Service currently employs 41 persons as follows:

Managing Psychologist	1	Govt. Salary Scale	4
Principal Psychologist	1	Govt Salary Scale	5
Senior Psychologists	4	Govt Salary Scale	6
Psychologists	6	Govt Salary Scale	7
Psychology Practitioners	10	Govt Salary Scale	8
Psychology Assistants	19	Govt Salary Scale	10

All the staff are employed on a full-time basis and are regular Public Service Officers. They are paid according to the relevant Salary Scale in the Public Service and then given also a top-up allowance and an allowance for Continued Professional Development.

Psychologists working within the School Psychological Service are called School Psychologists, they may come from different specializations but all work in schools and with school children. Though most are trained in Educational Psychology there are others trained in Clinical Psychology and Counselling Psychology.

The School Psychological Service staff work in the 10 different colleges (9 around Malta and one in Gozo). In each college, there is a team catering for the psychology needs of the learners. There is also a Central Team located in Marsa, which is more focused on therapeutic and clinical matters.

STATUS OF WORK

All qualified psychologists (in possession of a warrant) who want to work within the School Psychological Service and the Public Service, in general, will find employment immediately. Many opt to work in private practice.

This can also be said about Psychology Practitioners – persons who have the necessary qualification to be granted a warrant to practice psychology in Malta but who are still waiting to complete their two-year (or part of) supervised practice.

OVERVIEW OF THE LEGISLATIVE AND REGULATORY ASPECTS CONCERNING THE FIGURE OF THE SCHOOL PSYCHOLOGIST

ESPIL SURVEY

This survey was funded by the European Commission to highlight the role of school psychologists in the European lifelong learning program and the impact of this program on their profession. It was disseminated to ministries of education and professional associations through national representatives¹, NEPES², EFPA commission³, and lasted for one year between November 2009 and November 2010.

The European Lifelong Learning Program

It should make it possible to improve the "mental capital of the European Union". This is defined as "the set of individuals' cognitive and emotional resources, their flexibility and learning abilities, their emotional intelligence (eg empathy and social knowledge) and their stress resistance. The measurement of an individual's resources reflects his basic potential (genetics and biological programming) as well as his experiences and training acquired during his life".

¹ Germany, Austria, Bulgaria, Croatia, Denmark, Spain, France, Finland, Great Britain, Hungary, Latvia, Lithuania, Luxembourg, Malta, Norway, Netherlands, Slovak Republic, Czech Republic, Romania, Slovenia, Sweden, Switzerland

² Network of European psychologists in the educational system (European network of psychologists working in the educational system).

³ European Federation of Associations of Psychologists

Eight fundamental key competences in Education and Training have been defined according to two objectives:

- Promote the qualitative dimension of lifelong learning policy, including the 8 key competences and transversal competences such as personal development, active citizenship, social cohesion and access to employment.
- Promote the dimension of equal opportunities for all pupils: “abandoned”, migrants, with special needs, etc., and the professional qualification of teaching staff and school managers.

Following this survey, a document was created that illustrates the situation of educational psychologists and how aid is organized for pupils with special needs and difficulties in the different European education systems. The document also specifies who are the other professionals involved.

Numerous practical examples illustrate the contribution of educational psychologists in different situations and at different levels with partners in the educational community.

Furthermore, numerous European and international references are recalled (lifelong learning program, researches, recommendations, charter of the rights of the child and the citizen) and possible topics and paths are provided to improve the effectiveness and coherence of aid to students with difficulties and needs. special.

The situation of European educational psychologists

Psychologists in the education system are predominantly professionals with a Master in Psychology and skills in the field of education. Most are called "school psychologists"⁴ and work in kindergartens, primary and secondary schools, as well as in institutions related to the school. They look after a wide range of students between the ages of 2 and 20. In Europe there are about 50,000.

By meeting children from the earliest years of their development, in the daily school environment, these psychologists are in a privileged position to help children from an early age with members of the educational community.

Their main activities consist of:

- Helping children to adapt to the school environment during the different stages of their development;
- Help develop positive attitudes towards school and education, which provide an essential basis for learning;
- Help students develop a balanced lifestyle

⁴Other terms used in Europe are "Education Psychologist", "Education Psychologist", "Psychopedagogical Consultant" and "Psychologist Guidance Consultant".

- Identify learning difficulties, help design appropriate educational programs and help children cope with these difficulties from an early age to enable them to reach their full potential;
- Help prevent and identify behavioural and mental health difficulties;
- Identify social skills deficits and take action to help the student and members of the educational community within the school;
- Identify social, discriminatory or family difficulties and help the child when these hinder her progress;

The work of psychologists in the education system is not limited to children but extends to the educational team. This is divided into 3 types of activities: prevention, evaluation and intervention at each of these three levels: the individual child or pupil, the educational institution and society.

Survey results in Europe

There was a great diversity between countries concerning the situation of psychologists in the education system, in particular in these areas:

- Organization of school psychology services
- Working conditions
- Roles and practices
- Legal status
- Percentage of students and teachers per psychologist
- Evaluation tools
- Initial training
- Continuing education and supervision opportunities

Based on the results of the survey, we can therefore outline the profile of the "average European school psychologist":

Average European school psychologist

- ✓ Female, over 40 years of age
- ✓ She works in the public administration (87%) between 37 and 40 hours per week. It can vary between 18 and 40 hours.
- ✓ She works with around 2,100 pupils and around 180 teachers:
between 800 pupils on average in Denmark and 12,400 on average in Germany
- ✓ She works on average in partnership with four other professionals
(between 1 and 32). In Norway, Austria and Sweden, psychologists have the opportunity to collaborate with many other professionals: specialized teachers, school doctors, school nurses, educational counsellors, specialists (speech therapists, physiotherapists), social workers, etc.
- ✓ Her profession is regulated according to the laws in force, her

missions are defined and her professional activities are specified.

✓ Her psychologist colleagues are of the same nationality and, like her, have no professional experience outside their country.

✓ She has a Masters in Psychology after 5 years of study at the University.

✓ Overall, she was not asked for work experience when she started her career. Her annual salary corresponds to the average annual income of a university teacher.

✓ She has access to continuous training 1 to 3 times a year, organized by the Ministry of Education, a university or a professional association.

✓ Her participation in lifelong learning is very rarely paid

COMPETENCY FRAMEWORK FOR SCHOOL PSYCHOLOGIST

INTRODUCTION

69

The EU Model of Competences of the School Psychologist is a crucial step towards the standardization and professionalization of psychological services in the school education system across Europe. The development of this model is based on the needs analysis carried out in the participating countries, which highlighted the lack of common agreements on the role of psychologists in schools and the scarcity of clarity regarding their tasks and activities. Furthermore, there is a lack of courses and exams in the field of school psychology in the curricula of universities in the participating countries, which limits the number of trained professionals in this field.

To address these issues, the EU Model of Competences provides a clear definition of the activities, roles, and responsibilities of the School Psychologist, based on the EQF and ECVET terminology. The model outlines eight competences that are essential for School Psychologists to possess, along with their corresponding learning outcomes. These competences cover a range of areas, including psychological assessment, intervention, consultation, and research.

The competency framework developed by the WSPS project is in line with the ECVET terminology and the EQF certification. To be more specific, it was designed on EQF Level 5 and defined 8 key competencies that school psychologists to possess:

1. Providing distance guidance and psychological counselling services in a true way
2. Psychological consultancy for teachers
3. Psychological consultancy for students
4. Psychological consultancy for families
5. Psychology in the multicultural environment
6. Psychology as a counsellor for human development
7. How to measure impact of psychological actions and exploit the model of competences included in IO1
8. Psychology for increasing the students school performance

“THE WSPS PROJECT IS IN LINE WITH THE ECVET TERMINOLOGY...”

ECVET is a European framework designed to facilitate the transfer, recognition, and accumulation of learning outcomes across different vocational education and training systems in Europe. The system allows learners to obtain qualifications through a flexible approach by recognizing their learning achievements, regardless of where and how they have acquired them. It aims to promote lifelong learning and mobility, making it easier for individuals to gain recognition for their skills and qualifications in different countries and for employers to assess the skills of potential employees.

The WSPS course covers 24 hours of training representing 1 ECVET point. Therefore, in the European Credit system for Vocational Education and Training (ECVET), 1 point represents a unit of learning outcome that is defined, assessed, and recognized within a qualification. It indicates



the volume of learning and corresponds to 25 to 30 hours of total workload, including all learning activities such as lectures, seminars, practical exercises, self-study, and assessments. ECVET points can be used to transfer, recognize and accumulate learning outcomes achieved in different learning contexts, such as formal, non-formal, and informal learning. ECVET points facilitate mobility of learners across Europe by enabling recognition of their skills and competences regardless of where they were acquired. ECVET points are assigned based on the level of learning outcomes achieved and can be used to document progress towards qualifications and degrees. They are also useful for employers and educational institutions to assess the skills and competences of potential employees or students.

(<https://www.cedefop.europa.eu/en/projects/european-credit-system-vocational-education-and-training-ecvet>)

“...AND THE EQF CERTIFICATION”

The European Qualifications Framework, which is a common reference framework used to compare and understand the qualifications of different European countries. It provides a way to relate different qualifications systems and frameworks to each other, helping to facilitate mobility of workers and learners across Europe. The EQF consists of eight levels, with each level indicating the knowledge, skills, and competences required for qualifications at that level. The framework is based on learning outcomes, meaning that the focus is on what a person knows and is able to do upon completion of a learning process, rather than the length of time spent studying or the specific way the learning was acquired.

The WSPS project was designed on EQF Level 5. Level 5 of the European Qualifications Framework (EQF) is described as the level of "higher education short cycle qualifications". This level typically refers to vocational or academic education and training programmes that are completed after secondary education, and are typically shorter than bachelor's degrees.

At EQF level 5, learners are expected to have acquired knowledge and skills that enable them to work in a range of contexts, perform complex tasks, and take responsibility for their work. They are also expected to have developed a range of transferable skills, such as problem-solving, communication, and collaboration.

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

The WSPS competency framework for school psychologist was developed with learning outcomes including three descriptors: knowledge, skills and autonomy/responsibility.

“The learning outcomes are defined in terms of:

- **Knowledge:** in the context of EQF, knowledge is described as theoretical and/or factual.

- **Skills:** In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- **Responsibility and autonomy:** In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility”

Source: [Europass- Description of the eight EQF Levels](#)

COMPETENCE N°1		
PROVIDING DISTANCE GUIDANCE AND PSYCHOLOGICAL COUNSELLING SERVICES IN A TRUE WAY		
Definition: This competence is the ability of the Guidance and Psychological Counsellor Teacher to carry out Guidance and Psychological Support Services uninterruptedly, by meeting the needs of the students outside of time and place, in situations where there is no opportunity to meet face to face. In some cases, this competence can be used to support the Services given face to face.		
LEARNING OUTCOMES		
KNOWLEDGE	SKILLS	RESPONSIBILITY AUTONOMY
• Understanding the definition of Remote Guidance and Psychological Support • Learning about the principles of Distance Guidance and Psychological Support service • Learning about Distance Guidance and Psychological Support Types • Having information about the issues to be considered / paid attention in Remote Guidance and Psychological Support services	• Integrating emerging technologies (ICT) into Guidance and Psychological Support services • Providing continuous service to his/her students without the perception of Time and Space • Providing Guidance and Psychological Support services to more people at the same time • Monitoring and Controlling students who need Guidance and Psychological Support Services continuously	• Following and observe the results and impacts of Guidance and Psychological Support Services continuously and more easily

- Understanding the differences between Distance and Face-to-face Guidance and Psychological Support services

- Being in constant interaction with the family and other elements While providing Guidance and Psychological Support Service
- Being able to evaluate the effectiveness of the applied practices faster and easier

COMPETENCE N°2 PSYCHOLOGICAL CONSULTANCY FOR TEACHERS

Definition: This competence refers to the ability of the school psychologist to offer consultation services to teachers aiming at opening the pathways to establish interventions for a student in a classroom. Consultation is a collaborative process among the school psychologist and the teacher to promote success in students who are struggling in the learning process. Consultation can be used to help intervene with children displaying behavioural, emotional, or academic difficulties and help prevent the development of a more serious issue. Together, both the school psychologist and the teacher will identify the problem, develop specific goals, brainstorm interventions, and create a plan to help the student become more successful. The psychologist helps the teacher to develop a detailed and specific plan for the student.

LEARNING OUTCOMES

KNOWLEDGE	SKILLS	RESPONSIBILITY AUTONOMY
• Be guided to clarify the problem in clear, concise, and measurable terms in order to develop goals and expectations. • Collect baseline data for future evaluation of the intervention and to clarify the problem by investigating the behaviour of the student taking into consideration environmental, instructional, and personal factors.	• Establish a cooperative partnership with the school psychologist and share the mutual goal to promote success for a student • Implement the selected strategy for a period of time as decided with the school psychologist	• Determine if modifications to the intervention are needed in cooperation with the school psychologist

- Explore, suggest and determine intervention options in collaboration with the school psychologist to guide students that struggle with learning.
- Evaluate and select together with the school psychologist the most appropriate intervention.
- Evaluate the intervention effectiveness and follow-up through measurement processes by comparing current data with the baseline data.
- Determine if modifications to the intervention are needed in cooperation with the school psychologist

COMPETENCE N°3 PSYCHOLOGICAL CONSULTANCY FOR STUDENTS

Definition: This is the psychologist competence to implement plans for student's consultancy. Is the psychological ability of providing psychological support to students, in order to assist them dealing with problems connected with psychological area.

The psychologists with the competence "Psychological Consultancy for Students" are able to interact with students ranging with several psychological conditions specifically impacting on their school performance.

Moreover, they can support teachers, giving information and cooperate with them in order to support students at a psychological level and at the level of improving their behaviour.

LEARNING OUTCOMES

KNOWLEDGE	SKILLS	RESPONSIBILITY AUTONOMY
• Understanding the causes and effects of stress on students' academic and personal lives	• Ability to provide support and guidance to students who are experiencing stress	• Take responsibility for creating a supportive and non-judgmental environment

• Knowledge of common mood disorders and their impact on student performance • Understanding of common personal relationship issues and their impact on students • Knowledge of common issues related to sexual identity and how they can affect student well-being	• Ability to provide support and guidance to students who are experiencing mood disorders • Ability to provide support and guidance to students who are experiencing personal relationship issues • Ability to provide support and guidance to students who are experiencing issues related to sexual identity	• Demonstrate autonomy in providing appropriate support and guidance to students in need • Recognize the limits of their own knowledge and skills and seek guidance and support from appropriate sources when necessary
---	--	--

COMPETENCE N°4 PSYCHOLOGICAL CONSULTANCY FOR FAMILIES

Definition: By advising parents, we have in mind the development of parenting skills, attitudes and competencies by specialists in the field.

These are actions designed by professionals who work in the educational environment and who aim to provide support elements both in the parent-child relationship and in the parent-student-school relationship. Thus, by establishing this partnership at the community level, we will contribute to the proper growth and education of the child, representing an essential requirement in today's education.

It is important for the teacher to enjoy the trust of the student and his family. Parents with those who know their child best, behaviours, habits, know what he likes and what he doesn't, what he reacts to better and faster.

It should also be mentioned that at the same time the teacher can help the family to follow the most suitable path with the child, to prevent his distance from the family, the lack of communication and at the same time to remove educational deficiencies.

LEARNING OUTCOMES

KNOWLEDGE	SKILLS	RESPONSIBILITY AUTONOMY
• Developing the ability of parents to identify risk factors in order to prevent the disruption of relationships between parents and children or/and improve the	• Increasing communication capacity in order to support the school in the education of children • Developing parents communication skills by	• Increasing the parents' ability to get involved in the child's life at an early age, through an active and not passive involvement

relationship with their own children - Identifying one's own emotional states, those of the other family members and the corresponding communication in the intra-family environment - Familiarizing parents with methods and techniques of positive discipline for their own children - Developing civic skills for the assimilation of role models for future generations	learning assertive communication techniques Methods of managing anger and/or crisis situations	Combating parents' tendency towards perfectionism when they talk about their own child's future; identification and modification of irrational tendencies
--	---	---

COMPETENCE N°5

PSYCHOLOGY IN THE MULTICULTURAL ENVIRONMENT AND MENTAL HEALTH SERVICES

Definition: This competence is relationship between multiculturalism, diversity, and altruistic behaviours. Individuals with more accepting attitudes toward multiculturalism would be more comfortable with diversity and manifest more altruistic behaviour compared to those with less accepting attitudes toward multiculturalism.

LEARNING OUTCOMES

KNOWLEDGE	SKILLS	RESPONSIBILITY AUTONOMY
- History of Multicultural Psychology and understand within the context of socio-political oppression - Racial/Ethnic Identity Development Models address the psychological meaning of racial/ethnic group membership - Acculturation and Biculturalism support from	- Psychology and multicultural counselling for teachers - Prejudice and Stereotypes understanding the links between individual cognition, prejudice (i.e., negative social attitudes), and discriminatory behaviours toward various groups - Multicultural Training facilitate the development of multicultural	Multicultural Competence and reviewing relevant research and providing standards for integrating cultural concerns into the varied work of psychologists

their culture and communities of origin • Focus of Multicultural Psychology and cultural experiences of the majority group to be a part of multicultural psychology	competence in counselling and other forms of applied psychology, multicultural psychologists	
--	---	--

COMPETENCE N°6

PSYCHOLOGIST AS A COUNSELOR FOR HUMAN DEVELOPMENT

Definition: "Career guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers." (OECD, 2004)

LEARNING OUTCOMES

KNOWLEDGE	SKILLS	RESPONSIBILITY AUTONOMY
• Information is provided through a variety of activities/materials/seminars at both the school and system levels, such as Career Exhibitions, Career Orientation visits/seminars, Information pamphlets, and so on • Participating in/or conducting guidance-related research projects, such as the Tracer study, Espad, and the Health Promoting Schools' Project • Learning about Distance Guidance and Psychological Support Types • Having information about the issues to be considered / paid attention in Remote Guidance and Psychological Support services	• Promoting assistance and counselling in support of student education • Facilitating students' transitions from elementary to secondary, secondary to post-secondary, and post-secondary to other educational institutions and/or work • Providing curricular guidance, including subject options, course selection, and so on. Giving personal advice and counselling • Creating and maintaining cumulative record cards • Referring students to other services and	• Staff development in the fields of advice and counselling is encouraged

- Understanding the differences between Distance and Face-to-face Guidance and Psychological Support services

organisations based on their requirements

- Making education-industry-commerce-service connections easier
- Facilitating parenting skills programmes and giving presentations
- Organizing in-service training and professional development opportunities
- Seminars, presentations, and preventive programmes on guidance-related issues are being organised
- Contacting parents about pupils' overall growth and other specific issues

COMPETENCE N°7

HOW TO MEASURE IMPACT OF PSYCHOLOGICAL ACTIONS AND EXPLOIT THE MODEL OF COMPETENCES INCLUDED IN O1

Definition: This is the psychologist's competence to measure the impact of psychological actions and to utilize the WSPS model of competences (IO1). This competence allows the psychologist to evaluate the effectiveness of psychological actions and therefore to improve or adjust them regarding the progress monitoring process including feedback. In other words, it allows psychologists to identify and choose the purpose and format of the assessment and to evaluate the effectiveness of assessments through the use of data collected throughout the assessment process.

LEARNING OUTCOMES

KNOWLEDGE

- Understand the WSPS model of competences and

SKILLS

- Ability to select appropriate assessment formats and techniques

RESPONSIBILITY AUTONOMY

- Responsibility to maintain ethical



its application to psychological actions • Understand the importance of monitoring and evaluating the effectiveness of psychological actions • Knowledge of assessment formats and techniques • Understanding of data collection and analysis methods in assessment	• Ability to design and modify assessment items or tasks • Ability to analyse and interpret assessment data • Ability to provide effective feedback to clients or stakeholders • Ability to collaborate with others in the assessment process	standards in assessment and data collection • Responsibility to ensure the effectiveness of psychological actions and their impact on clients or stakeholders • Responsibility to communicate assessment results and their implications clearly and accurately to clients or stakeholders • Responsibility to continuously improve the assessment process and outcomes based on feedback and evaluation results
--	--	--

COMPETENCE N°8

IMPROVEMENT OF STUDY METHODOLOGIES

Definition: This is the psychologist competence to implement plans of study methodologies improvement, to assist students with a lack of motivation to study or other relevant problems connected to the psychological area. The psychologist with the competence “improvement of study methodologies” is able to interact with students ranging with several psychological conditions specifically impacting on his school performance. Moreover, it’s able to support teachers in developing engaging lectures and favouring processes of memory, attention and motivation

LEARNING OUTCOMES

KNOWLEDGE	SKILLS	RESPONSIBILITY AUTONOMY
• Understanding of the principles of motivation and their application to academic performance. • Familiarity with various learning styles and strategies to accommodate diverse student needs.	• Ability to assess student needs and develop individualized plans to improve study methodologies. • Ability to work collaboratively with teachers to create engaging and effective learning experiences.	• Ethical and professional conduct in working with students and teachers. • Ongoing evaluation and assessment of the effectiveness of study methodology improvement plans.

- Knowledge of the effects of psychological conditions on academic performance.
- Understanding of the principles of memory and attention and their application to academic performance.
- Knowledge of the principles of instructional design and its impact on student learning

- Ability to provide counselling and support to students experiencing psychological conditions affecting academic performance.
- Ability to develop and implement programs to improve study skills, such as time management and note-taking.
- Ability to utilize technology and other resources to enhance learning experiences.

- Collaboration with other professionals to provide comprehensive support for students.
- Adherence to laws and regulations related to educational and psychological services.
- Advocacy for students' academic success and well-being

MONITORING AND EVALUATION METHODOLOGIES OF PSYCHOLOGICAL ACTIVITIES IN SCHOOLS

The psychologist makes use of cognitive and intervention tools for prevention, diagnosis, rehabilitation and psychological support activities aimed at the person, group, social organisms and communities, as well as carrying out experimentation activities, research and teaching in this area.

80

When the psychologist works in the school environment, he is aware of the personal training necessary for his professional development and to maintain an adequate level of skills, to ensure the school and the user (student, parent, etc.) effective and comprehensible information on its services, their purposes and modalities. It also ensures the privacy of data through the custody or control of notes, notes, and paper or electronic material.

Furthermore, according to article 31 of the Deontological Code of Italian psychologists, concerning the consent for professional services to minors, all the activities of the psychologist carried out within the school system must be included in the Training Offer Plan (POF), so that each parent can view it and declare availability or not at the time of enrolment of the child. In addition, the consent of the person exercising parental authority is required for any psychodiagnostic activity, any screening aimed at identifying peculiar characteristics of learning or behavior, administration of tests or any intervention aimed at the individual that exceeds the single session.

On the other hand, the explicit consent of those exercising parental authority is not required for those group activities whose objective is not the diagnosis or the possible identification of characteristics belonging to the individual.

The support and intervention of the school psychologist are therefore transformed into a tool available to the school to incentivize an efficient achievement of the educational objectives, at the same time promoting the well-being, also understood as the acquisition of the most suitable coping mechanisms, in the school context.

The most widespread methodology is known as socio-affective education, or what Community Psychology defines as an empowerment strategy whose goal is to improve self-knowledge in the individual and facilitate communication between the members of the class group.

Therefore, if on the one hand, it focuses on the individual level, assisting the development of feelings of acceptance, security, self-esteem and an increased ability to cope with emotional stress, on the other the socio-affective education acts at the group level, favouring behaviours of collaboration, solidarity, mutual respect and tolerance towards diversity of all kinds.

Furthermore, if we think about the discomfort present in pupils, the opportunity for intervention at school is linked to various factors: first of all there is, as already mentioned, an important emergency regarding the incidence and danger of pathological behaviours. We are talking, for example, of anorexia and bulimia, eating disorders which are the leading cause of death in adolescents between 12 and 25 years of age, or of the so-called 'self-harming acts', often also a consequence of bullying at school and which involve one out of five adolescents. . Many pathological behaviours and many discomforts present in children and adolescents, as well as the developmental disorders themselves, have a strong relational and contextual matrix, so it is very important to act in the school in which they occur and feed.



However, even teachers are often overwhelmed by a sense of unease, often discouraged by the cumbersome bureaucratization of their role or by the lack of social recognition, as well as sometimes having difficulty in managing classes and pupils that change from year to year, in increasingly interactive and digitized teaching. The challenges, therefore, do not concern only the students but also the teachers, and the contribution of a psychologist is invaluable in transforming the opposing forces that are plausibly generated and that take various forms (such as dissatisfaction, passivity, critical and destructive attitude, creation of subgroups and coalitions and so on), an objective to be pursued by promoting a sense of belonging and collaboration between colleagues or, for example, to train transversal relational skills, using effective communication techniques.

The discomfort also affects families, often helpless in the management of children's problems and the relationship with the school, nowadays excessively delegated to the educational role and then, for this reason, attacked.

Projects that move and operate on multiple levels, therefore, appear to be the most effective because they can respond to the complexity of the system, putting the pieces of a puzzle together in communication: parents need to team up and get to know the problems of the children more closely but also relate adequately with the school, to have an active role within it, to team up with the teachers to propose themselves coherently and reliably to the children. Teachers, for their part, are required to overcome subgroups among colleagues and to continually research and develop effective classroom management strategies, aiming at opening up a more effective communication channel with families. Finally, adolescents must find a space for growth and experimentation of themselves and of the appropriate group, in which they feel heard, in which differences are welcomed and in which the adult is perceived as an emphatic and support figure rather than uselessly authoritarian.

Acting only on one level or a single part of the system would be useless and plausibly counterproductive.

POSSIBLE PSYCHOLOGICAL INTERVENTIONS AND OBJECTIVES TO PURSUE

As already discussed, the objectives to be pursued with the help of a School Psychologist are many:

- Promote collaborative management: collaboration, understood in its various forms and able to involve all the protagonists of the context, is the backbone of a serene and profitable environment. The psychologist can help to clarify what the common objectives are, to give value to the differences and peculiarities of individuals and the school society.
- Promote the care of relationships: looking after relationships in the school environment requires good management skills and the acquisition of tactics that act as mediation during conflicts, as well as an attitude of welcome and respect for others and their role.
- Promote prevention: another inevitable goal is prevention, understood as an action aimed at reducing the emergence of risky situations, such as socio- emotional distress, conduct or learning difficulties, any consequences of bullying and so on.
- Early identification and effective action on risk situations: the school psychologist must be aware of the risk indicators that lead to certain realities, be able to recognize them in the school context and possibly intervene with a careful look and with containment measures.

- Highlight the resources: working so that everyone achieves the opportunity to know and recognize their difficulties and their resources, teachers and students.

Identifying their weaknesses and strengths is a symptom of self-awareness and self-esteem. This objective is also fundamental in the orientation processes already mentioned, which require children to make choices for their future.

- Motivate training and study: the school psychologist can suggest ways to link pupils' knowledge to their application in daily practice, so that knowledge and competence go hand in hand.
- Promote the psycho-physical well-being of pupils and teachers: all the objectives we have mentioned aim to achieve, if combined, the promotion of psycho-physical well-being.
- Promote quality and improvement: continuous improvement, however, is only possible if we are capable of identifying errors, recognizing where we are wrong, modifying what is dysfunctional, to activate corrective actions. There is no improvement if there is no recognition of the criticality. The school psychologist acts precisely to cultivate and promote a shared thought, which puts well-being and quality first.

Considering now the type of interventions that can be carried out by the psychologist within the school environment, we note how different articulations emerge, depending on the needs emerged and the recipients to whom it is addressed. As for the students, for example, a plausible initial intervention involves the activation of a listening desk, that is a space inside the school during school or extra-school hours in which the psychologist provides psychological support, thus guaranteeing a welcome moment. and listening.

Another desirable psychological intervention lies in the orientation activity, which can be explained through specific projects that include the support of a psychologist: classroom meetings, guided visits to schools, meetings with parents, individual interviews with students, administration of questionnaires for evaluation of personal interests and attitudes.

Furthermore, as we have already seen, one of the purposes that a psychological activity project can and should pursue is to ensure that each student develops his or her potential and has his cognitive needs satisfied, acquiring a profitable study method and developing good skills of autonomy. To ensure that these objectives materialize, it is possible to support teachers in identifying methodologies based on the individualization of teaching, as well as teaching pupils to use effective learning methods aimed at achieving more efficient results. The goal also includes the attempt to indirectly trigger in students a strengthening of feelings of personal and scholastic self-efficacy through motivation.

In school or pre-school age, it may also be useful to administer tests and questionnaires or conduct observations to ascertain in the school population the presence of requirements on specific aspects, such as reading or writing.

This would also allow the early identification of the presence of disorders and disorders, which would be followed by timely indications addressed to teachers and parents on how to best act at the didactic, educational or rehabilitative level.

Attention should also be paid to enhancing interpersonal or relationship skills so that students can recognize their own needs and those of others, as well as acquire the skills of self-regulation and empathy towards others. Activities within the class group would allow to circumvent self-esteem, increase emotional awareness and communication skills, prevent the still too widespread phenomenon of bullying.

Furthermore, the psychologist, through a synergistic collaboration with the teachers, is fundamental in the construction of the scholastic path of pupils with special educational needs (not in possession of Law 104/92) and who need to be considered in their entirety, encouraging their potential to psychoeducational level and paying due attention to the psychological implications.

If the intervention process is instead started in time and facilitated, the growth process that is triggered in every active member of the school context is remarkable: for example, an activity such as role-playing, in which a teacher plays the role of a pupil and vice versa, can offer numerous interesting ideas to reflect on. Sometimes, to look at things from another perspective, it is necessary to concretely change position and then return to one's own. The school psychologist, among many things, can help make this possible.

MINDFULNESS AND TEACHERS

Numerous scientific researches have shown the effectiveness of mindfulness-based interventions in numerous contexts, including that of work stress in business contexts and in the health professions, suggesting how it can plausibly also benefit teachers. In this regard, a line of research is taking place that aims to verify this hypothesis, which is already in constant evolution and growth.

The studies conducted so far concern teachers of children and adolescents of all levels and the results already obtained speak of an increase in psychological well-being, a reduction in the indicators of burnout and anxiety and depression, a significant increase in the ability to regulate emotions. and notable improvements in the climate in the classroom and the effectiveness of the educational strategies implemented.

The psychologist in schools could therefore also help in this, or in the search for well-being and psychological balance also obtained through meditation practices.

A TRANSNATIONAL TOOL FOR THE NEED ANALYSIS IN SCHOOLS

We have seen in the previous paragraphs that:

- the definition of a psychologist is variable in the different participating countries
- there is no single definition of the school psychologist
- European nations have different systems of selection and involvement of the school psychologist
- the school psychologist has different functions in schools
- often there is no clear distinction in the involvement of the school psychologist in the various levels of education

The involvement of the psychologist in schools is therefore very unstructured in schools. Certainly, the European nations have more or less stringent rules, more or less standardized for schools.

On a general level, we note that:



- some States, such as Italy, have criteria related to seniority and the performance of previous jobs in the school sector, but do not have an unambiguous reference to be accredited as school psychologists
- Turkey and Cyprus, instead, have a specialized, sectoral, specific path that distinguishes what is a school psychologist from what is not a school psychologist

However, there is a lack of an effective, objective and rapid diagnostic tool to detect the needs of a specific school.

In this paragraph, we intend to develop a quick and objective method to detect the needs at school level, validated in the 8 participating nations.

The idea is to use a tool that starts from the needs of the school. Undoubtedly, schools need psychologists to face the numerous difficulties that can come into play in the path of students and teachers, but it is good to enter into the merits of the specific needs of the institutions to then be able to develop adequate school psychology projects and monitoring methods. and evaluation of the results.

The assumption in the use of these tools is that to truly understand schools we should take into consideration the largest number of subjects, without leaving anyone excluded. However, this process takes a long time, and the financial resources available may be limited.

Therefore, the use of digital, automated and valid tools that can quickly provide feedback, becomes crucial also to have an automatic return of the results and an automatic reporting. It is also possible to obtain a more accurate statistical evaluation by analysing the data.

As an alternative to the digital version, we have also prepared paper forms. However, the use of these forms is only recommended in cases where we believe that the requirement of internet access may discriminate against families and participants who do not have this means (or adequate tools such as PCs and tablets). Otherwise, the use of the digital version of this tool is always recommended, both for environmental and practical reasons.

Let's see now how to apply the method

PREPARATION FOR THE NEED ANALYSIS

Behind the administration of a questionnaire there is a world and a lot of technique. Many think they are just gray forms to fill out, but in the way they are administered and the way people are prepared to respond, we can get unrealistic or false results.

Some may think that hiring a psychologist is sufficient to guarantee the validity of administering an instrument, but this is not the case.

The psychologist's technique can eliminate many of the most common mistakes. The tools, in themselves, can have a high level of standardization, they can explain at most all the rules to be followed in the administration in such a way as to be less subject to subjective influences.

But there is also a whole previous preparation phase that is indispensable, and here everyone plays a role.

In organizations, we cannot expect the consultant's intervention to be a punctual, aseptic intervention. Organizations are so complex and based on different relationships that the consultant always operates in a network of relationships, of back and forth, of relationships that are not necessarily symmetrical between the parties.

A classic in conducting any consulting business in organizations is the role of the leader.

The scientific literature in work psychology speaks of the triadic relationship between client, consultant and employees.

In the case of schools, perhaps we speak more properly of the relationship between:

Headmaster - Psychologist - Teacher (assuming that the teacher is the target of a survey tool)

And it could get even more complicated by considering many other factors: Headmaster - Institute Council - Psychologist - Teachers - Students - Parents

In our evaluation system, we should include as many parts as possible to produce a realistic result, otherwise we risk considering only one of the parts at stake.

Furthermore, we should always consider that relationships are hardly neutral. In organizations, imposing leadership can certainly influence the results of a personnel

test. The staff will ask themselves what are the answers favored by the Management. A leadership that is perhaps correct in procedures but poor in relations could instead generate feelings of antipathy and lead the staff to respond in a way that is not favorable to the Management (for example, declaring more issues of need that do not interest the Management very much).

The conflict between Management and Employees is common, it should not be ignored at all, even in the consultant's activities.

Conflict management work is not to be excluded in the psychologist's work, because it could trigger a series of positive chain reactions in case of solutions: better organizational climate, better performance in teaching, better student results.

But in the meantime, before learning about the presence of any conflict situations between the Headmaster and Employees (in this case between the Headmaster, Teachers and other staff), you should create a good alliance with the Headmaster, which is one of the fundamental prerequisites for a great job.

If the Headmaster thinks that your intervention or tool cannot be effective or may be unreliable, or if a good relationship is simply not established, it will be difficult to demonstrate your skills and have free rein for a good evaluation and intervention work.

This special relationship, in the psychology of organizations, is called a psychological contract.

The psychological contract is usually unwritten, a sort of informal aspect of the relationship between client and consultant that governs the relations between the parties.

The psychological contract is the set of beliefs and expectations that arise in the working relationship (in this case between the Headmaster and the Psychologist) regarding mutual obligations.

These expectations can be based on:

- explicit or implicit promises
- personal interpretations, also based on previous work experiences
- observational learning

In the psychological contract, there is much of the unspoken and certainly of subjectivity and this can generate misunderstandings. At the same time, we all have intense work rhythms and often very limited times and therefore sometimes, this factor, as well as the analysis of needs, is neglected, leaving room for interpretative ambiguities and sometimes a worse quality of the services offered.

For this reason, it is very important, in the evaluation phase, to pay particular attention to the relationship with the Headmaster and to communicate the purposes of the evaluation.

As good as you may be at administering tests, activities are often introduced by someone else in organizations.

The way we communicate the purpose of a test or activity could change its results.

Psychologists and all parties involved should prevent systematic errors of assessments.

At the same time, the assessed, who are not only those who take the test (e.g., the teachers) but also the management and all those representing that school, may have mixed feelings about the assessment process.

The leadership may erroneously believe that:

- evaluation is a moment in which little control should be felt. Asking yourself these questions: What will respondents answer? What are the correct questions to ask? Which ones are wrong
- There are better or worse answers on the test
- The assessment could have negative implications

Indeed, the evaluation should have only descriptive implications, it should describe the needs of the school in a realistic way, therefore it should be a free process, in which everyone expresses their opinion without feeling any pressure.

Nobody should make it perceive that there are better or worse answers, and participants should be invited to maximum transparency and participation.

In this, leadership plays a fundamental role.

For this, psychologists should instill this state of mind in the leadership as much as possible, as this will in some way also affect the participants in the study.

At the same time, it should be extremely clear in the purpose of the needs analysis.

TIPS FOR TRIGGERING A WINNING PSYCHOLOGICAL CONTRACT

In this paragraph, we summarize some tips for setting up a winning psychological contract first of all with the Headmaster and informing him about the purposes of the needs analysis.

One of the crucial points is to make sure you get the highest possible level of sincerity in your answers and certainly anonymity facilitates this result.

If we leave even the slightest doubt that the results are identifiable, we may have false answers.

For example, even if the participant's name and surname are not included, the identities of the participants could theoretically be traced back to demographic information (gender, role, age). This information should be reduced to a minimum, perhaps by not including age in the questionnaires, or a great specificity in roles, so as not to make people identifiable.

A second important step is to make the Headmaster responsible, informing him of the importance of ensuring realistic results. The Headmaster or the supervisor of that specific project should encourage teachers to respond in the way that is most consistent with their point of view, specifying that there are no correct or wrong answers, but only those that are closest to their perceptions.

The Headmaster should also be reassured about the validation characteristics of this tool, specifying that it has already been used in 8 countries and has passed the psychometric criteria of validity and reliability. Likewise, you need to make sure you can provide an adequate report, which allows for a discussion of field needs on the broadest possible basis.

On the one hand you should always make yourself available to provide an evaluation of the reporting, on the other you should involve all the parties in the field in answering the questionnaire. A high response rate to the questionnaire means gathering more realistic and precise information and consequently producing more effective interventions by the school psychologist.

There are no interventions by the school psychologist that are useful per se, but there are more or less adherent to the needs of the school, and that is why this phase should be treated with the utmost attention.

HOW TO MAXIMIZE THE RESPONSE RATE

If we are not good at communicating the importance of needs analysis, we may have few answers from the analysis and therefore results that are not representative of real needs.

The reasons for low participation in the questionnaire can be many:

- people may feel that they are negatively impacted by unsatisfactory responses
- Participants may be overloaded with tasks and have little time available
- the crucial nature of the needs analysis may not be sufficiently well explained
- the methods of communication and access to the platform may not be comfortable or not very usable



Some strategies for increasing the response rate can be summarized as follows:

- declare that the test has a crucial function for the improvement of school processes and to meet the needs of the participants
- declare that the test has a minimum duration (10 minutes overall)
- declare that the test is anonymous and the scores will be taken only in an aggregate way
- affirm that the overall and aggregate results of the test will be communicated to everyone and that everyone's participation in the process of better understanding the needs will be encouraged
- select a time and place for administration. Participants could respond during a teachers' meeting, or, a dedicated time could be agreed by grouping teachers to provide the necessary answers.

It is also possible to choose written communication methods to involve participants in administering the needs analysis.

In this case it is recommended to use:

- brief and clear instructions
- prefer communication via e-mail to paper circular. In the case of paper communication, use the very short description of the url of the questionnaire if written communication on paper is required (copying the url can be tiring and reduce the likelihood of clicks)
- instructions via email, in such a way as to involve the participants directly when they are in a computer station
- use of 3 reminders to make sure you get the maximum response rate
- personal message from the Headmaster.

THE TOOL FOR ASSESSING PSYCHOLOGICAL NEEDS IN SCHOOL CONTEXTS

The first part of the psychological needs assessment tool are the instructions to follow, which we can summarize as follows:

Dear Teacher,

We ask you to participate in the educational institution's psychological needs assessment questionnaire. This evaluation serves to optimize the forthcoming school psychology project and it is of primary importance to answer all questions sincerely and completely. We remind you that the results will be analyzed in aggregate form and participation is completely anonymous. We ask you to answer by marking an X for the answers you consider most appropriate. The duration of the test is approximately 10 minutes.

Examples of demographic aspects

My school is:

- primary
- secondary
- high school (technical institute)
- high school

89

If you are from a comprehensive institution, the teacher should specify the degree to which he teaches.

Sample questions

My educational institution needs a school psychologist

For which of the following activities do you consider useful the contribution of the school psychologist in strict reference to your Institute

- psychological support for students
- psychological support for teachers
- parenting counseling for students' parents
- conflict between teachers
- leadership improvement
- improvement of student study methods
- improvement of classroom management
- dealing with problematic students
- reduction of bullying
- sex education
- assessment of work-related stress for teachers
- development of students' creativity
- reduction of risk behaviors (alcohol, smoking, drugs)
- development of well-being for students with disabilities
- use of psychodiagnostic screening tests
- scholastic and university orientation



Perception of the school psychologist

For which target do you consider the intervention of psychologists useful in your specific context (YES/NO)

- Students
- Parents
- Teachers
- Headteacher

90

Where and how the psychologist should work (YES/NO)

- Individual space for individual counseling
- In cooperation with the teacher also with observations in the classes
- In meetings between teachers and management
- For the training of the teaching staff

Every how many students the presence of a psychologist would be necessary (if the figure of the psychologist is deemed unnecessary, zero signals).

Nr. Students:

Nr. Teachers:

The evaluation of the psychologist's results

- The results of school psychology projects should be monitored constantly
- The psychologist should be in charge of evaluating the results of the projects



ADDITIONAL NEEDS ANALYSIS: PERCEPTIONS OF SCHOOL PSYCHOLOGISTS IN EUROPE AND BEYOND

INTRODUCTION



This chapter includes the **Research for the Needs Analysis in Schools** about the professional role of the School Psychologist performed by the partnership of “The Worldwide School Psychological Support in the Post-Covid Era”, including what follows.

1. Methodology for the needs analysis in schools
2. Transnational comparisons and results of the needs analysis
3. Needs analysis for the application of psychological competences in the school education system through qualitative and quantitative indicators

This research involved school teachers from more than 80 institutions, 279 teachers in the 8 Participating countries of this project: Italy, Romania, Russian Federation, France, Cyprus, Greece, Turkey and Malta.

80
Institutions

279
Teachers

8
Countries

In this chapter you will find a detailed analysis of the schools needs for psychological services, strengths, weaknesses and opportunities and a transnational comparison. But before to start the reading, it's crucial you read the methodological notes, also in order to understand the potential and the limit of this study.

This document has been edited by Igor Vitale (Italy) in cooperation with all participating organisations of “The Worldwide School Psychological Support in the Post-Covid Era”

METHODOLOGICAL NOTES

Planning

In order to fully understand the potential and the limits of this research, it's crucial to describe the methodology we applied for its implementation. The Italian organisation created a Needs Analysis Questionnaire in Google Form and reviewed with partners.

After its review, the Google Form has been duplicated and translated in the native languages of the participating countries. Also if Cyprus and Greece share the same native language, two separate forms have been created in order to separate results coming from the 2 different countries.



Co-funded by the
Erasmus+ Programme
of the European Union

THIS PROJECT (2020-1-FR01-KA226-SCH-095428) HAS BEEN FUNDED WITH SUPPORT FROM THE EUROPEAN COMMISSION. THIS PUBLICATION REFLECTS THE VIEWS ONLY OF THE AUTHOR, AND THE COMMISSION CANNOT BE HELD RESPONSIBLE FOR ANY USE WHICH MAY BE MADE OF THE INFORMATION CONTAINED THEREIN.

The adoption of the Google Form allowed us to perform administration also remotely, by reaching easily different territories at the national level and paperless.

Sections

The questionnaire is designed for School teachers in different educational institutions including primary schools, secondary schools, VET schools, High Schools and its composed by the following sections:

92

- Demographics
- The description of needs of the teachers' institution (scaled from 1 to 4)
- Teachers behaviors
- Expected work modality of the school psychologist
- Scale of inclusion of psychologists
- Ideal number of students and economical condition of psychologists
- Satisfaction and needs about psychological services
- Area of improvement of the psychological services

The questionnaire has been translated in the native languages of the participating countries, or administered in English if the factor would be non influent for the target.

The available questionnaires are in the following languages: Italian, Maltese, French, Russian, French, Greek, English, Turkish and Romanian

There are several ways to contribute to research and we would like to extend the use of the materials in as much schools as possible in Europe and beyond. I explain here how

1. You can request the Google form in the aforementioned national languages, in this way, the results will contribute to the statistics at the national level
2. You can request the access to the general English form, which will include a section for the Country in which the school is situated. This form is ready to be used. You can directly access from this link and share with teachers wanting to contribute
3. If you want to translate the questionnaire in your language, just contact me. We will create a new editable form to perform the translation in your language

The contact for requesting the information is Dr. Igor Vaslav Vitale - dr.igorvitale@gmail.com

Methodological comments

The sample of the participants have not been collected with randomization but with snowball method or by directly contacting schools in the territory or through dedicated newsletter services.



Therefore, the following statistics cannot be considered as representative at the national level since not all territories are covered or other methods for balancing the sample are considered.

The research, anyhow, include a significant sample of teachers in Europe and beyond ($n = 279$) and can give some suggestions at the statistical level and correlational level. We complemented the data with methodological comments in order to understand suggestions, strengths but also limits which could be further explored in future research.



DESCRIPTION OF THE SAMPLE

The description of the sample is a very important part of our research, which collected 279 questionnaires completed by teachers from Europe and Beyond. The initial goal of this project was to reach at least 200 teachers, and the goal have been achieved. In the following table we can see the countries in which the participants completed the questionnaire.

Table 1. Nationality of the teachers

	Number of Teachers
France	77
Italy	71
Turkey	31
Russian Federation	25
Greece	25
Romania	23
Cyprus	17
Malta	7

The sample is predominantly represented by female participants, in a similar fashion to European Statistics about the professional category.

Table 2. Gender

	Frequency
Male	60
Female	214
Prefer not to say	2

The sample is quite broad involving several classes of ages and participants with different degrees of experience.

Table 3. Age and years of experience

	Age	Years of experience
Average	43,95	15,78
Standard Deviation	9,46	10,25

PERCEIVED EFFECTIVENESS OF THE PSYCHOLOGISTS

The first section of our Needs Analysis Questionnaire asked to participants to state the perception of need of psychological services in reference to the specific needs of the school. The participants had to express an opinion on a scale from 1 to 4.

The exact text used in the questionnaire is replicated as follows:

“For which of the following activities do you think that the intervention of the School Psychologist would be effective in strict reference to the needs of your School”

When selecting scores, refer to this scale

1 = not at all

2 = little

3 = enough

4 = a lot

We calculated average results and sorted service according to the perception of need in the specific school of the participant. In this way, we motivated users to talk about real contexts and situations, in order to produce data more focused on the practical implications of involving the psychologist in the sector.

The variables have been sorted from the highest to the lower needs. The table gives an idea of perception of teachers about what is most needed. Primarily, the need of psychologist is mostly connected with individual support and mostly with students. It seems that systemic intervention or intervention directed to teachers or the director are less needed.

Table 4. Type of activities and services

	Average
Psychological support for students	3,61
Handling difficult individual students	3,57
Psychological support for teachers	3,49
Parental counseling	3,46
Management of difficult classes	3,43
Reduction of bullying and cyberbullying	3,41
Psychodiagnostics assessments and screenings	3,41

Support for students with special education needs	3,37
Development to well-being for students with disabilities	3,33
Specific learning disorders	3,33
Assessment of work-related stress for teachers and staff members	3,31
Addiction to videogames and technology	3,31
Parent-pupil-teacher group counseling	3,19
School and university orientation	3,18
Strengthening of students' study methods	3,14
Sexual education	3,11
Reduction of risk behaviors (alcohol, smoking, drugs)	3,05
Multicultural integration	3,05
Conflict between teachers	2,86
Improvement of the Headmaster's leadership	2,85

BEHAVIORS OF TEACHERS

Considering the importance of actions, we asked to teachers to declare if they would act some specific behaviors in case of presence of a psychologist.

The exact introductory text used was the following:

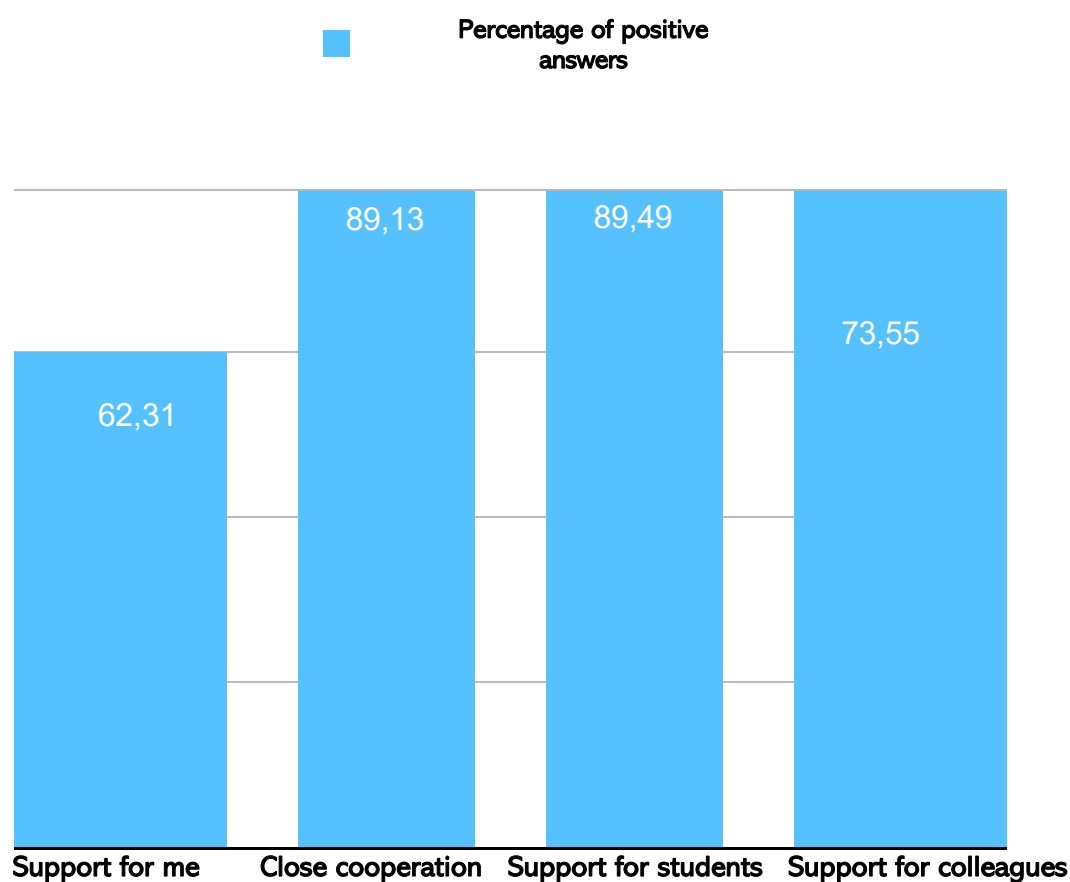
“In case of the presence of the School Psychologist, I would implement the following behaviors”

The specific items had yes/no answer. Therefore, it was possible to calculate the percentage of positive answers in the population. The wording used for the behaviors was the following

- I would request psychological counselling for me
- I would like to collaborate closely with the psychologist
- I would advise my students to seek individual psychological counselling
- I would advise my colleagues to seek individual psychological counselling

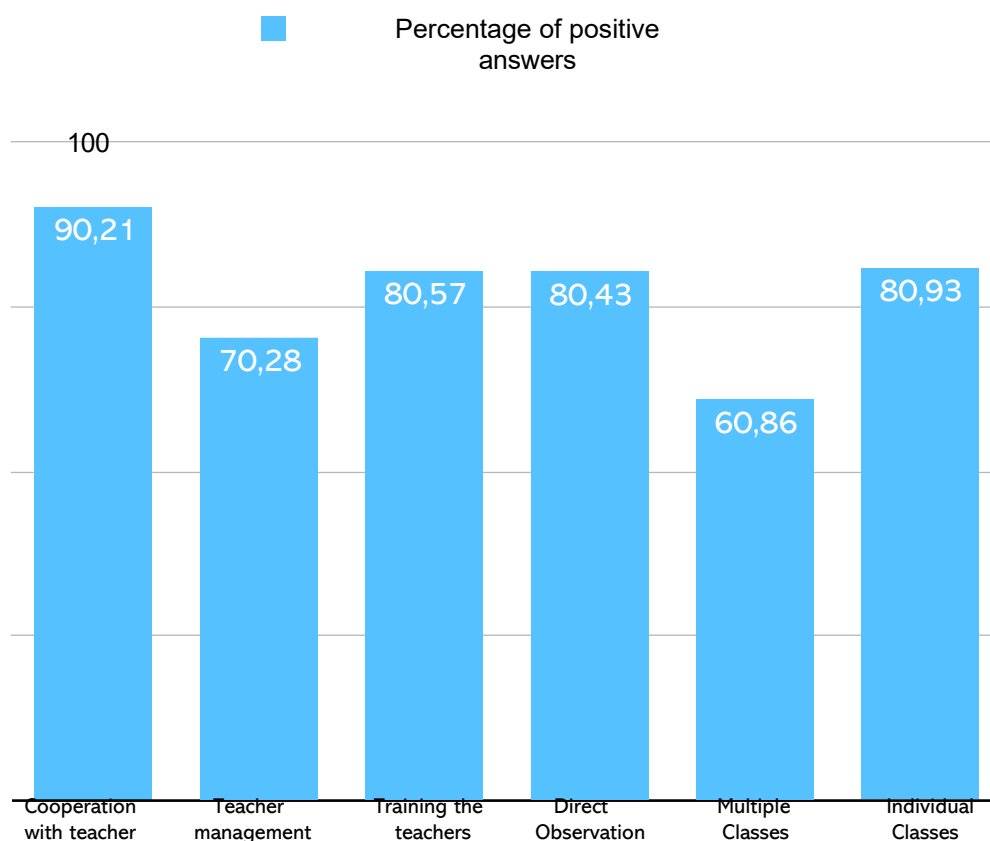
By the analysis of the Graph 1 it's possible to understand there is a sort of bias in understanding the need of support for teachers. In fact, when it's requested to define the request for support for the same teacher the percentage of yes answer (62,31%) is lower comparing to the question in which is asked to determine the if they would suggest colleagues to ask a psychological support (73,55%).

Graph 1. Intentions for requesting support to psychologists



WHERE AND HOW THE PSYCHOLOGIST SHOULD WORK

In order to understand the expected work setting of the psychologist, we asked to teachers to express an opinion on yes/no answers. The measures gives an indication of where is expected that psychologist could be effective according to the opinions of teachers.



As it is possible to notice through the previous graph, the teachers are quite flexible in seeing multiple settings but also expressed clear preferences in the modality in which they expect to work with the psychologist.

In fact, the 90,21% of the participants declared a preference of the action of the psychologist through the **cooperation with the teachers**. A second block of answers, in all cases near to 80% are the support of psychologists for **training the teachers** (80,57%), **working with single classes** (80,93%) or through **direct observation** (80,43%). There is much less approval on intervention of the psychologists in councils of teachers with the **management** (70,28%) or through **multiple classes**, case in which the psychologist is perceived as less effective (60,86%).

QUESTIONS ABOUT THE WORK AND ECONOMICAL CONDITIONS OF PSYCHOLOGISTS

In order to understand the perceived need of the psychological support in schools we made to teachers some specific questions about the needed number of hours and what would be the expected compensation.

Table 5. Economical and labour condition of psychologist

	Number of students under the responsibility	Hours per week of employment in a school	Payment per hour	Payment per month
Minimum	2	1	0	460
Maximum	1000	62	200	5000
Average	71	18	34,39	1919,70

Monetary values are expressed in euro

The perception and expectations by teachers on the psychologist role are extremely vary. Especially if we look ad minimum and maximum stated data by school teachers.

For example, if we talk about the number of students under the responsibility of psychology we pass through a semi-individual psychologist with only 2 students under the responsibility to a very systemic one with 1 psychologist per 1000 students.

The average of all answers is 71 students per psychologist, which means that in the perception of teachers, there should be a big number of psychologists for satisfying and covering in an effective way the needs of students. 1 psychologist per 71 students is not usual in the EU system, where in the best hypothesis we have one psychologist per school (for example, every 300 or 500 students).

At the same time, perception on how much the psychologist should be employed in a school it's very limited. For some teachers, psychologists presence should very limited with brief interventions (1 hour per week), the maximum number of hour would be certainly excessive (62 hours per week).

If we look at the average, anyhow, it seems that teachers requests a constant presence of psychologist since 18 hours per week means 3 hours a day from Monday to Saturday. By looking at this data, we should assume that the request is for a continuous presence in the school setting.

As well, economical conditions are very different in the perception of school teachers. Some teachers expressed the value in terms of hourly/fee, others in a monthly fee.

The average of the hourly fee was 34,39€. The monthly fee 1919,70€. Both are presented as net values.

The values expressed by teachers are significantly different from the actual economic conditions in the sector.

THE GAP BETWEEN NEEDS AND SATISFACTION

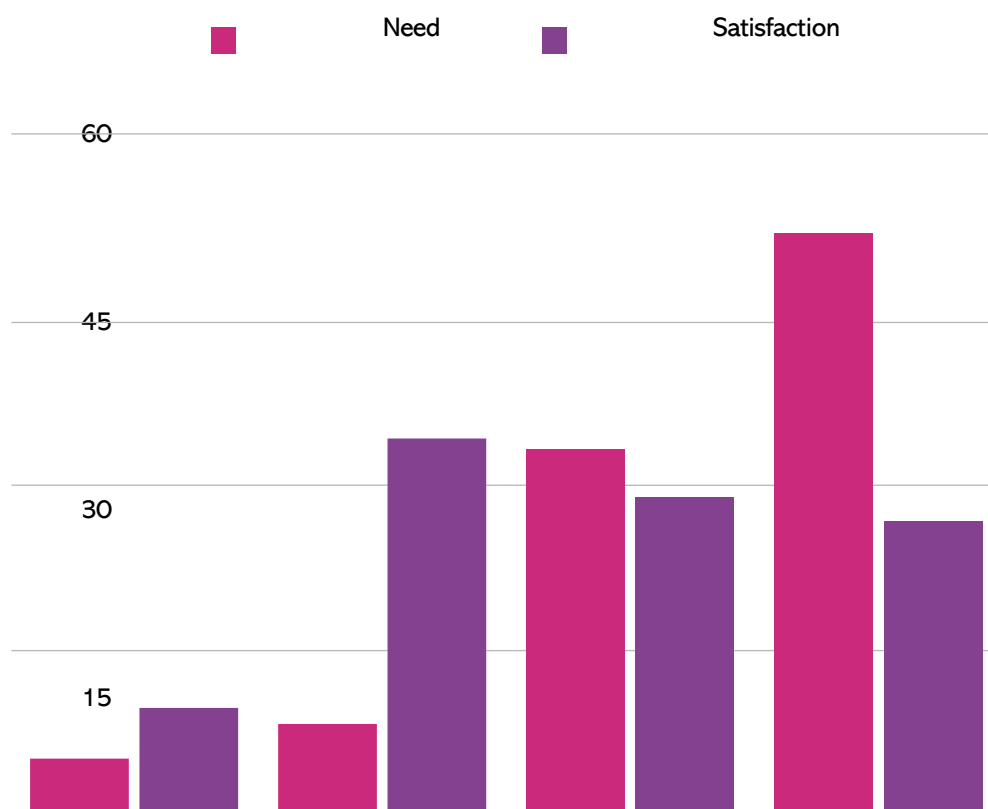
Since not all systems include a mandatory presence of psychologists in schools, we preferred to ask to teachers if his or her school have a psychologist and found what follows



Then, we included a question about the perceived needs of psychologist measured only in teachers not having a psychologist in the team, and the perceived satisfaction for the psychological services offered in schools where.

The graphs shows there are some differences in the two scales. The needs of teachers not having a psychologist are quite high, where the satisfaction is average. This gap needs to be studied further.

What is evident in this chart is that there is a gap between the perceived need of a psychologist (lighter bars) and the satisfaction levels when the psychologist is present (darker bars).



This difference can be explained in several ways:

- there is a misconception about what are the strengths and aims of the psychological profession
- Goals set by teachers are too difficult for the potentials of the profession
- Number of hours allocated or number of psychologists in the school are not sufficient for reaching the expected results
- There are some weaknesses in the needs analysis systems and gathering detailed information from teachers in order to support what services the psychologist should offer in order to satisfying the needs
- There are some weaknesses in the process of selection of psychologists on the specific basis of the needs of the school
- A mix of all previous explanations

In order to understand better why there is this gap, we formulated also open questions asking to teachers how to improve the service.

BELIEFS AND OPINIONS

In the following table are summarized the results from simple binary questions about possible improvements achievable in the profession.

	Yes	No
Do you think it is correct that a psychologist can work for more than one school?	53,21%	45,35%
I consider effective the intervention of the online psychologist	71,66%	28,33%
Psychologists should take a period of observation in school before being allowed to work on it to better understand the context	75,35%	23,21%
Psychologists should take an additional 1-year postgraduate course dedicated to school psychology in order to work in this context	83,57%	15%
Psychology Degree Courses should more often include exams related to school contexts	71,78%	26,78%
It is appropriate to use standardized tools for measuring psychological needs at school to evaluate the placement of psychologists?	66,78%	31,78%
Teachers should give feedback to the psychologist using a standardized questionnaire in order to evaluate its effectiveness	78,21%	20,65%
Psychologists should produce an annual report on the obtained results using a shared	92,14%	6,43%
It would be useful to evaluate the areas of psychological interest at the beginning of the school year, together with the team of professors	85,87%	14,13%

It would be useful to arrange periodic meetings with the psychologist to monitor their progress	68,11%	25,72%
This questionnaire detects school needs in a complete and exhaustive way?	70,65%	29,34%

GENDER DIFFERENCES

In order to identify possible differences among male and female teachers, we performed a 2-samples t-test. In order to avoid repetition and to keep the document brief and synthetic we will report only significant differences among genders.

The first section is related to the perceived need of psychologists in the school in reference to specific services.

TABLE. GENDER DIFFERENCES IN REFERENCE TO PERCEIVED NEEDS OF PSYCHOLOGICAL SERVICE

	Average Male	Average Female	P-value
Psychological support for students	3,30	3,55	0,036
Parental counseling	3,26	3,50	0,036
Conflict between teachers	2,57	2,93	0,015
Management of difficult classes	3,08	3,53	0,001
Reduction of bullying and cyberbullying	3,20	3,47	0,028
Work-related stress assessment for teachers	3,08	3,37	0,018
Psychodiagnostic assessment and screening	3,13	3,48	0,001
Support for students with special education needs	3,13	3,43	0,011
Specific learning disorders	2,96	3,43	0,001

In all the aforementioned cases there are significant differences among genders. In all cases the average perception of need is higher in female teachers.

BEHAVIORS



In reference to **behaviors** acted in case of a psychologist present, the request of cooperating with psychologists is higher for man ($t = 3,543$, $p < .001$)

EXPECTED ECONOMICAL CONDITIONS OF THE PSYCHOLOGISTS

There are expected differences also in the estimate of the correct economical compensation of psychologist provided by male and female teachers. Specifically, men provided lower estimates of the budget to be allocated on psychologists comparing to women. Moreover, men estimated that the **number of students under the responsibility** of a single psychologist are higher but differences are not significant;

Table. Gender differences in reference to perceived needs of psychological service

	Average Male	Average Female	P-value
Number of students under the responsibility of the psychologists	84,32	68,71	0,456
Hourly salary of the psychologist	25,58 €	37,99 €	0,021

Moreover, in terms of the work of psychologists and the related beliefs, there is one specific scale regarding the perceived effectiveness of psychologists online in which man have higher rate of yes answers. Therefore, women participants in this sample believes more to the effectiveness the figure of the psychologist in presence. **Still results do not provide clear trust on the effectiveness of the psychologist online.**

	I consider effective the intervention of the online psychologist
Yes male	56,66%
Yes female	37,85%
No male	43,33%
No female	62,15%
T-test on binary scores	$T = -2,633$; $p < .001$

Despite not all the shown differences are significant, it seems that there is a difference in perception of usefulness of the psychologists in the school practices and the perception of psychological needs is higher in women.

Women, in fact, estimate a higher compensation for psychologists, perceive higher needs for psychologists for 9 services highlighted in the questionnaire and also declare an average of students under the responsibility of psychologists which is lower (68,71), hypothesizing in this way a more personalized approach of psychologists and a major presence in the school settings.

The assumption is that if a target group consider that the appropriate number of students per psychologist is lower, the system should hire more psychologists to cover the needs. Therefore, the perceived need is higher.

For better understanding the data and its impact on real context, we should consider that teachers profession have a female majority according to OCSE. For example in pre-primary schools, women are 97% of teachers.

As well, the Report “Gender imbalances in the teaching profession” there is an important imbalance shown, the 68% of teachers of High Schools and VET Schools are women, but only the 45% of Directors are women.

Data from the Italian Ministry of Education in reference to the academic year 2019-2020 shows that the 82,9% of teachers are women; therefore, higher than the OCSE average 68%.

The introduction of a teacher-based questionnaire for highlighting the needs can also favor the expression of opinion by teachers on decision making model in reference to psychological support in the educational system.

DIFFERENCES REGARDING THE EDUCATIONAL LEVEL OF THE SCHOOL

Our sample was segmented also for the educational level. In this section, we will compare the answers provided by teachers in the following educational grades:

1. Primary schools
2. Secondary schools
3. VET Schools
4. High Schools

For reaching this results we will perform a One Way Anova. In case of statistical significance, we will perform the Bonferroni Post-Hoc test in order to identify what specific comparison determined the significant; in other words, which pairs of subsample statistically differs.

Differences in the needs of psychological services

The first analysis we performed refers to the perceived needs of specific services across the different levels of education of the schools analyzed. This analysis has been performed through the Analysis of Variance, a statistical test for comparing the results of 3 or more subgroups. In order to proceed concisely we reported only comparisons presenting significant differences, results determined by a p-value of the F test lower than 0,05. This means that all other variables did not reported significant differences.

Moreover, in a second table of the variable analyzed you can see the average results of the samples in:

- primary schools
- Secondary schools
- VET schools
- High Schools

- University

PSYCHOLOGICAL SUPPORT FOR STUDENTS

Analysis of variance	F	P	Eta-quadro
Psychological support for students	2,776	0,027	0,039

Level of education	Average	Bonferroni test	Descriptor
Primary Schools	3,488	T = +3,104; p = 0,021	Higher than primary schools
Secondary Schools	3,900		
VET Schools	3,667		
High Schools	3,671		
University	3,591		

According to teachers opinion, the support of a psychologist becomes stronger in the ages corresponding to secondary schools. Limits of the sample would suggest to collect additional data.

PARENTAL COUNSELING

Analysis of variance	F	P	Eta-quadro
Parental counseling	7,564	< 0.001	0,100

Level of education	Average	Bonferroni test	Descriptor
Primary Schools	3,620	T = 4,653; p < .001	Higher than University
Secondary Schools	3,733	T = 4,386; p < .001	Higher than University
VET Schools	3,233		
High Schools	3,356		
University	2,818		

As well, also parental counselling is stronger at early ages. Both primary and secondary schools revealed higher results than older ages.

IMPROVEMENT OF THE STUDY METHODOLOGY

Analysis of variance	F	P	Eta-quadro
Improvement of the study methodology	4,656	0,001	0,064

Level of education	Average	Bonferroni test	Descriptor
Primary Schools	2,934	T = - 2,868; p = 0,044 T = - 3,636; p = 0,003	Lower Than Secondary Lower than High School
Secondary Schools	3,467	T = 4,386; p < .001	Higher than University
VET Schools	3,167		
High Schools	3,425		
University	2,909		

Secondary schools shows higher needs of the improvement of the study methodology, comparing to other educational levels.

MANAGEMENT OF DIFFICULT CLASSES

Analysis of variance	F	P	Eta-quadro
Management of difficult classes	9,079	< .001	0,118

Level of education	Average	Bonferroni test	Descriptor
Primary Schools	3,554	T = 5,063; p < . 001	Higher than University
Secondary Schools	3,833	T = 5,455; p < . 001	Higher than University
VET Schools	3,200	T = 5,455; p < . 001	Higher than University
High Schools	3,411	T = 4,074; p < . 001	Higher than University
University	2,636		

All schools level highlight the need to manage difficult classes. This is much less prevalent in the Universities.

LEVEL OF INTEGRATION OF THE PSYCHOLOGIST WITHIN THE SCHOOL

Analysis of variance	F	P	Eta-quadro
Level of Integration of the psychologist within the school	9,079	< .001	0,072

Level of education	Average	Bonferroni test	Descriptor
Primary Schools	4,107		Higher than University
Secondary Schools	4,600	T = 3,131; p = 0,019 T = 3,371; p = 0,008	Higher than High School Higher than University
VET Schools	3,633		
High Schools	3,726		
University	3,364		

Secondary schools shows again higher levels of desired integration of the psychologist in the school setting, as a possible consequence of higher needs in the aforementioned areas.

IF YOU DON'T HAVE A PSYCHOLOGIST: MY SCHOOL NEEDS A SCHOOL PSYCHOLOGIST

Analysis of variance	F	P	Eta-quadro
My school needs a school psychologist	8,292	< .001	0,177

Level of education	Average	Bonferroni test	Descriptor
Primary Schools	3,508	T = 3,528; p = 0,006 T = 4,109; p < 0,001	Higher than VET School Higher than High School
Secondary Schools	3,071		
VET Schools	2,688	T = -3,974; p = 0,001	Lower than University
High Schools	2,873	T = -4,133; p = 0,001	Lower than University
University	3,867		

Perceived need of a psychologist in cases in which in reality this professional figure is absent is predominant in the primary schools, but seen as less priorital in VET and High Schools.

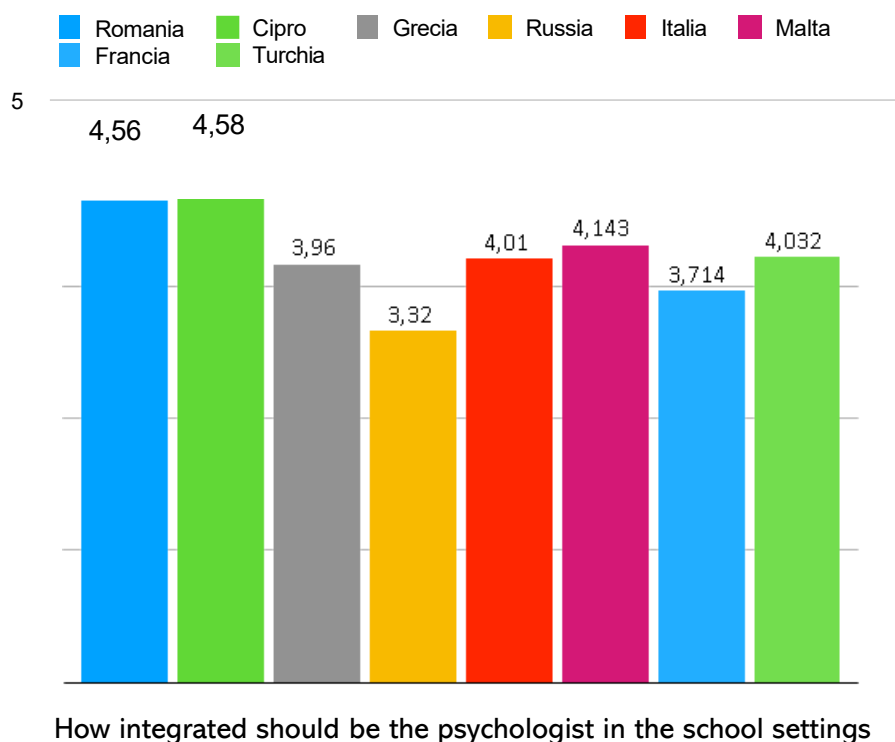
TRANSNATIONAL COMPARISONS

In the previous paragraph, we noticed that specific needs in the school system differs across the educational levels. Some services or some needs are higher according to the educational level of the school.

In this chapter we will analyze part of the variables being transversal in all samples. Before to do so, we should highlight some specific limits of the sampling which may affect data, and understand how to read comparisons. The specific considerations we have to do before to focus our attention on transnational comparisons are:

- National peculiarities and differences about the school psychologist system in the analyzed countries, described in the Manual of the first Intellectual Output
- The samples have different sizes, Malta sample is very limited, due to the lower number of inhabitants, Cyprus and Greece samples is predominantly based on primary school teachers

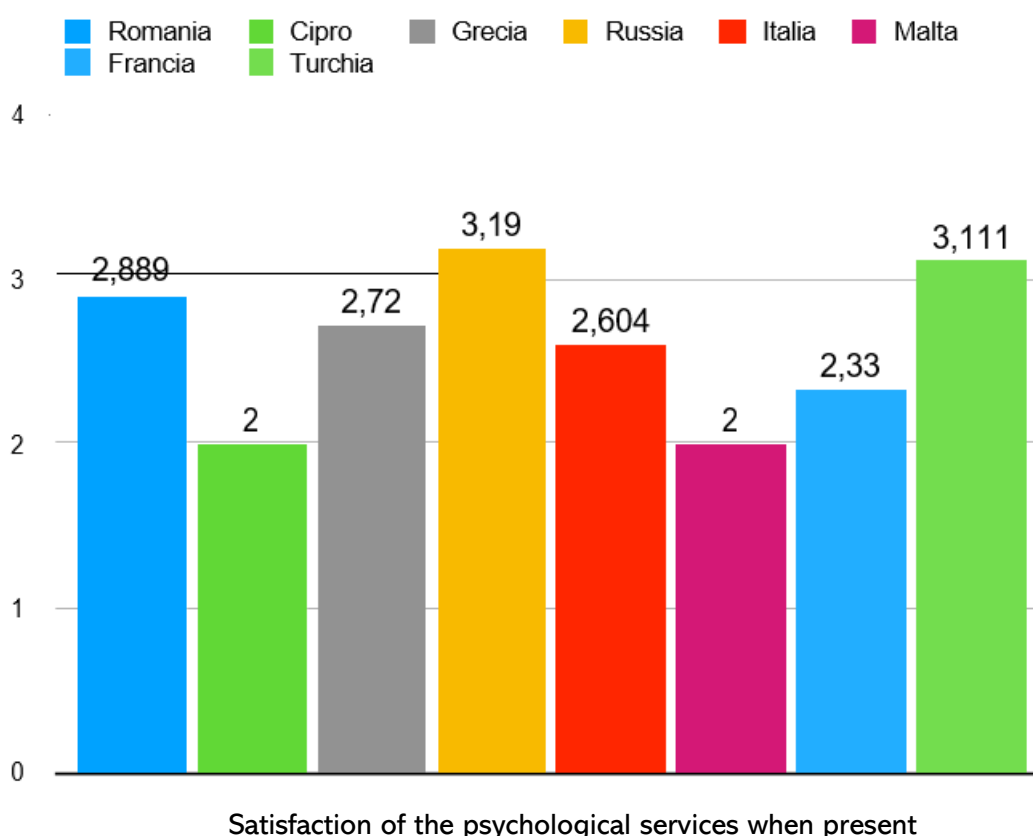
Considering the major difference in sizes (Malta sample is 7 participants and France is 77 participants), we will present descriptive statistics data, which are more appropriate in this case.



We asked to teachers in the participating countries to share how much they imagine the **integration of psychologists in the school system** from a minimum 1 (psychologist as external service) to 5 (full integration of psychologists). On the previous graph we can see how different are the perception in the participating countries.

Cyprus (4,56) and **Romania (4,58)** scored the higher points on the 5-points scale.

Russia (3,32) and **France (3,71)** scored the lower points;



The perception of satisfaction in case of psychologist present also differs in the participating countries. Points in this case have to be referred to a 4-points scale.

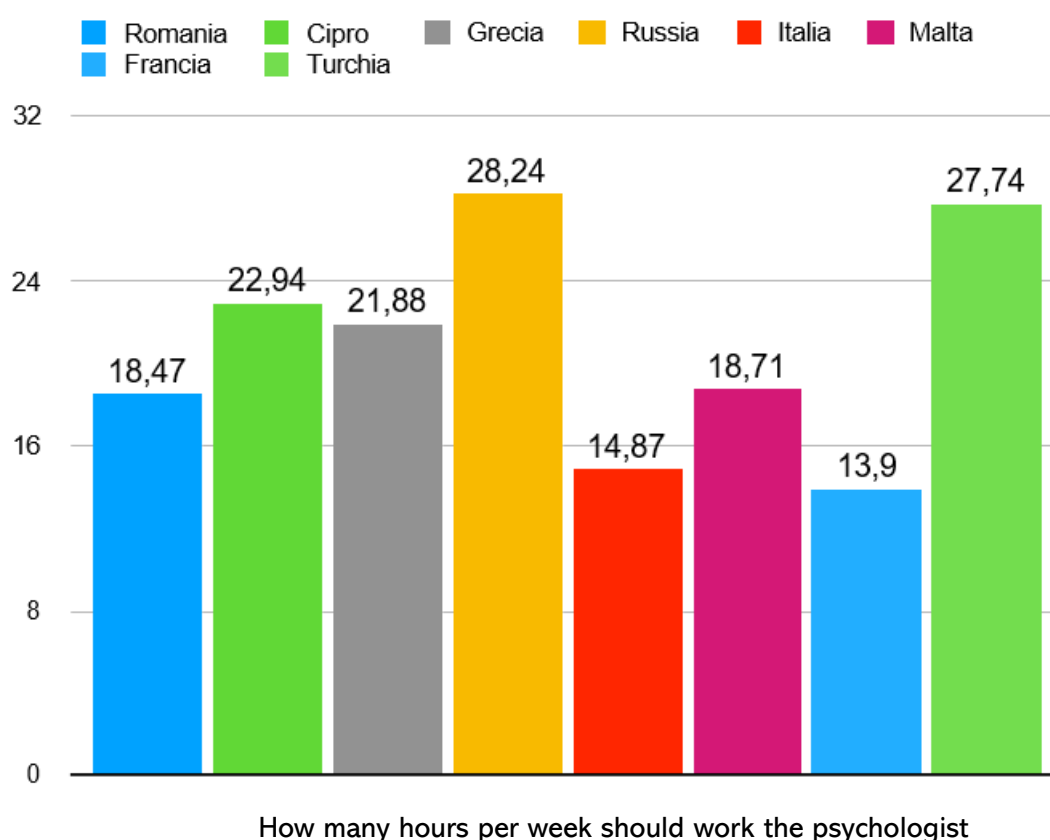
Russia (3,19) and Turkey (3,11) showed higher results.

Cyprus (2) and Malta (2) showed the lower results.

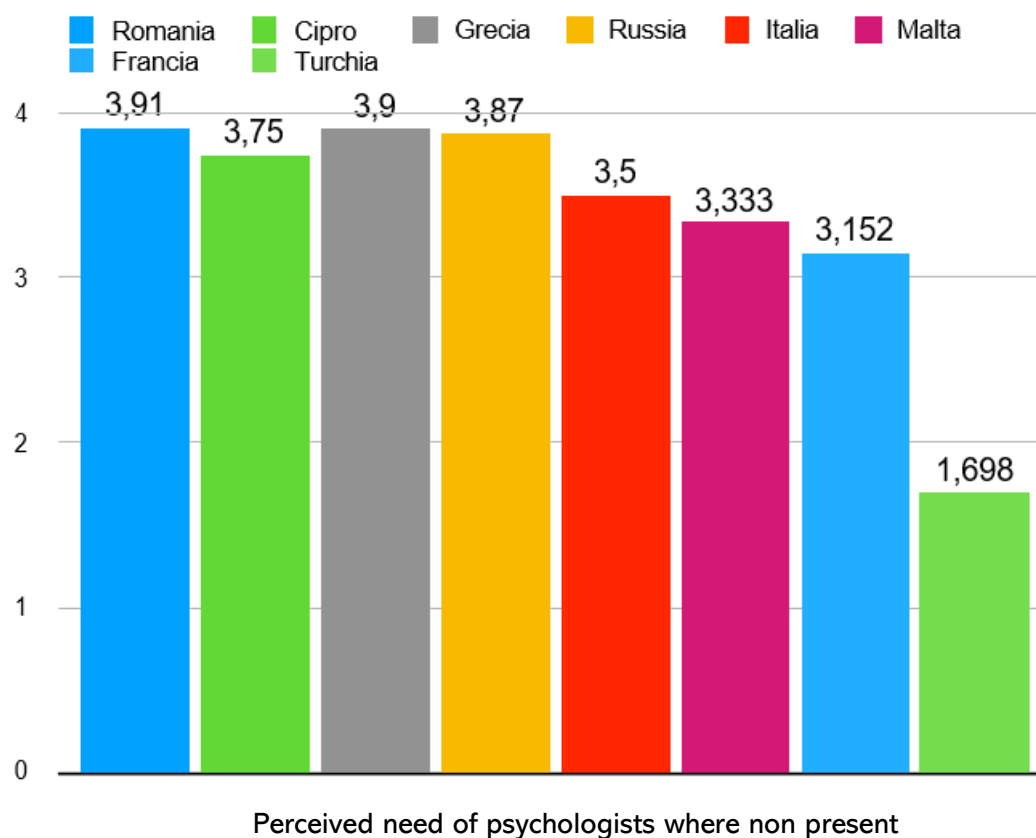
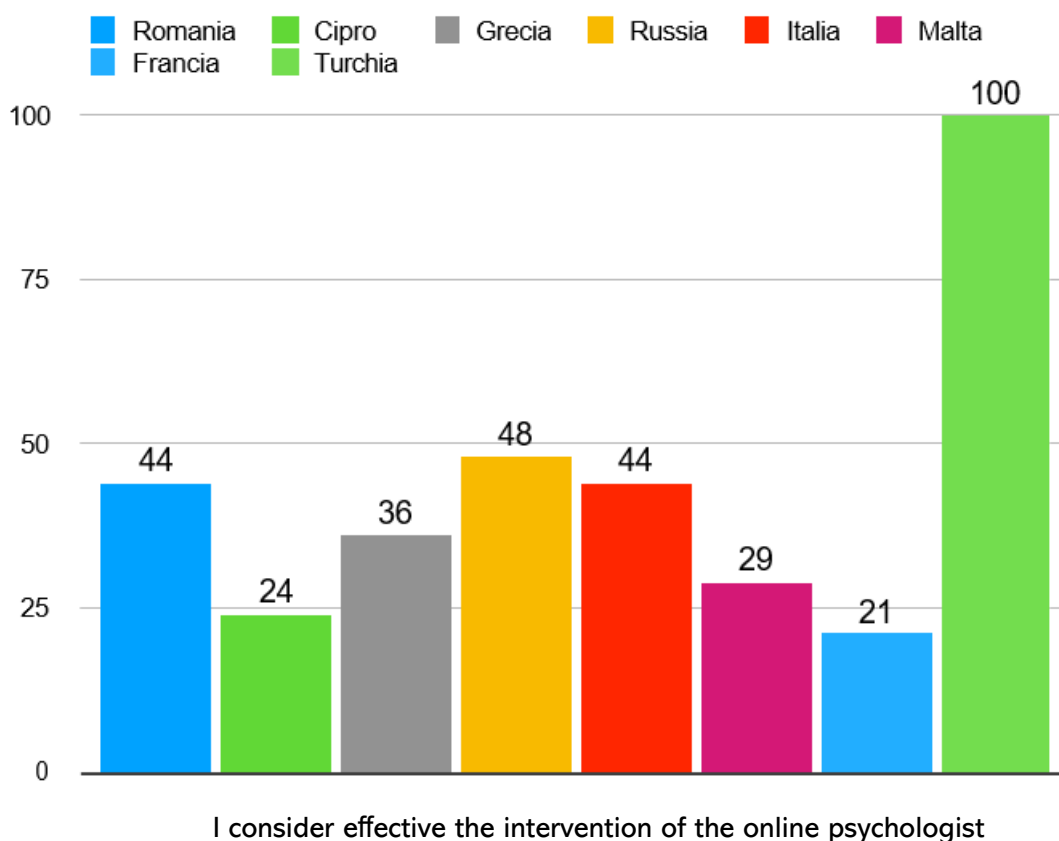
An indirect measure of the perception of integration of the profession in the school system is based on the opinion of the number of hours allocated to psychologists per week. Crucial differences are highlighted in the following graph.

Russia (28,24) and Turkey (27,74) reported the higher results.

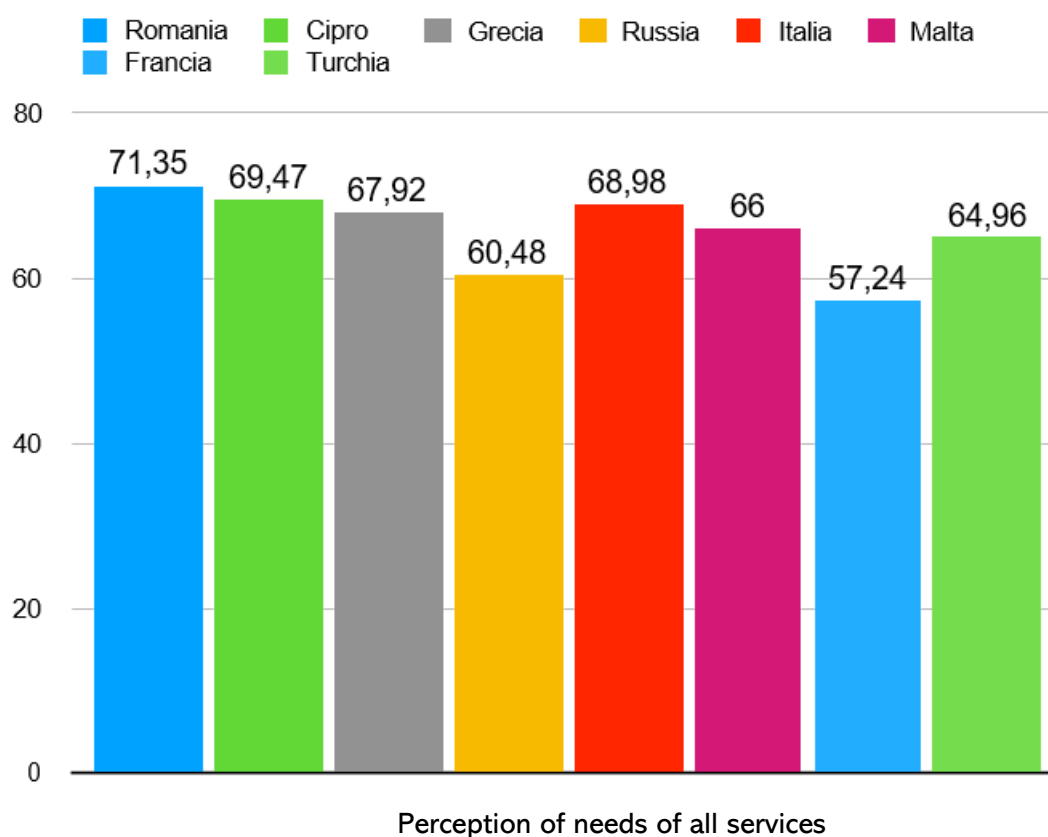
Italia (14,87) and France (13,9) reported lower results.



Perception of online psychologist also differs significantly in the participating countries. All Turkish participants declared to have positive perception of the effectiveness of online psychology (100%) and also Russia (48%) given positive evaluation. Less trust in its effectiveness in Cyprus (24%) and France (21%).



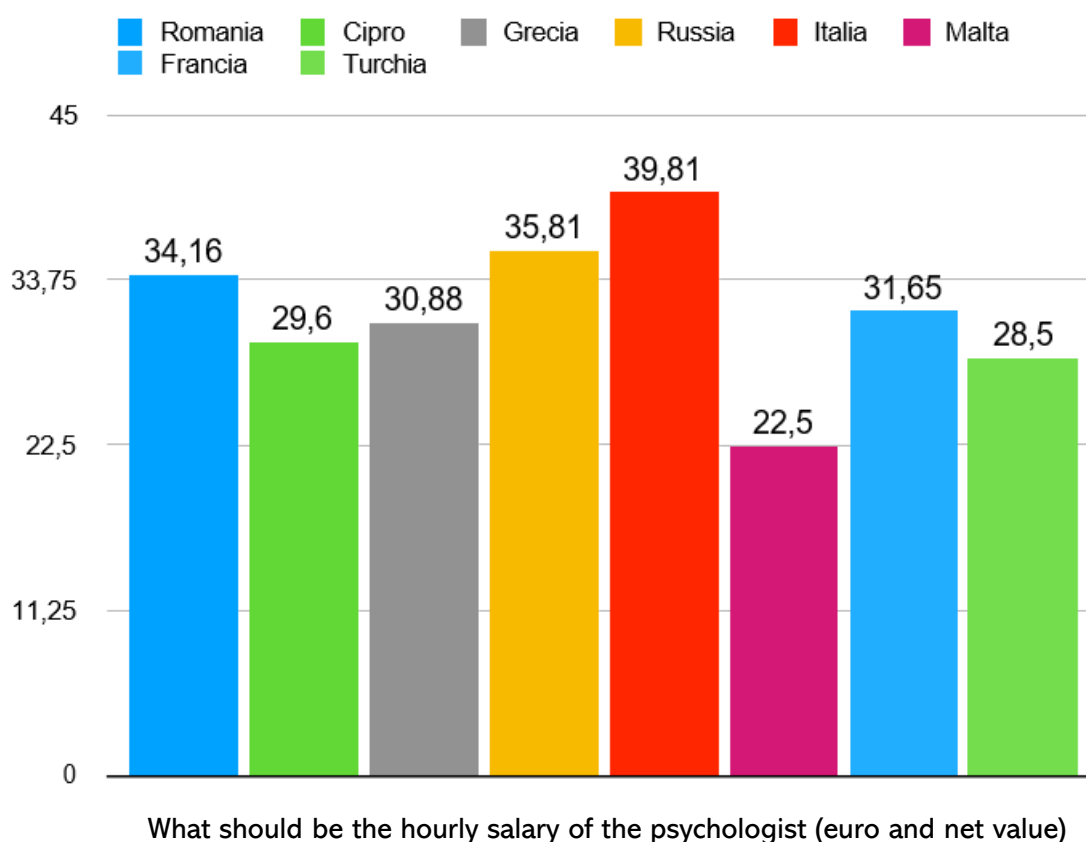
The perception of needs of psychologists when absent is very high in Romania (3,91 on a scale of 4), and Greece (3,9), lower in France (3,152) and Turkey (1,698).



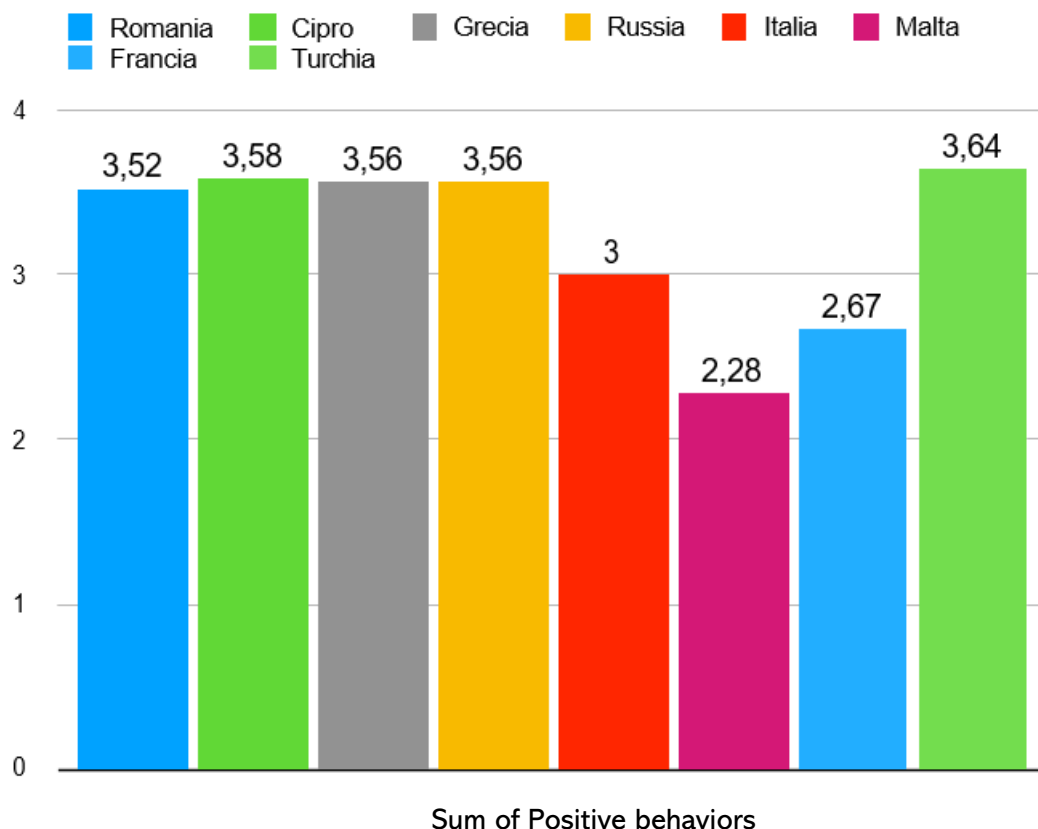
In order to have a more comprehensive indicator of the perception of needs we created an indicators based on the sum of value of the perception of needs of all single services whose the maximum possible total is equal to 80.

Higher scores are achieved by Romania (71,35) and Italy (68,98), the lowest by Russia (60,48) and France (57,24).

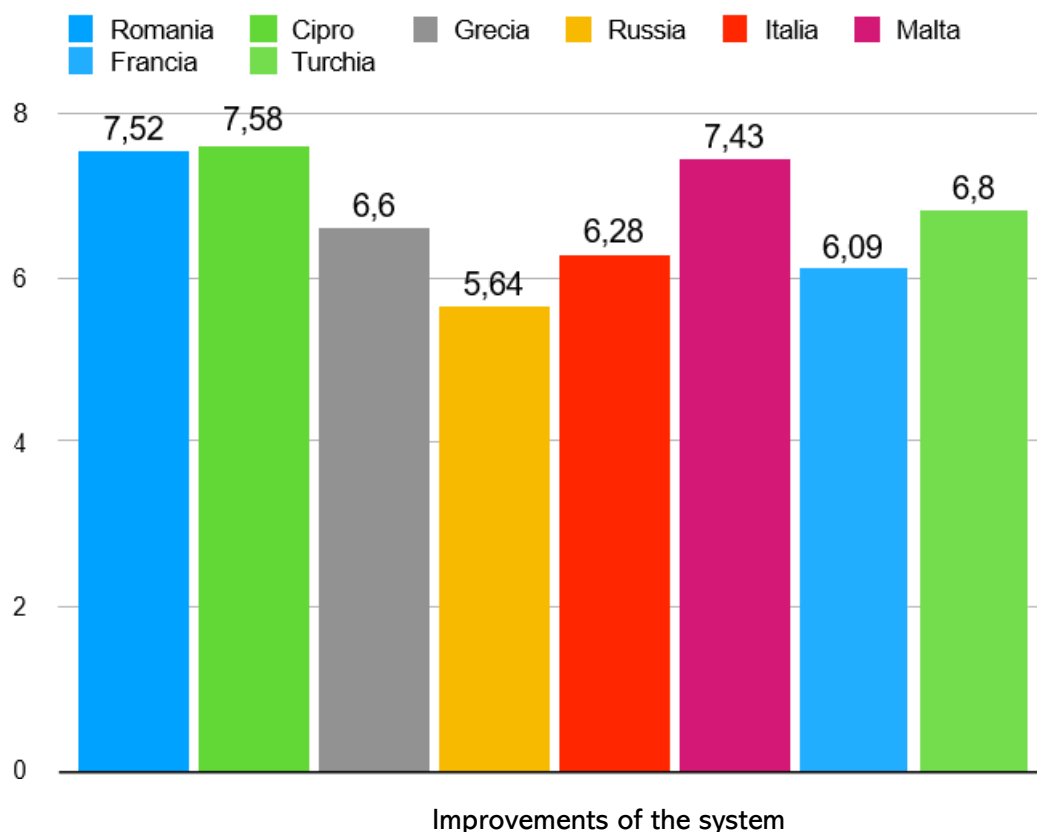
Moreover, expected salaries expressed in net euro value per hour also differs in the participating countries. Italy (39,81) and Russia (35,81) reports the higher values, Turkey (28,5) and Malta (22,5) the lowest.



Intentions to request support or to suggest to others the support of psychologists (other teachers, or students, or for closer cooperation) provides an indicator of openness toward the professional figure of the psychologists. This indicator is equal to the sum of behavioral intentions from 0 to four. Turkey (3,64) and Cyprus (3,58) obtained the higher scores, France (2,67) and Malta (2,28) the lowest.



We also created an indicator called improvements of the system, based on the sum of suggested policies to improve the school-psychologist interaction. This indicator included all suggestions for improving the system (additional school psychology exams, inclusion of standardized procedures for selection, needs analysis for psychological services in schools etc.) This variable indicates the awareness of teachers to improve the system. Cyprus (7,58) and Romania (7,52) scored higher; France (6,09) and Russia (5,64) the lowest.



DECISION MAKING PROCESS

We asked to teachers: if you were a School Director and had extra budget would you hire a psychologist for your School or would select another professional?

The general answers to these questions were the following

	Percentage
Yes	67,14%
No	25,35%
Other (more professionals for example)	5,71%

This question is therefore a **Decision-Making Process aspect**. Teachers do not take direct decision in hiring psychology or programs, which is under the responsibility of School Directors, but of course can influence decision making in Councils.

Moreover, School Directors, or anyhow, Members with higher responsibility, are former Teachers. Therefore, it's important to understand issues related to different decision making process and of course, what leads to positive or negative decision-making aspects.

	Average YES	Average NO	P-value
Perceived needs of all services	66,64	59,15	<.001
Sum of positive behaviors	3,28	2,88	0,007
Number of contexts	5,734	5,296	0,034
Satisfaction for current services of psychology	2,70	2,51	0,265
Perceived need of psychologists in case of absence	3,41	2,69	<.001
What should be the hourly salary	53,65	38,10	0,0728
Improvement of the system	6,65	6,17	0,041

Through the analysis of the table, **it's not possible to determine relations of cause effects**. In other works it's not possible to determine if the lowest satisfaction for the current services provided in the school of the respondents determined a lower intention to hire psychologists. Or if the perception of needs for psychological service result in higher intention to hire psychologists. But there is a connection between of all perception factors highlighted and decision making processes in schools.

Another question we formulated is if the actual presence of psychologist may favour positive behaviours, showing that a real contact with psychologist is also predictive of intention to ask support and also the **flexibility to consider multiple intervention of psychologists in different contexts**.

	Average YES	Average NO	P-value
Sum of positive behaviors	5,76	5,31	0,015
Number of context	3,23	2,97	0,057



REFERENCES

- Amendolia, A.S. (2019). Psicologo scolastico. Una review sul ruolo professionale, sul confronto con gli altri paesi UE e sulla situazione in Italia, D'Amato, R. C., Zafiris, C., McConnell, E., & Dean, R. S. (2011). The history of school psychology: Understanding the past to not repeat it. In M. A. Bray & T. J. Kehle (Eds.), Oxford library of psychology. The Oxford handbook of school psychology (p. 9–46). Oxford University Press.
- Dossena, F. (2016). La psicologia scolastica in Italia e in Europa. Atti della Giornata di Studio
- "Psicologia scolastica e approccio psicoanalitico", Milano, 46, 72.
- Matteucci, M. C. Psicologi scolastici: quale formazione in Italia?
- Miami University, Historical and Current Perspective on School Psychology Consiglio Nazionale Ordine Psicologi, Newsletter n. 16 – La Psicologia nella Scuola: approvato il protocollo CNOP/Ministero Istruzione
- Professione Psicologo, Lo Psicologo a scuola: verso il riconoscimento istituzionale di questo bisogno, 1 ottobre 2020
- Gdl Psicologia scolastica - ricerca, consulenza, intervento
- Maria Grazia Flore, Francesca Rendine, Lo Psicologo a scuola: come viene percepito dai docenti?, State of Mind, 11 settembre 2018
- Marina Morgese, Firmato il Protocollo per l'assistenza psicologica nelle scuole tra Ministero dell'Istruzione e Consiglio Nazionale Ordine Psicologi, 14 ottobre 2020
- Consiglio Nazionale Ordine Psicologi, La Psicologia nella scuola: un passo avanti decisivo - Approvato il Protocollo CNOP/Ministero Istruzione, 28 settembre 2020
- Lo psicologo scolastico di Carlo Trombetta
- [1]. Işık Terzi, Ş. (2011). Okul psikolojik danışma ve rehberlik programlarının geliştirilmesi. A. Kaya (Editör). Psikolojik danışma ve rehberlik (s.335-367). Yedinci Baskı. Ankara: Anı Yayıncılık.
- [2]. Gysbers, N.C. & Henderson, P. (2012). Developing and managing your school guidance and counseling program (5th Edition). Alexandria, VA: American Counseling Association.
- [3]. The Rhode Island Framework for Comprehensive K-12 School Counseling Programs The RI Framework (2005). Rhode Island Department of Elementary and Secondary Education.
- [4]. American School Counselor Association. (2012). The ASCA national model: A framework for school counseling programs (3th ed.). Alexandria, VA: Author
- [5]. Erkan, S., Bükel, S., Çetin, H., Gülebağlan, C., Gülsaran, D., Güven, M., Kılıç, Ş. ve Sırıklı, A. (2006). Yeni okul PDR hizmetleri program modeli. Özel Eğitim Rehberlik ve Danışma Hizmetleri Genel Müdürlüğü, İlköğretim Kurumları Sınıf Rehberlik Programı Formatörlük Kursu Hizmet İçi Eğitim Ders Notu. Kuşadası.
- [6]. Erkan, S. (2017). Psikolojik danışma ve rehberlikte program geliştirme. Ankara: Pegem Akademi Yayıncılık.
- [7]. Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği (2020). Resmi Gazete, Sayı: 31213



- [8]. Millî Eğitim Bakanlığı (2019). E-rehberlik modülü kullanma kılavuzu. Ankara: Millî Eğitim Bakanlığı.
- [9]. Nazlı, S. (2004). Sınıf rehberliği etkinlikleri. BAÜ Sosyal Bilimler Dergisi,7,(11), 135-152. Erişim adresi: <http://sbe.balikesir.edu.tr/>
- [10]. Mishak, D.A. (2007). An investigation of early career and veteran iowa elementary school counselors and their classroom guidance programs, (Yayınlanmamış Doktora Tezi). The University o f Iowa, ABD. Erişim adresi: <https://search-proquestcom.ezproxy.neu.edu.tr>
- [11]. Sınıf Rehberlik Programı (2020, 9 Ağustos). Tebliğler Dergisi (Sayı: 2755). Erişim Adresi: https://orgm.meb.gov.tr/meb_iys_dosyalar/2020_07/17143025_SINIF_REHBERLYK_PROGRAMI_2020.pdf
- [12]. Güven, M. (2020). “Okullarda rehberlik servisleri – Hizmetler”. Psikolojik Danışma ve Rehberlik. 13. Baskı (Ed. A. Kaya), Ankara: Anı Yayıncılık, s.55-82.
- [13]. Yayıcı, L. (2019). “Okullarda psikolojik danışma ve rehberlik hizmetleri”. Psikolojik Danışma ve Rehberlik. Güncellenmiş 11. Baskı (Ed. M. Güven), Ankara: Anı Yayıncılık, s. 91-112.
- [14]. Özgüven, İ. E. (1998). Bireyi Tanıma Teknikleri. Ankara: PDREM Yayınları, s. 58.
- [15]. Kepçeoğlu, M. (1994). Psikolojik Danışma ve Rehberlik. 8. Baskı. Ankara: Özerler Matbaası.
- [16]. Özgüven, İ. E. (1999). Çağdaş Eğitimde Psikolojik Danışma ve Rehberlik, Ankara: PDREM Yayınları, s. 91.
- [17]. Selçuk, Z. (2014). “Bireyi tanıma teknikleri”, İlköğretimde Rehberlik. 7. Baskı, (Ed. Y. Kuzgun), Ankara: Nobel Akademik Yayıncılık, s. 51-94.
- [18]. Şahin, C. (2015). “Bireyi tanıma”, Bireyi Tanıma Teknikleri (Ed. C. Şahin), Ankara: Pegem Akademi, s. 1-44.
- [19]. Yeşilyaprak, B. (2013). Eğitimde Rehberlik Hizmetleri-Gelişimsel Yaklaşım. 21. Basım. Ankara: Nobel Akademik Yayıncılık.
- [20]. Yıldırım, İ. (2016). “Bireyi Tanıma Teknikleri”. Psikolojik Danışma ve Rehberlik, Baskı (Ed. Gürhan Can), Ankara: Pegem Akademi, s. 159-218.
- [21]. Köksalan, B. (2019). “Bireyi Tanıma Teknikleri”, Psikolojik Danışma ve Rehberlik. Güncellenmiş 11. Baskı (Ed. M. Güven), Ankara: Anı Yayıncılık, s.229-272.
- [22]. Kutlu, M. ve Kaya, A. (2020). “Bireyi Tanıma Teknikleri”, Psikolojik Danışma ve Rehberlik. 13. Baskı (Ed. A. Kaya), Ankara: Anı Yayıncılık, s.197-302.

- [23]. Aluede, O. O. (2000). The realities of guidance and counselling services in Nigerian secondary schools: Issues and strategies. *Guidance and Counselling*. 15(2), 22-27.
- [24]. Voltan-Acar, N. (2014). *Grupla psikolojik danışma ilke ve teknikleri*. 10. Basım, Ankara: Nobel Akademik Yayıncılık.
- [25]. Schmitdt, J. J. (2017). *Okullarda Psikolojik danışma ve rehberlik (Counseling in schools)*, (Çeviri Editörü S. Doğan), Ankara: Nobel Akademik Yayıncılık, s.105.
- [26]. MEB (2020). MEB Rehberlik ve Psikolojik Danışma Hizmetleri Etik Yönergesi. Erişim Adresi: https://orgm.meb.gov.tr/meb_iys_dosyalar/2020_08/31230349_RPDH_Etik_Yonergesi_.pdf
- [27]. Reyes, G., & Elhai, J. D. (2004). Psychosocial interventions in The Early Phases Of Disasters. *Psychotherapy: Theory, Research, Practice, Training*, 44(1): 399-411.
- [28]. ARC Resource Pack (2009). Psychosocial support. <http://www.arconline.org>
- [29]. Unicef (2009). Guide to the evaluation of psychosocial programming in emergencies.
- [30]. World Health Organization (2001). WHO Basic documents, (143rd ed). Geneva: WHO.
- [31]. The Psychosocial Working Group (2003). Working paper. Psychosocial intervention in complex emergencies: A conceptual framework.
- [32]. International Federation, Reference Centre for Psychosocial Support (2009). Psychosocial interventions handbook.
- [33]. Şavur, E. & Arslan Tomas, S. (2010). Terör olayları sonrasında psikososyal destek hizmetleri. *Kriz Dergisi*, 18(1): 45-58.
- [34]. Hobfoll, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., et al. (2007). Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. *Psychiatry*, 70:283-315.
- [36]. Conoley, J.C. ve Gutkin, T.B. (1995). Why didn't – why doesn't – school psychology realize its promise? *Journal of School Psychology*. 33(3), 209-217.
- [37]. Aslan, A.M. ve Güven, M. (2017). Okul psikolojik danışmanlığında konsültasyon süreci ve modelleri. *Eğitim ve Öğretim Araştırmaları Dergisi*. 6(2), 118-131.
- [38]. Güven, M. (1994). Okullardaki rehberlik hizmetleri içinde öğretmenin yeri ve önemi. *Çağdaş Eğitim Dergisi*. 19(203), 28-30.
- [39]. Kuzgun, Y. (1988). *Rehberlik ve psikolojik danışma*. Ankara: ÖSYM Eğitim Yayınları.
- [40]. Tuzcuoğlu, N. (1995). İlkokullarda rehberlik hizmetlerinden beklentiler ve rehberlik servisinin öğrenciler üzerindeki etkisi. Yayımlanmamış doktora tezi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

- [41]. Güven, M. ve Güven, S. (2002). İlköğretimde çocuğu bulunan annelerin veli- öğretmen ilişkilerini algılayışları ve rehberlik gereksinimleri. Yaşadıkça Eğitim Dergisi, 74-75, 56-59.
- [42]. Güven, M. (2007). İlköğretimde çocuğu olan velilerin çocuklarının okullarındaki psikolojik danışma ve rehberlik hizmetlerine ilişkin algı ve beklentileri. Mesleki Eğitim Dergisi, 9(18), 108-122.
- [43]. Aslan, A.M. ve Güven, M. (2019). Okul psikolojik danışmanlarının ailelerle yürüttükleri konsültasyon çalışmaları. Türk Psikolojik Danışma ve Rehberlik Dergisi. 9(52), 109- 148.
- [44]. Gibson , R. L. & Mitchell, M. H. (2008). Introduction to counseling and guidance. Prentice Hall of India; 7th Edition.
- [45]. Schmidt, J. J. (2008). Counseling in schools: Comprehensive programs of responsive services for all students. Pearson Education, Inc.
- [46]. Psikososyal Koruma, Önleme ve Krize Müdahale Hizmetleri Yönergesi (2019, 13 Mart). Tebliğler Dergisi (Sayı: 2739). Erişim Adresi: https://orgm.meb.gov.tr/meb_iys_dosyalar/2019_04/11165830_psikososyal_koruma_Ynleme_krize_mYdahale_hizmetleri_yYnergesi.pdf
- American Psychological Association, Division 15 (2007a). Retrieved October 25, 2007, from <http://www.apa.org/about/division/div15.html>.
- American Psychological Association, Division 16 (2007b). Retrieved October 25, 2007, from <http://www.apa.org/about/division/div16.html>.
- British Psychological Society (2007). Retrieved October 25, 2007, from <http://www.bps.org.uk/careers/areas/educational.cfm#what>.
- European Federation of Psychologist Associations, EuroPsy (2007). October 25, 2007, from <http://www.efpa.be>.
- Georgiadis, S. (2007). Retrieved October 25, 2007, from http://www.cypsa.org.cy/Default_files/page0010.htm.
- Ο Π ε ρ ι Ε γ γ ρ α φ ή ς Ε π α γ γ ε λ μ α τ ι ώ ν Ψ υ χ ο λ ό γ ω ν Ν ο μ ό ς [The law for the registration of professional psychologists, 104 (I), The House of Representatives, Republic of Cyprus (1995).
- Ο Π ε ρ ι Ε γ γ ρ α φ ή ς Ε π α γ γ ε λ μ α τ ι ώ ν Ψ υ χ ο λ ό γ ω ν (Τ ρ ο π ο π ο ι η τ ι κ ό ς) Ν ο μ ό ς. [The (amending) law for the registration of professional psychologists, 234 (I), The House of Representatives, Republic of Cyprus. (2004).
- Tziongouros, C., (2007). Retrieved October 25, 2007, from <http://www.cypsa.org.cy>. https://books.google.com.cy/books?hl=en&lr=&id=NIlcY9DZJcoC&oi=fnd&pg=PA105&dq=school+psychology+Cyprus&ots=4LoyjzJ7t&sig=fDxPdTTTvWvJBRh2gj5UeubLS9o&redir_esc=y#v=onepage&q=school%20psychology%20Cyprus&f=false
- Γεωργιάς, Δ., Παρασκευόπουλος, Ι. Ν., Μπεζεβέγκης, Η. Γ. & Γιαννιτσάς, Ν. Δ. (1998). Ελληνικό WISC III. Οδηγός Εξεταστή. Αθήνα: Μοτίβο.
- Γεωργίου, Σ. (2000). Σχέση σχολείου – οικογένειας και ανάπτυξη του παιδιού. Αθήνα: Ελληνικά Γράμματα
- Δημητρώπουλος, Ε. (1992). Συμβουλευτική και συμβουλευτική Ψυχολογία. Η θεωρία της, η πράξη της, οι εφαρμογές της. Αθήνα: Εκδόσεις Γρηγόρη.

- Καλαντζή – Αζίζη, Α. & Μπεζεβέγκη, Η. (2000). Θέματα ψυχικής υγείας παιδιών και παιδιών. Αθήνα: Ελληνικά Γράμματα
- Μόττη – Στεφανίδη, Φ. (1999). Αξιολόγηση της νοημοσύνης παιδιών σχολικής ηλικίας και εφήβων. Αθήνα
- Χατζηχρήστου, Γ. , Χρυσή (2014). Συμβουλευτική στην Σχολική Κοινότητα.
- Εκδόσεις Gutenberg.
- Χατζηχρήστου, Γ. Χρυσή (2015). Πρόληψη και προαγωγή της ψυχικής υγείας στο σχολείο και στην οικογένεια. Εκδόσεις : Gutenberg.
- Dodo & Berries (2019). Ανοίγω και μαθαίνω ‘τα συναισθήματα’. Εκδόσεις: Ψυχογιός
- Guttman, J. (2011). Η συναισθηματική νοημοσύνη των παιδιών. Εκδόσεις: Πεδίο
- Εφημερίς της Κυβερνήσεως της Ελληνικής Δημοκρατίας (2008).
- Абаскалова Н.П. Проблемы психологического здоровья обучающихся в современной кризисной ситуации COVID // Международный научно- исследовательский журнал, 2021. № 2 (104).
- Андреева А.Д., Прихожан А.М. Методика диагностики мотивации учения и эмоционального отношения к учению в средних и старших классах школы
- //Психологическая диагностика. - 2006. № 1.
- Журавлев В.И. Основы педагогической конфликтологии. М., 1995.
- Залкинд А.Б. Педология: Утопия и реальность. - М.: Аграф, 2001.
- Князева Т.Н. Психологическая готовность ребенка к обучению в основной школе: Структура, диагностика, формирование. СПб.: Речь. 2007.
- Концепция развивающего обучения в основной школе: Учебные программы: (Система развивающего обучения Д.Б.Эльконина -В.В.Давыдова) / Сост. А.Б.Воронцов. М.: ВИТА-ПРЕСС, 2009.
- Кулагина И.Ю., Гани С.В. Развитие мотивации в младшем школьном возрасте // Психологическая наука и образование. 2011. №2. - С. 102-109.
- Липская Т. А., Кузьменкова О. В. Содержание экспектаций педагогов относительно роли психолога в условиях реализации ФГОС // Научно- педагогическое обозрение. Pedagogical Review. 2021. 1 (35)
- Митина Л.М. Нужен ли школе учитель? Психологические проблемы профессионального развития педагога // Психологическая наука и образование. 2008, № 2. С. 28 – 34.
- Образовательная среда школы как фактор психического развития учащихся. / под ред. В.В. Рубцова, Н.И. Поливановой. -Москва -Обнинск: ИГ - СОЦИН, 2007. - 288 с.
- Поливанова Н.И., Ривина И.В. Эмоциональное состояние учащихся в условиях различных взаимодействий учителя и детей на уроках // Образовательная среда школы как фактор психического развития учащихся
- /под ред. В.В.Рубцова, Н.И.Поливановой. - М.: ПИ РАО, 2007. С. 67 - 84.
- Развивающее обучение на пути к подростковой школе. /Под. Ред.
- Б.Д.Эльконина. М.: Эврика, 2004.
- Собкин В.С., Буреломова А.С. Представления современного подростка о том, кого должна готовить школа // Вопр. психол. 2011. № 5. С. 17-23.
- Фельдштейн Д.И. Психолого-педагогические проблемы построения новой школы в условиях значимых изменений ребенка и ситуации его развития.
- // Проблемы современного образования. 2010. № 2. С. 12-18.
- Цукерман Г.А. Переход из начальной школы в среднюю как психологическая проблема // Вопросы психологии, 2001, № 5, с. 19 - 34

