

IO3-Intellectual output 3

The Policy Recommendations for the School Psychology



WSPS

**The Worldwide School
Psychological support
in the post-Covid Era**

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INTRODUCTION

The IO3 final document, "Policy Recommendation for the School Psychology," is a comprehensive report that aims to promote the regulation and inclusion of school psychologists at the European level. The document is the result of a needs analysis performed by partners, which found that requirements for the access to the profession of psychologists differ across the participating countries, and there is no agreement on the functions of psychologists in school. This confusion can lead to several negative psychological effects on school students and teachers, ranging from the absence of psychological support in schools to reduced efficacy of psychological interventions.

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To address this issue, the document provides transnational comparisons of professional requirements to become a psychologist at the EU level, transnational analysis of requirements to perform activities as school psychologists, and a SWOT analysis of existing school education policies, laws, regulations, and recommendations for the inclusion of psychologists in schools. It also includes suggested roles and responsibilities for school psychologists in Europe, guidelines for measurement methods, and an evaluation of the recommendations.

The primary target group of this intellectual output are policy makers, primarily at the European level, but including also national, regional, and local levels, as well as psychologists, school directors and teachers, representatives of the associations of parents of the students, and all authorities in the school education system. The document is designed to promote the European regulation of the functionalities, roles, and measurement of impact of school psychologists, increase the standards of school psychology services in Europe, and improve the psychological health of families, students, and teachers, reduce work-related stress, and promote better communication among students and teachers, social inclusion, intercultural dialogue, and support psychological aspects of students with disability, and discourage bullying and cyberbullying. Overall, this document is a significant step towards promoting the importance of school psychologists in Europe and ensuring that all students have access to the support they need to thrive in their academic and personal lives.

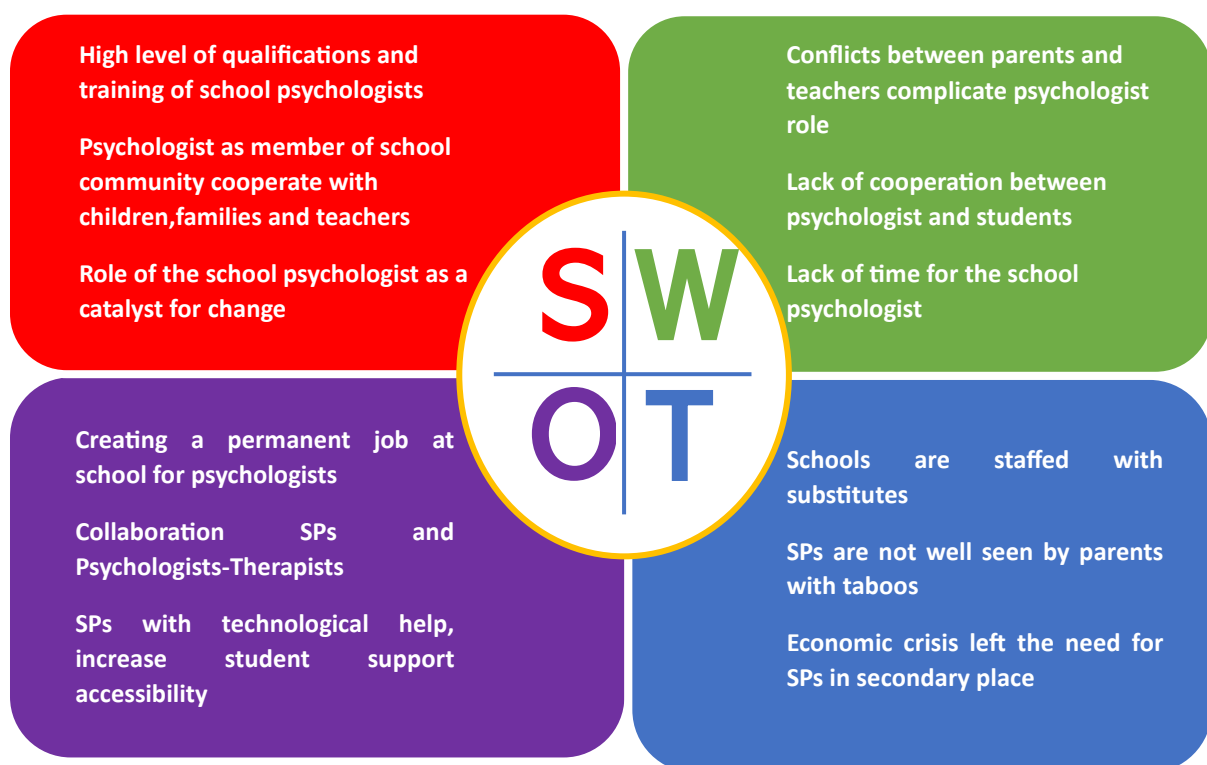
SWOT ANALYSIS

The SWOT analysis conducted in the partner countries for IO3 provides an in-depth understanding of the existing policies, laws, and regulations related to the inclusion of psychologists in schools. By examining the strengths, weaknesses, opportunities, and threats in each country's education system, the analysis sheds light on the challenges faced by school psychologists and the areas where improvements can be made. This analysis serves as a valuable tool for policymakers and stakeholders, enabling them to identify gaps in current practices and develop effective strategies for the recognition and validation of competencies and functions of the school psychologist at the European level.

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GREECE

This SWOT analysis is about regulations, laws and policies regarding school psychologist in Greece.



STRENGTHS

- High level of qualifications and training of school psychologists

The profession of psychologist in Greece is highly recognized. 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.

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.

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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 behavioral problems).

The Ministry of Education with the circular with NO.PROT.: Φ1/17598/ΓΔ4/12-2- 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.

- **Psychologist as member of school community cooperate with children, families and teachers**

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. 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 counseling and support, beyond its role, the diagnostic one.

If a student needs to do psychotherapy or receive counseling, 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.

- **Role of the school psychologist as a catalyst for change**

Working as a psychologist in a school is exciting, as you have the opportunity to become a catalyst for change. The school psychologist is in a structure in which children, at the same time as their families, receive the greatest influence on their lives, which is why the interventions of a school psychologist can become a milestone in the lives of some children.

The school psychologist is in the most crucial part of human development, that of childhood, where he can decisively influence later human behaviors.

The school psychologist is the one who will implement the programs for dealing with bullying, a phenomenon that is directly linked to the ever-increasing aggressive behavior of individuals that occurs in modern society. The school psychologist works in prevention and can be able to prevent the occurrence of very difficult situations in the future.

A large part of a school psychologist's work involves the early diagnosis of children with learning disabilities. Due to the large number of children waiting to be examined by the committee, the presence of a psychologist in schools allows for their brief assessment and a small intervention, but decisive enough, so that the teacher of the pupil's class knows how to work with the child until he/ she receives the official test from the Assessment Centre (KEDASY). This help is so crucial that it will affect the child, not only learning, but also psychologically.

In general, the positive effect of a psychologist's interventions in the school context is so visible and immediate that the feedback he receives from his role enhances his self-esteem and motivates him to continue his work.

WEAKNESSES

- **Conflicts between parents and teachers complicate psychologist role**

The main objective of the school psychologists is the good cooperation between parents and teachers in his mind. In practice, it is not so easy to keep the balance as these two groups often come into conflict. Although obviously, teachers and parents want the good of children, conflicts and comparisons between them are very common and unfortunately, parents, by a very large

percentage, cancel teachers in front of their children. This rejection causes great harm to children both in terms of emotional and behavioral levels.

It is particularly tiring and difficult and often impossible for a school psychologist to bridge this gap and gain the cooperation that is a useful vehicle, to help children cope with their difficulties.

Unfortunately, sometimes things don't go as they should in school. There are times when a teacher has not good cooperation with the school psychologist and feels that his/her role is being questioned by him/her. In these cases, they need to be a discussion to consciously make some unconscious messages that both groups transmit to each other so that any kind of conflict between them can be solved.

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- **Lack of cooperation between psychologist and students**

Another issue that may arise is that the children themselves are negative in their meetings with the psychologist. Some children are skeptical of whether they can be helped by the sessions and carry stereotypical perceptions from their family and their close environment for mental health specialists, such as fore. Anyone who goes to a psychologist is crazy; these children, while they could benefit enormously from meetings with the school psychologist, avoid them, suppressing their feelings, desires and needs.

The psychologist, in this case, feels too weak to help these students, whom most of the time take responsibility on them, and the family that is the one that refuses to meet with him, appears positive, saying 'we agree that our child should go to the school psychologist, the child does not want to visit you.

- **Lack of time for the school psychologist**

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 behavioral 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.

OPPORTUNITIES

- **Creating a permanent job at school for psychologists**

It's important SPs to be able to offer guidance and support to children on a permanent base and that means every day at one school. The role of SPs can only be strengthened to become an essential element of the national educational system.

- **Collaboration SPs and Psychologists- therapists**

Collaborating closely with teams of college psychologists and outside the school context to help not only the students but also their families. As educational environments become more and more inclusive with a strong need for guidance and support of children with special needs, the profession should be able to respond to these needs and be included and better considered by educational authorities.

- **SPs with technological help, increase student support accessibility**

Remote access to medical and paramedical care for all, 24 hours per day at minimum cost.

THREATS

- **Schools are staffed with substitutes**

The number of school psychologists in Greece is not so large in relation to the population and probably the reason is that the profession of school psychologist does not offer permanence, because permanent appointments are not often made in the country and schools are staffed with substitutes, who are appointed every year in a different school, perhaps in a different city in Greece. They prefer to deal with the liberal profession, opening their own office, or work in other structures, in which they are employed 12 months a year, steadily in a particular city, permanently.

- **SPs are not well seen by parents with taboos**

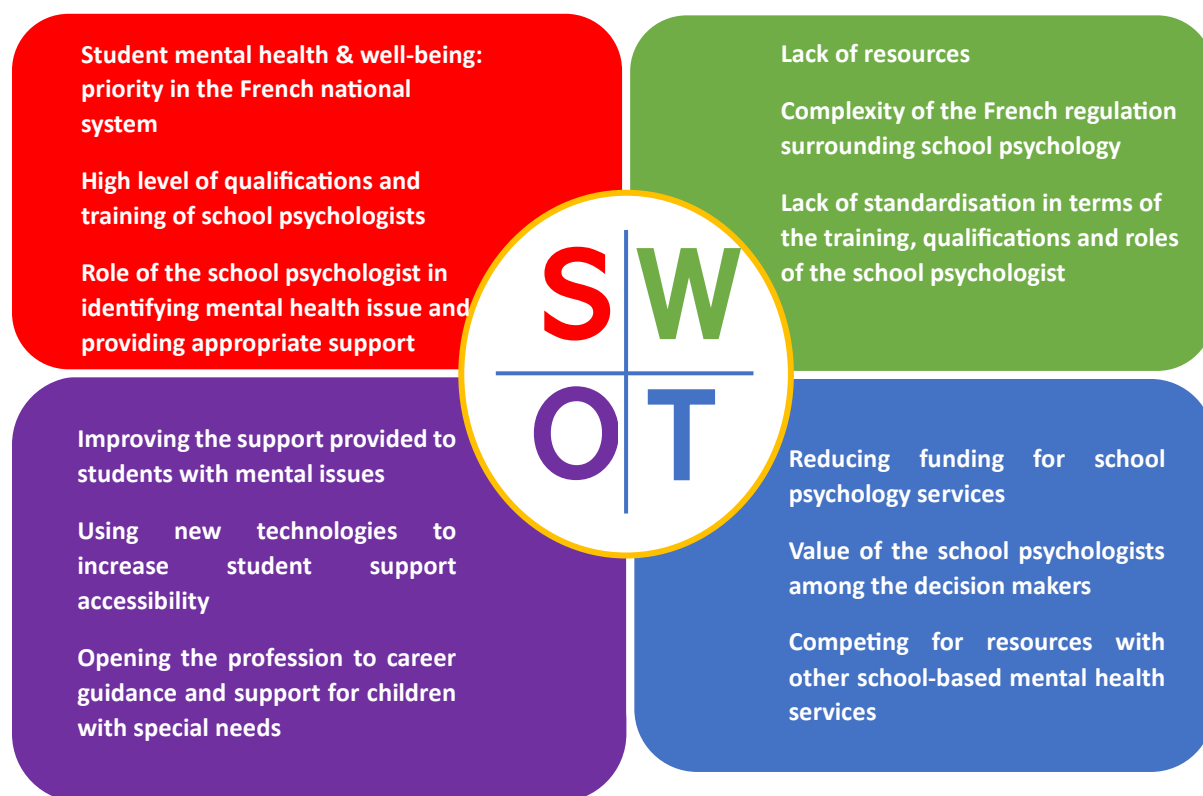
Although in recent years, there has been a positive attitude towards mental health specialists, people who visit a psychologist still keep the visit secret and have some inhibitions.

- **Economic crisis left the need for SPs in secondary place**

After the economic crisis of 2013, governments often do not have the necessary funds to create permanent school psychologist jobs, with the result that many students are referred to private specialists, but this is not always possible as the family itself faces many problems.

FRANCE

This SWOT analysis is about regulations, laws and policies regarding school psychologist in France.



STRENGTHS

- **Student mental health & well-being: priority in the French national system**

The Ministry of Education and Youth places student welfare at the heart of education policy. The social and health education policy for students is part of the general objectives of the school and aims to reduce social, educational and health inequalities to enable the success of all students and to promote a fairer and more equitable school.

Thus, for example, Article L. 111-1 of the Education Code states that "the public education service [...] contributes to equal opportunities and to combating social and territorial inequalities in terms of success at school and in education [...]. It ensures the inclusion of all children in school, without distinction. It also ensures the social mix of the school population within educational establishments [...]. The distribution of the resources of the public education service shall take account of differences in situation, particularly in economic and social terms.

Another important legal provision, Article L. 121-4 of the same code, defines the scope of the mission to promote health in schools along seven lines, including the early detection of health problems or lack of care that may hinder schooling, as well as the reception, listening, support and individualized monitoring of students.

- **High level of qualifications and training of school psychologists**

The profession of school psychologist (SP) is recognized by the State and is included in the national knowledge and competency framework.

The expected skills and knowledge are acquired and deepened in a continuous process starting with initial training and continuing throughout the career through accumulated professional experience and the contribution of continuing education. Thus, the profession implies a high level of preparation in order to carry out the job successfully.



- **Role of the school psychologist in identifying mental health issue and providing appropriate support**

According to the National Competence Framework, the mission of the school psychologist is to contribute to the creation of conditions for a psychological balance of the students, favoring their success and their commitment to school. He/she participates in the development of their school, university and professional projects. Thus, he/she participates in the prevention and remediation of school dropout.

WEAKNESSES

- **Lack of resources**

According to Sgen-CFDT, a union of school psychologists, the material conditions of work are degraded and some professionals have neither telephone, nor professional computer, nor sometimes even an office. It also deplores a lack of harmonization of means as well as a significant disparity of budget and equipment according to the places where the profession is practiced.

- **Complexity of the French regulation surrounding school psychology**

The profession of school psychologist is highly regulated by law, which tends to make it more complex for candidates and even discourages them from taking up the profession. In addition to the qualifications and certifications, it is necessary to obtain the authorisation to practise by registering in the ADELI directory, which will enable a certificate to be obtained at a later date, including the registration number.

- **Lack of standardization in terms of the training, qualifications and roles of the school psychologist**

Sgen-CFDT stresses that it is urgent to develop and support training offers for SPs based on the decree of 26 April 2017 on the skills and knowledge reference framework of SPs.

OPPORTUNITIES

- **Improving the support provided to students with mental issues**

Promoting and contributing to the mental health of students is one of the main tasks of SPs in France. Therefore, in view of the increasing number of mental health problems in society, and consequently in educational settings, the role of SPs can only be strengthened to become an essential element of the national educational system.

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- **Using new technologies to increase student support accessibility**

The advent of the digital age in medicine, and in particular telehealth, allowing remote access to medical and paramedical care for all, should enable the profession to flourish by extending access to all the services offered by the profession of school psychologist to all students.

- **Opening up the profession to career guidance and support for children with special needs**

Career guidance and support to children with special needs are already part of the core tasks of SPs in France. However, as educational environments become more and more inclusive with a strong need for guidance and support of children with special needs, the profession should be able to respond to these needs and be included and better considered by educational authorities.

THREATS

- **Reducing funding for school psychology services**

The projected budget for the National Education in 2023 is increased but 2000 teaching positions will be cut. This budget increase is intended to increase salaries and to promote the profession. There is a risk of status quo regarding the profession of school psychology and a risk of losing part of the budget dedicated to school psychology services.

- **Value of the school psychologists among the decision makers**

The profession is understaffed. A school psychologist in France takes care of 1500 students on average. The profession is only accessible by competitive examination and the number of vacancies is very low. The profession is already understaffed. A school psychologist in France takes care of 1500 students on average. The profession is only accessible through a competitive examination and the number of vacancies is still very low. The vacancies do not compensate for retirements and for the moment there is no strategy to increase recruitment

- **Competing for resources with other school-based mental health services**

The disparity and the complexity within the structure of the school psychologist profession hinders the possibility of promotion. According to the academies, important differences of advancement between seconded and integrated psychologists are observed. This generates a deep feeling of injustice.

RUSSIA



STRENGTHS

Compliance with EU laws and regulations related to confidentiality and privacy (GDPR): School psychologists must comply with the EU's General Data Protection Regulation (GDPR) which regulates the processing of personal data, including data collected and used in educational settings. This includes the need for a legal basis, the requirement to obtain consent, and the right of individuals to access and control their personal data. Compliance with GDPR helps to protect sensitive information about students and their families and ensures that data is handled in a responsible and ethical manner.

Professional liability insurance: School psychologists may be held liable for their actions if they fail to provide appropriate services to students or if they engage in unethical or unprofessional behaviour. Professional liability insurance protects school psychologists from potential legal issues that may arise from their work.

Adherence to ethical guidelines set by professional organizations: School psychologists must follow ethical guidelines set by professional organizations, such as the European Federation of Psychologists' Associations (EFPA) and the International School Psychology Association (ISPA). These guidelines include ethical principles such as respect for human dignity, avoidance of harm, and confidentiality. Following these guidelines helps to ensure that school psychologists provide services in an ethical and professional manner.

Obtaining informed consent from parents or guardians before conducting assessments or providing services to students: School psychologists must obtain informed consent from parents or guardians before conducting assessments or providing services to students. This includes explaining the nature

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of the assessment or service, the purpose of the assessment or service, and the potential risks and benefits. Obtaining informed consent helps to ensure that students and their families understand and agree to the services that are being provided, and also protects the rights and autonomy of students and their families.

WEAKNESSES

Risk of liability for failing to provide appropriate services to students or engaging in unethical or unprofessional behavior: School psychologists may be held liable for their actions if they fail to provide appropriate services to students or if they engage in unethical or unprofessional behavior. This can include errors in assessment or treatment, failure to follow relevant laws and regulations, or engaging in behavior that is considered unprofessional or unethical. This can result in legal action against the school psychologist, which can lead to financial damages, loss of reputation and professional standing.

Potential for non-compliance with EU and national laws related to the provision of special education services (SES): The EU has adopted a number of directives and recommendations related to the rights of individuals with disabilities, including the right to education. These laws require member states to take appropriate measures to ensure that individuals with disabilities have the opportunity to receive an education that is appropriate to their needs. School psychologists may face challenges in ensuring compliance with these laws and regulations, particularly in cases where there are limited resources or funding available for special education services.

Difficulties in balancing student rights with the need to protect confidentiality and privacy: School psychologists must respect the rights of students, including the right to privacy, the right to be treated with dignity, and the right to receive appropriate services. At the same time, they must also protect the confidentiality and privacy of students and their families in accordance with EU laws and regulations. Balancing these competing demands can be challenging and may require careful consideration and decision-making on the part of school psychologists.

OPPORTUNITIES

Adoption of new technologies and tools to improve the delivery of services and support compliance with regulations: With the advances in technology and digital tools, school psychologists have the opportunity to use these new technologies to improve the delivery of services and support compliance with regulations. For example, teletherapy and online assessments can help to increase access to services for students and families, while also reducing

costs and supporting compliance with laws and regulations. Additionally, digital tools such as electronic health records (EHRs) can improve the management and organization of student information, making it easier for school psychologists to stay compliant with laws and regulations.

Collaboration with other professionals and organizations to provide more comprehensive services to students and families: School psychologists can collaborate with other professionals and organizations to provide more comprehensive services to students and families. For example, working with other mental health professionals, educators, and social workers can help to provide more holistic support to students and families. Collaboration with other organizations such as non- profits or advocacy groups can also help to increase access to resources and support for students and families.

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Professional development and training opportunities: School psychologists have the opportunity to continuously improve their skills and knowledge through professional development and training opportunities. This includes staying current with laws and regulations, ethical guidelines, and best practices in their field. Professional development and training can also help school psychologists to improve their skills in areas such as assessment, therapy, and evidence-based practices.

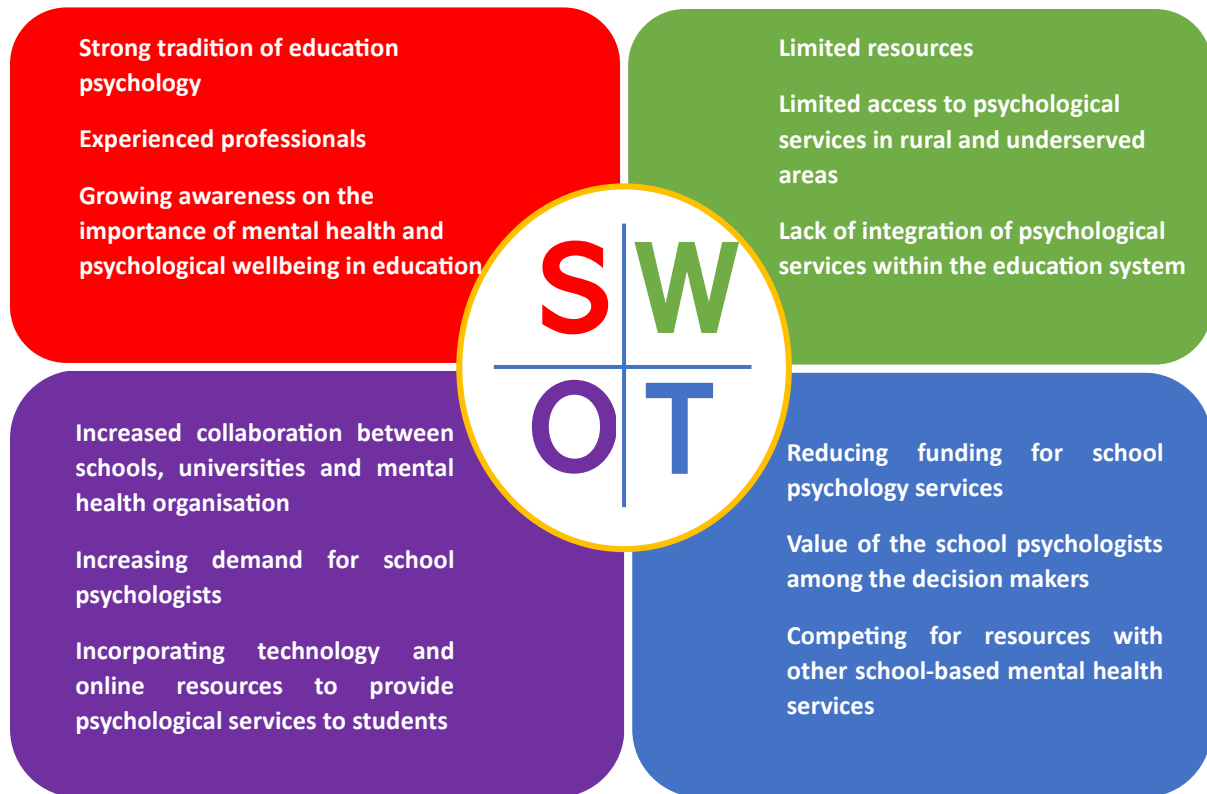
THREATS

Increased scrutiny of school psychologists and their practices by EU regulators and oversight bodies: School psychologists may face increased scrutiny of their practices by EU regulators and oversight bodies. This could include audits, inspections, or investigations of their work and compliance with laws and regulations. This increased scrutiny can lead to increased pressure on school psychologists to demonstrate compliance and may also result in penalties or sanctions for non-compliance.

Changes in laws and regulations that may impact the delivery of services and increase legal liability: School psychologists must stay current with laws and regulations, including EU laws and national laws that may impact the delivery of services. Changes in laws and regulations can create uncertainty and may make it more difficult for school psychologists to provide services in a compliant and effective manner. Additionally, changes in laws and regulations can also increase legal liability for school psychologists and make it more difficult to protect themselves from legal action.

Limited resources and funding available to support the provision of special education services: School psychologists may face challenges in providing special education services due to limited resources and funding. This can include a lack of funding for necessary equipment, materials, or staff, as well as limited access to appropriate facilities or services. This can make it difficult for school psychologists to provide the necessary support and services to students with disabilities and may also make it difficult to comply with laws and regulations related to special education services.

TURKEY



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STRENGTHS

One of the main strengths of school psychology in Turkey is the country's strong tradition of educational psychology. There are many well-established universities and research centers in Turkey that have been training and producing knowledgeable and experienced professionals in the field for many years. Additionally, growing awareness of the importance of mental health and psychological well-being in education is a strength for the school psychology field.

WEAKNESSES

On the other hand, limited resources and funding for school psychology programs and services is a weakness in the field. Additionally, limited access to psychological services in rural and underserved areas is a weakness that needs to be addressed. Furthermore, the lack of integration of psychological services within the education system is another weakness that negatively affects the field.

OPPORTUNITIES

Opportunities for school psychology in Turkey include potential for increased collaboration between schools, universities, and mental health organizations to improve access to psychological

services for students. There is also an increasing demand for school psychologists as awareness of the importance of mental health and well-being in education continues to grow. Additionally, incorporating technology and online resources to provide psychological services to students who might not otherwise have access to them could be an opportunity to improve the field.

THREATS

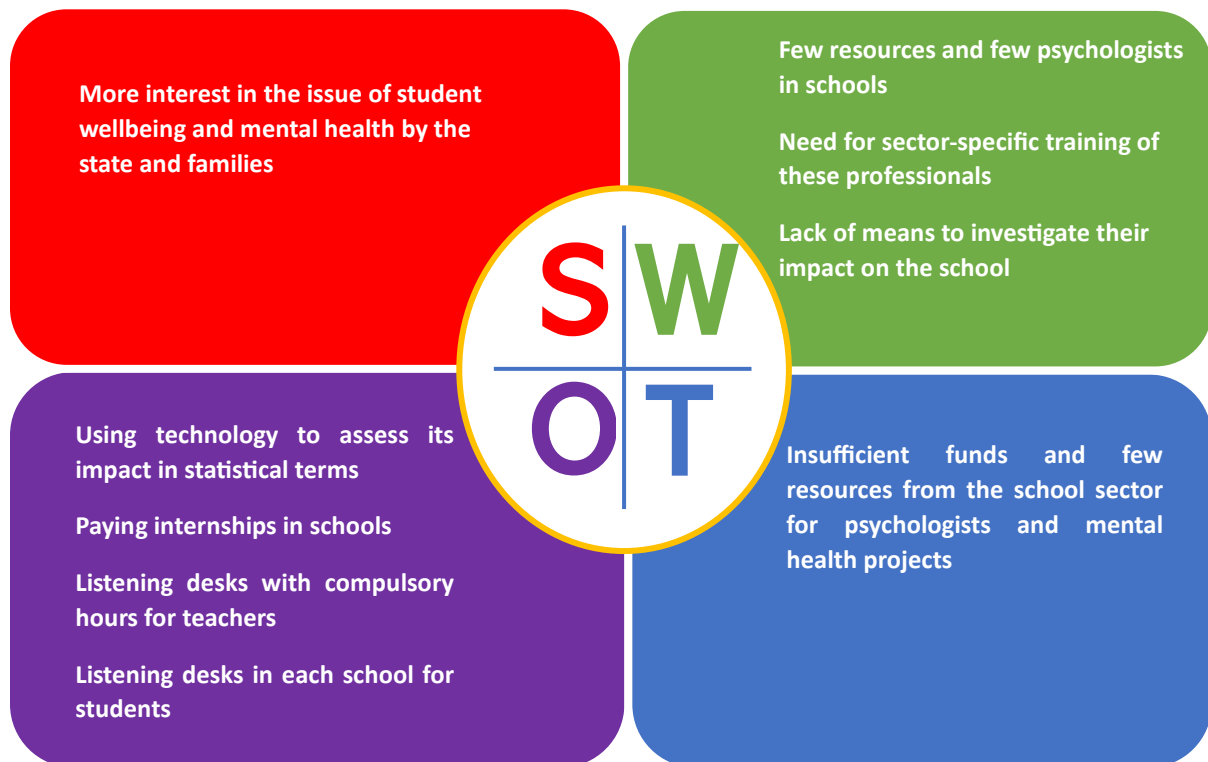
Threats to the field include government policies and budget constraints that could limit funding and resources for psychological services in schools. Political and social instability in the country can also affect the mental health and school psychology negatively. Furthermore, school psychology may compete with other education priorities, resulting in limited resources and support.

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In conclusion, school psychology in Turkey has many strengths, but also faces challenges related to limited resources and funding, lack of access in rural and underserved areas, and lack of integration within the education system. However, there are opportunities for collaboration, technology integration and increasing awareness for mental health that can be utilized to improve the field. Nevertheless, it's important to keep in mind that these challenges and opportunities may change over time and the current situation might not reflect the future of the field.

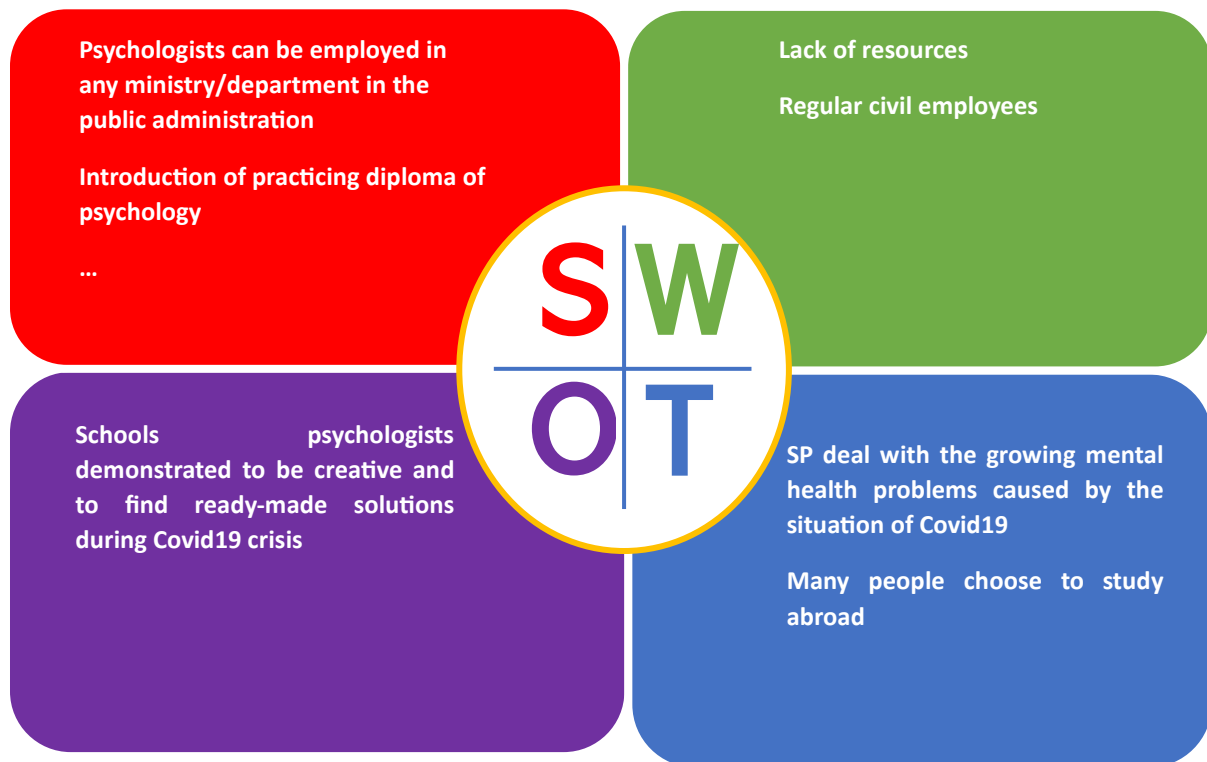
ITALY

This SWOT analysis (strengths-weaknesses-opportunities and threats) concerns the laws and policies pertaining to school psychology in Italy.



MALTA

This SWOT analysis is about regulations, laws and policies regarding school psychologists and psychology students in Malta.



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STRENGTHS

- The Malta Board of Psychology has issued authorizations in other areas in addition to the three areas of specialization offered by the University of Malta.
- Psychologists can be employed in any ministry/department in the public administration. Each department can use different specializations according to its needs. It has also made it possible to employ individuals with a Bachelor's degree in psychology who are assigned to specific psychologists and assist them in their work. These individuals will have gained work experience in the field prior to commencing their professional training.
- Introduction of practicing diploma of psychology in order to recruit individuals who have completed all the necessary academic training and who still need supervised practice after their Master's degree in order to obtain a license to practice as a psychologist in Malta. They will work under the supervision of a psychologist who is registered as a supervisor with the Malta Psychology Board until authorization is obtained.
- The University of Malta currently offers specializations in five areas of psychological practice at M.Psy level:
 - Clinical
 - Counselling
 - Educational

- Health
- Neurology
- The Department of Education currently has the largest and best-equipped psychology department in Malta: the School Psychology Service.
- The School Psychological Service (SPS) aims to provide a healthy psychological and educational environment that facilitates the learning and overall development of school-age children.
- All staff members have a full-time job.
- Additional allowance and continuing professional development allowance.
- Each faculty has a team that deals with the psychological needs of students. There is also a core team in Marsa city which is more focused on therapeutic and clinical issues.
- All qualified psychologists wishing to work in the school psychological service and in the public service in general will find immediate employment.

WEAKNESSES

- The University of Malta only accepts 12 students every two years for the MSc in Psychiatry.
- There are currently three psychology departments in the public service: one in the Ministry of Education and Sport, one in the Ministry of Health and one in the Ministry of Home Affairs.
- Approximately 20 students are trained in Malta every two years.
- Regular civil employees.

OPPORTUNITIES

- Covid's situation, like any new and unexpected situation, has encouraged school psychologists to be creative and to find ready-made solutions.

THREATS

- They also deal with the growing mental health problems caused by the situation in Covid.
- Many people choose to study abroad.

TRANSNATIONAL COMPARISONS ON PROFESSIONAL REQUIREMENTS TO BECOME A PSYCHOLOGIST AT EU LEVEL

DATA ON FRANCE, CYPRUS, MALTA AND ROMANIA

	FRANCE	CYPRUS	MALTA	ROMANIA
REQUIREMENTS TO ACCESS THE PROFESSION OF PSYCHOLOGIST	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 counsellor-psychologist, graduates of the School of Practicing Psychologists (EPP / Psychoprat Paris or Lyon). Psychoprat 'offers approximately 120 places per year	4-5 years of study at a recognised University plus clinical practise+supervision by a certified educational psychologist (1000-1500 hours). The degrees are submitted to the Association of Psychologists of Cyprus and, therefore, the psychologists are recognised due to their registration to the Association.	Psychologists in Malta are regulated by the Malta Psychology Profession Board. Normally the preparation / training period is 3 + 2 + 2. £ years Bachelor Degree honours in Psychology. " years Professional Masters and 2 years post masters supervision.	In Romania, in order 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.
LAWS REGULATING THE ACCESS OF PSYCHOLOGISTS IN SCHOOLS	To become a school psychologist: same course + 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	Qualifications required: (1) Being registered in the Register of Psychologists of Cyprus, in the specialties of Applied School / Educational Psychology or Applied Clinical Psychology, in accordance with the relevant legislation. (2) Integrity of character, administrative and organizational	To work as a Psychologist in School a person must be a warranted psychologist to exercise the profession in Malta (see above). The law regulating the profession of psychology is the Psychology Profession Act.	According to the rules imposed by the Romanian College of Psychologists, in order to be a school psychologist, it is necessary to obtain the 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

		capacity, initiative, responsibility and discretion. (3) Very good knowledge of Greek and English or French or German (4) At least two years of experience in School / Educational Psychology or Clinical Psychology is an advantage		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.
ACTIVITIES PERFORMED COMMONLY BY PSYCHOLOGISTS IN THE SCHOOL SETTINGS	National Education psychologists practice their profession in accordance with the deontological and ethical principles of the regulated profession of psychologist. 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 students. When the circumstances so require, they participate in the initiatives put in place within the framework of crisis management. They thus help foster a benevolent approach to the School.	According to the current Service Plan of the Cyprus Ministry of Education and Culture, the duties and responsibilities, as well as the required qualifications of the psychologist in schools, are as follows: (a) Engages in the psychological and psycho-pedagogical evaluation of students within the educational system and makes interventions, alone or in collaboration with others, in order to protect and promote the mental health and school success of the students. (b) Collaborates with all stakeholders involved in the educational process or other specialists in order to prevent mental health and learning problems of the students. (c) Methodizes interventions to all stakeholders involved in the educational process or other experts, with the aim of promoting coordination and cooperation between them.	Psychological Assessment, Psychological Interventions and Psychological Therapy. Psychologists in schools also work with parents of learners, with teachers and with school staff.	The main role of the psychologist in the school is to maintain a permanent connection between teachers, students and parents, in order 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 counselor can also be requested when the child has problems at home and does not find family support

		(d) Suggests and participates in the development of preventive and therapeutic psycho-pedagogical programs. (e) Suggests and participates in the organization and conduct of psychological and psychopedagogical research. (f) Perform any other duties assigned to him/her.		
PSYCHOLOGISTS ARE REQUIRED IN SCHOOL EDUCATION? ARE THEY INTERNAL OR EXTERNAL STAFF? WHAT ARE THE ECONOMIC CONDITIONS OF PSYCHOLOGISTS COOPERATING WITH SCHOOLS?	Holders of a state diploma in school psychologist or guidance counsellor-psychologist,	Yes they are part of the Educational System. They are external staff (44 school psychologists for the whole country - for Pre-primary, primary and secondary education) appointed in the Ministry of Education and Culture, in the Department of Educational Psychology. The Psychologists are civil servants and are paid according to an approved payroll scale: 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. (Combined Scales). Any general increases approved by law are added to the payroll. In addition, an indexation allowance is paid, in accordance with the rate approved by the Government from time to time.	Psychologists are required in the Education System / schools. They are internal staff and their salary is at par with a professional salary in public service.	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 school psychologist works 18 hours a week and receives a salary of approximately 800-900 euro / month.

ADAPTATION OF THE PSYCHOLOGICAL SCHOOL SUPPORT IN THE COVID-19 PERIODS, INCLUDING INFORMATION REGARDING ONLINE SUPPORT	Graduates of the School of Practicing Psychologists (EPP / Psychoprat Paris or Lyon). Psychoprat 'offers approximately 120 places per year	Guidance for teachers after Covid-19 on how to deal with children during and after lockdown. Constant communication of the principal with the appointed psychologist of the school for guidance and guidelines regarding facing Covid-19 situations. Research was carried out after Covid-19 on parents, children and teachers.	The following adaptations were made: (1) online sessions; perspex installation; sanitizers, wipes etc were bought and used. Even social distancing measures were adopted.	Online psychological counseling has been a challenge for our colleagues. Many educational institutions have provided them with different platforms to facilitate communication. But for many school counselors it has been difficult to work online. Some did not feel ready for it.
STRENGTHS OF THE SCHOOL PSYCHOLOGIST IN THE PARTICIPATING COUNTRY	1. School psychologists are required to have a teacher background/training and the diploma related, therefore they are experts in education and in addition they are experienced in the field 2. Their expertise provides a high level of support to students and educational staff	1. Permanent position in the government, 2. High salaries 3. Wide appreciation, 4. Flexible working hours 5. Well respected because the schools are based in their knowledge and contribution to solve issues and access resources regarding any type of psychological support.	Continuous professional training. Continuous supervision. Working within a psychosocial team. Regular meetings of the whole team of psychologists are also held: sharing of knowledge, experiences etc.	They are well prepared and have the ability to offer different psychological services depending on the needs of students: • psycho-pedagogical counselling services and school and professional guidance • language disorder therapy services • school and professional guidance services for students with special educational needs; • information and counselling services for teachers, children, parents, other members of the community;
WEAKNESSES OF THE SCHOOL PSYCHOLOGIST IN THE PARTICIPATING COUNTRY	1. Low number of school psychologists in Education 2. Lack of job opportunities in the private sector, with the public sector being the main, if not the only, source of employment (in France Ministry of national Education)	1. Low number of psychologists to effectively support the psychological needs of the Cyprus schools, 2. Overloaded work, 3. Little time for research, 4. Enormous bureaucracy in their work, 5. No autonomy in decision making, 6. Lack of sufficient tools		The school psychologist has to work with too many students. In general, he is responsible for psychological counseling for at least 2 educational institutions at the community level.

	3. Lack of settlement: they often move from institution to others, from one region to another	- facilities to satisfy the psychological needs of schools, 7. Parents are the ones that will take the final call on their child's wellbeing, so their work is restricted due to lack of procedures to support them.		
NUMBER OF PSYCHOLOGISTS ON THE GENERAL POPULATION. POSSIBLE PRESENCE OF DATA ON HOW MANY PSYCHOLOGISTS WORK IN THE SCHOOL EDUCATION SYSTEM. GENERAL "MARKETPLACE" INDICATORS	There are 78 197 psychologists in 2021 according the official national data. According to the National Union of School Psychologists, there were around 8000 school psychologists and related in 2015. There is no official data on the exact number of School Psychologists: available data estimate that it should be between 3500 and 4000. In France, a school psychologist practices in 2 to 5 schools and supports an average of 1500 students per year.	There are psychologists (private and public sector) that sufficiently cover the general population of the country which is 875 000. Forty-four (44) Educational Psychologists staff the three District Offices of the Ministry of Education and Culture, cover the population of 110 000 students.	12 Warranted Psychologists, 10 Psychology Practitioners (having a Professional Masters leading to a warrant); 20 Psychology Assistants.	There is currently a national project that wants 1,000 psychologists to work in 1,000 schools where the worst problems have been identified. There are schools where a school psychologist has 2,000 students. Normally the norm would be about 500 students.
DIFFERENCES AMONG PRIMARY/SECONDARY LEVELS	There are no differences, the tasks and works are the same.	There are no differences among primary and secondary levels. The psychologist follows the same processes and procedures for both types of schools. There are, however, school counsellors in the secondary schools who have the main role of career guidance for students and at the same time they give psychological support.	There are not differences between psychologists working in the primary and secondary levels.	For preschool and primary education: * therapy of language disorders For invatmantul secondary / high school: * psychological counseling for students / parents depending on the situation;

DATA ON RUSSIA, TURKEY, GREECE AND ITALY

	RUSSIA	TURKEY	GREECE	ITALY
REQUIREMENTS TO ACCESS THE PROFESSION OF PSYCHOLOGIST	6 years of formal education (5 years of study + 1 year of supervision) which is called education of the full cycle or mono-training.	4 or 5 years of education in a faculty. Then, you can run your own office as Psychologist but to work for the government, you need to pass a National exam and get enough points for the position.	4 years degree in psychology and practice licence. Masters in school psychology ,seminars, PhD and work experience give you priority to be hired by the ministry of education over others.	5 years or 3+2 years degree in Psychology + 1 year of internship and public exam. A recent reform may remove the public exam.
LAWS REGULATING THE ACCESS OF PSYCHOLOGISTS IN SCHOOLS	In Russia, school psychologists are regulated by the Federal Law "On Education in the Russian Federation" and the Federal Law "On Psychological and Pedagogical Assistance in the Russian Federation." These laws establish the legal framework for providing psychological and pedagogical support to students in schools. According to these laws, school psychologists must have a degree in psychology and a special education qualification in the field of psychological and pedagogical support for children. They must also be licensed by the Ministry of Education and Science of the Russian Federation.	In order to work as a Psychological Counselor in schools, You need to finish department of " Psychological Consultant and Guidance" department of a faculty. Then, You need to take a national exam and get enough points to start.	The ministry of education records the needs for school psychologists and hires accordingly.	Recently we had a public call, for school psychologists leading the coverage of the service from 30% to 60% of schools. Requirements are decided and published by the school, requirement differs (criteria have been also criticized). 40 hours contract/semester is the standard

	School psychologists in Russia are responsible for providing psychological support to students, conducting psychological assessments, developing individual education plans for students with special needs, and providing guidance and counselling to students, parents, and teachers. School psychologists are granted access to schools in Russia by the school administration. They are required to comply with the rules and regulations of the school and to respect the privacy of students and their families			
ACTIVITIES PERFORMED COMMONLY BY PSYCHOLOGISTS IN THE SCHOOL SETTINGS	School psychologists in Russia perform a wide range of activities to support students, teachers, and parents. Some of the most common activities performed by psychologists in school settings in Russia include: Psychological assessment: School psychologists conduct psychological assessments of students to identify learning difficulties, emotional and behavioural problems, and other issues that may affect their academic and social success.	It depends according to school type. In Primary school, main focus is in supporting their personal and social development. In lower secondary schools, adolescence problems, supporting of their academic success by dealing with the reasons of failure and supporting them socially. (b) Collaborates with all stakeholders involved in the educational process or other specialists in order to prevent mental health and learning problems of the students.	Psychological evaluation of the students, spotting difficulties and planning interventions. Prevention programmes, dealing with crisis, consulting both parents and students, raising their awareness.	Individual support on request. Psychoeducation.

Individual education planning: Based on the results of psychological assessments, school psychologists develop individual education plans for students with special needs. These plans outline specific goals, strategies, and accommodations to help students succeed in school.

Counselling: School psychologists provide individual and group counselling to students to help them deal with emotional and behavioural problems, develop coping skills, and improve their social skills.

Parental support: School psychologists work with parents to provide guidance and support on parenting strategies, child development, and other issues that may affect their children's academic and social success.

Teacher training: School psychologists provide training and professional development to teachers on topics such as classroom management, student motivation, and special education strategies.

Crisis intervention: School psychologists are trained to respond to crises such as student suicides, school shootings, and

	natural disasters. They provide support and counselling to students, teachers, and parents in the aftermath of such events. In addition to these activities, school psychologists in Russia may also be involved in research, program evaluation, and advocacy efforts to promote the well-being of students and improve the quality of education.			
PSYCHOLOGISTS ARE REQUIRED IN SCHOOL EDUCATION? ARE THEY INTERNAL OR EXTERNAL STAFF? WHAT ARE THE ECONOMIC CONDITIONS OF PSYCHOLOGISTS COOPERATING WITH SCHOOLS?	School psychologists in Russia can be either internal or external staff, depending on the school's policy. Some schools have their own internal psychological services, while others contract external psychologists to provide services on a part-time or full-time basis. The economic conditions of psychologists cooperating with schools in Russia vary depending on their employment status. Internal staff psychologists are typically salaried employees of the school and receive benefits such as health insurance and retirement plans. External psychologists may be paid on an hourly or per-service basis, and their compensation may be negotiated between the school and the psychologist. The salary of school psychologists in Russia varies depending on	In upper secondary schools, main focus is in Career Mentoring and personal psychological support.	Required only in special schools. In general schools they are hired by the support of certain European programmes to work for a single school year in numerous schools. They are paid as civil servants.	It's not a requirement. Before the reform, psychologist were called on specific project under the decision of School Councils. Now there is this simplified method through public calls organized by the school. The payments are organized in semester. One semester is 40 hours work = 1500€ maximum. Psychologists working for less are prioritized in the calls

their experience, qualifications, and the type of school or institution they work for. According to data from the job search website HeadHunter, the average monthly salary of a school psychologist in Russia is around 60,000-70,000 Russian rubles (around 810-940 US dollars), although this can vary widely depending on the region and type of institution.

In summary, school psychologists are required in school education in Russia and can be either internal or external staff. The economic conditions of psychologists cooperating with schools vary depending on their employment status, with internal staff typically receiving benefits and external psychologists being paid on a per-service or hourly basis. The salary of school psychologists in Russia varies widely depending on their experience, qualifications, and the type of school or institution they work for.

The COVID-19 pandemic has had a significant impact on the delivery of psychological school support in Russia, with many schools transitioning to online learning and support platforms. In response to this, school psychologists in Russia have adapted their services to provide

Lots of questionnaires and surveys have been conducted in schools and also periodical meetings have been held with students and families. Teachers also have been guided about How to behave to students during pandemic.

During the pandemic there was a greater need for psychological support for the students. Online support was very challenging as it raised issues of classified personal info and it became more difficult from a distance.

Online support has been used. Our National Order given recommendation for online support. The National Order also done a survey highlighting the increased stress in the general population and the perceived need of psychologists in all systems including schools

ADAPTATION OF THE PSYCHOLOGICAL SCHOOL SUPPORT IN THE COVID-19 PERIODS, INCLUDING INFORMATION REGARDING ONLINE SUPPORT

online support to students, teachers, and parents.

One of the most common adaptations has been the use of online counseling and consultation platforms. School psychologists in Russia have been providing remote counseling and support to students and parents through platforms such as Skype, Zoom, and other videoconferencing tools. This has allowed psychologists to continue to provide support to students and parents who may be unable to attend school in person.

Another adaptation has been the development of online resources and tools for students and parents. School psychologists in Russia have created online resources such as self-help guides, videos, and other materials to help students and parents manage stress, anxiety, and other mental health issues during the pandemic. These resources are typically made available through the school's website or online learning platform.

Additionally, school psychologists in Russia have been providing support to teachers through online consultation and training. With many teachers adapting to

	online teaching and learning, school psychologists have been providing guidance and support on topics such as student motivation, online classroom management, and special education strategies. Overall, the COVID-19 pandemic has prompted school psychologists in Russia to adapt their services to provide online support to students, teachers, and parents. This has involved the use of online counselling and consultation platforms, the development of online resources and tools, and online training and support for teachers.			
STRENGTHS OF THE SCHOOL PSYCHOLOGIST IN THE PARTICIPATING COUNTRY	1. Extensive training: SPs have extensive training in psychology and education, with many holding advanced degrees in these fields. This training enables them to provide evidence-based interventions and support to students, teachers, and parents. 2. Holistic approach: SPs take a holistic approach to supporting students, addressing their social, emotional, and academic needs. This approach enables them to address a wide range of issues that may be impacting a student's success in school.	They work permanently in schools. They are officers. So, they do not have any fear of losing their positions and make longer plans in their schools. They have special rooms in schools and flexible working hours.	The school psychologist is a tool for solving problems, prevents problems, creates a supportive school environment, is widely appreciated and respected, works outdoors thanks to the nice weather.	The recent public call doubled the presence of psychologists in the national education system

	3. Collaboration: SPs collaborate closely with teachers, parents, and other professionals to support the needs of students. This collaboration ensures that all stakeholders are working together to provide the best possible support to students. 4. Flexibility: SPs are able to adapt their services to meet the changing needs of students and schools. This flexibility enables them to provide targeted support to students who may be struggling academically or emotionally. 5. Advocacy: SPs are strong advocates for students, promoting their rights and working to ensure that they receive the support and resources they need to succeed in school. This advocacy can include working with policymakers to develop policies that support student mental health and well-being.			
	1. Limited resources: School psychologists in Russia may have limited resources, including funding, staffing, and access to specialized training and tools. This can make it challenging for them to provide comprehensive support to all students in need.	In some schools, problems are more than other schools but the number of Psychological Counselors are not enough. And, School authorities may demand extra paper works from them although those works are not related to their work scheme.	Large number of students appointed to one school psychologist who works in a different school every week. There is no permanent staff of school psychologists but they change every school year. Problems of classrooms to work in.	The work of psychologists in school education is still unstructured, funds can be applied also to little projects. There are no strategies for impact measurement

WEAKNESSES OF THE SCHOOL PSYCHOLOGIST IN THE PARTICIPATING COUNTRY

2. **Stigma:** Mental health stigma can be a significant barrier to accessing support for students and families in Russia. School psychologists may struggle to engage students and families who are hesitant to seek mental health services due to social stigma.
3. **Cultural differences:** Russia has a diverse population with different cultural backgrounds, and school psychologists may not always have the training or experience to effectively support students from different cultures. This can result in misunderstandings or ineffective support for these students.
4. **Administrative tasks:** School psychologists in Russia may spend a significant amount of time on administrative tasks, such as record-keeping and data analysis, which can limit the amount of time they have available to provide direct support to students.
5. **Limited scope:** School psychologists in Russia may be limited in the scope of their work, depending on the policies and regulations of their school or region. This can impact their ability to provide comprehensive support to students, particularly in areas

	such as family support or community outreach.			
NUMBER OF PSYCHOLOGISTS ON THE GENERAL POPULATION. POSSIBLE PRESENCE OF DATA ON HOW MANY PSYCHOLOGISTS WORK IN THE SCHOOL EDUCATION SYSTEM. GENERAL "MARKETPLACE" INDICATORS	As of 2021, the number of psychologists in Russia was approximately 40,000, which translates to around 0.027 psychologists per 100 people in the general population. However, it's worth noting that this figure may include psychologists who work in various fields outside of education. The number of school psychologists specifically is not readily available, but it's estimated that there are approximately 100,000 school counselors and psychologists in Russia, based on the data from the Ministry of Education and Science. This figure may include both internal and external staff who work in the school education system. As for "marketplace" indicators in Russia, the demand for mental health services has been steadily increasing in recent years, including in the education sector. This has led to a growth in the number of private counseling and therapy services, as well as an increase in the number of public mental health clinics and hospitals. However, there are still challenges related to access to mental health	1 Counselor up to 150 students. Then, between 150 and 500 students, there must be 2 Counselors. If the school has more than 500 students, 3rd Counselor can work but mostly, no appointment is done for that position and they work as 2 Counselors.	There are psychologists working in the private and in the public sector. Very few school psychologists are permanent staff and the majority signs a contract for only one school year. Last year 1500 school psychologists were hired for a school year.	150000 psychologists on a 60 million people population. This big number of professionals leads to unemployment. According to ENPAP (Previdence Entity of Psy) 40% of psychologists have a lower income than 5000€/year

	services, particularly in rural areas and for marginalized communities. Additionally, there is a shortage of trained mental health professionals, including school psychologists, in some areas of the country, which can limit access to services for some individuals and communities. Overall, while there has been growth in the demand for mental health services in Russia, there are still challenges related to access and availability of services in some areas.			
DIFFERENCES AMONG PRIMARY/SECONDARY LEVELS	In Russia, there are some differences between the role and responsibilities of school psychologists at the primary and secondary levels. At the primary level, school psychologists focus primarily on the social and emotional development of young students. They work with teachers, parents, and administrators to support the overall well-being of students, promote positive behavior, and identify any early signs of learning or behavioral difficulties. They may also provide individual or group counseling to students, as well as classroom-based interventions and support for teachers. At the secondary level, school psychologists may have a broader	There are no differences among primary and secondary levels.	In PRIMARY EDUCATION school psychologists deal with incidents of learning difficulties, development disorders, adjustment to different situations and problems of behaviour. IN SECONDARY EDUCATION, they deal with bullying and problems of being a teenager.	There are no differences among primary and secondary levels.

range of responsibilities that can include academic and career counseling, as well as more specialized support for students with learning disabilities, mental health issues, or other challenges. They may also work more closely with other professionals, such as special education teachers or guidance counselors, to coordinate support services for students.

In addition to these differences in roles and responsibilities, there may also be differences in the training and qualifications required for school psychologists at the primary and secondary levels. For example, some secondary schools may require psychologists to have additional training or certification in areas such as career counseling or special education.

Overall, while there are some differences between primary and secondary school psychology in Russia, both levels share the goal of promoting the well-being and success of students, and require a strong understanding of child development, learning, and mental health.

TRANSNATIONAL ANALYSIS ON REQUIREMENT TO PERFORM ACTIVITIES AS SCHOOL PSYCHOLOGISTS

School psychologists play an important role in supporting students' mental health and well-being in educational settings. Across Europe, different countries have varying requirements and expectations for individuals who wish to work as school psychologists. Understanding these differences and similarities can help to create a European profile of the school psychologist profession. This transnational analysis will compare the requirements to perform activities as school psychologists in France, Cyprus, Malta, Romania, Russia, Turkey, Greece, and Italy. The analysis will examine the education and training required, the activities performed by school psychologists, and the strengths and weaknesses of the profession in each country. By examining the similarities and differences, we can gain a better understanding of the school psychologist profession in Europe and identify potential areas for improvement and collaboration across countries.

Firstly, in all the countries, a degree or diploma in psychology, education or counseling is necessary to become a school psychologist. However, the level and type of education required varies. For example, in France and Italy, a master's degree in psychology or educational psychology is required. In Cyprus, a postgraduate diploma in educational psychology is required, while in Greece, a degree in psychology and a postgraduate diploma in educational psychology are required. In Turkey, a bachelor's degree in psychology, as well as counseling or guidance qualifications, is required. In Romania, a master's degree in psychology is required, and a specialization in educational psychology is recommended. In Russia, a degree in psychology, social work or education is required, and a specialization in educational psychology is recommended.

Secondly, in most of the countries, school psychologists are required to undergo additional training or certification. For instance, in Italy, school psychologists must pass a national exam and register with the professional association of psychologists. In Cyprus, school psychologists must complete a two-year supervised internship and pass a professional examination. In Greece, school psychologists must register with the Ministry of Education and undergo continuous professional development. In Turkey, school psychologists must register with the Ministry of Education and pass a national exam. In Romania, school psychologists must be licensed by the Romanian College of Psychologists. In Russia, school psychologists must obtain a license from the Ministry of Education.

Lastly, the activities performed by school psychologists are generally similar across the countries, including conducting assessments, providing counseling and intervention services, and collaborating with teachers and parents to develop educational plans and strategies. However, there may be some variation in the specific activities performed depending on the country's education system and cultural context. School psychologists in France, Cyprus, Malta, Romania, Russia, Turkey, Greece, and Italy perform a range of activities to support students in educational settings. These activities can be broadly grouped into three categories: assessment, intervention, and collaboration.

Assessment is a key activity performed by school psychologists in all the countries analyzed. This includes conducting psychological evaluations, assessing students' cognitive and academic abilities, and identifying any learning or developmental disabilities or behavioral problems. In France, school psychologists also assess the impact of school climate on students' well-being. In

Turkey, school psychologists use assessment to develop individualized education plans for students with special needs.

Intervention is another important activity performed by school psychologists. This includes providing counseling and support services to students who may be experiencing emotional, social, or behavioral difficulties. In Cyprus, school psychologists provide group and individual counseling services to students, while in Greece, they offer individual and group psychotherapy to address students' mental health needs. In Italy, school psychologists provide support to students who have experienced trauma or are experiencing social, emotional or behavioral difficulties, and in Romania, they work with students who have experienced discrimination, violence, or abuse.

Collaboration is a crucial activity that allows school psychologists to work with teachers, parents, and other professionals to develop and implement educational plans and strategies that support students' mental health and academic success. In France, school psychologists collaborate with teachers to develop educational strategies that promote inclusion and equity. In Turkey, school psychologists work with teachers to develop and implement individualized education plans for students with special needs. In Russia, school psychologists work closely with teachers and parents to identify and address the social and emotional needs of students.

In conclusion, the requirements to perform activities as school psychologists vary across the countries analyzed, but all require a degree or diploma in psychology, education, or counseling. Additional training, certification, or registration is also required in most countries. The activities performed by school psychologists are generally similar, but may vary based on the country's education system and cultural context

ROLES AND RESPONSIBILITIES FOR SCHOOL PSYCHOLOGISTS IN EUROPE

Based on the SWOT and transnational analyses conducted and included in this IO3 in the previous chapters, the WSPS consortium was able to develop a profile of the SP in Europe including roles and responsibilities. Thus, all characteristics are listed below:

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A school psychologist in Europe is a highly trained professional who works within the education system to support students, teachers, and parents. They play a critical role in identifying and addressing the social, emotional, behavioural, and learning needs of students. In this profile, we will discuss the roles, responsibilities, and requirements of a school psychologist in Europe.

• Roles:

o Conducting psycho-educational assessments to identify students' strengths and weaknesses

These assessments are designed to identify a student's strengths and weaknesses in various areas such as academic, cognitive, social-emotional, and behavioral domains. The goal of psycho-educational assessments is to gain a better understanding of the student's overall functioning and to develop appropriate interventions and accommodations to support their learning and growth.

To conduct a psycho-educational assessment, a school psychologist will typically use a combination of standardized tests, observations, interviews, and checklists. These assessments are tailored to the specific needs of each student and may include measures of intelligence, academic achievement, memory, attention, executive functioning, and social-emotional functioning.

The process of conducting a psycho-educational assessment begins with gathering information from various sources, including the student, parents, teachers, and any other relevant individuals. This information is used to develop a hypothesis about the student's strengths and weaknesses and to identify areas of concern that may require further assessment.

Once the assessment plan is developed, the school psychologist will administer the tests and measures, typically in a one-on-one setting with the student. The psychologist will observe the student's behavior during the assessment and note any patterns of strengths or weaknesses that emerge.

After the assessment is complete, the psychologist will analyze the data and prepare a report that summarizes the results and provides recommendations for intervention. The report will be shared with the student, parents, and teachers to inform the development of an individualized education plan (IEP) or other interventions.

Overall, conducting psycho-educational assessments is a critical function of a school psychologist in Europe. It requires specialized training and expertise in assessment and diagnosis, as well as strong communication and interpersonal skills to work effectively with students, parents, and teachers. By identifying students' strengths and weaknesses, school psychologists can help support students' academic, social, and emotional growth and success.

o Developing and implementing individualized education plans for students with special needs

Developing and implementing individualized education plans (IEPs) is a key responsibility of school psychologists in Europe. An IEP is a legally binding document that outlines the educational goals, services, and accommodations that a student with special needs requires to succeed in school. The IEP is developed in collaboration with the student's parents, teachers, and other relevant professionals, including the school psychologist.

The process of developing an IEP typically begins with an assessment of the student's needs and strengths. This assessment is conducted by the school psychologist and may include observations, interviews, and standardized tests. Based on the assessment results, the school psychologist will work with the student's team to develop appropriate goals and objectives for the IEP.

The IEP will also include a description of the services and accommodations that the student requires to meet their goals. These may include specialized instruction, assistive technology, and other accommodations to address the student's unique needs. The school psychologist will work with the team to ensure that the IEP is tailored to the student's specific needs and is in compliance with relevant laws and regulations.

Once the IEP is developed, the school psychologist plays a key role in implementing and monitoring the plan. They will work closely with the student's teachers and other professionals to ensure that the services and accommodations outlined in the IEP are provided. They will also monitor the student's progress and make adjustments to the plan as needed.

In addition to developing and implementing IEPs, school psychologists may also provide counseling and support services to students with special needs. They may work with students individually or in groups to address issues related to social-emotional functioning, behavior, and mental health. They may also collaborate with outside agencies and service providers to ensure that students receive the support they need to succeed in school.

Overall, developing and implementing individualized education plans is a critical function of school psychologists in Europe. It requires specialized training and expertise in assessment, diagnosis, and the development of educational interventions. By working collaboratively with teachers, parents, and other professionals, school psychologists can help ensure that students with special needs receive the support they need to succeed in school and beyond.

o Providing counseling to students with emotional and behavioral challenges

Many students experience emotional and behavioral difficulties that can affect their academic and social functioning. School psychologists are trained to provide counseling and support services to these students to help them manage their challenges and succeed in school.

Counseling services provided by school psychologists may include individual or group therapy, crisis intervention, and referral to outside services as needed. The goal of counseling is to help students develop coping strategies and skills to manage their emotional and behavioral challenges, as well as to improve their social-emotional functioning and overall well-being.

School psychologists may use a variety of counseling techniques and modalities, depending on the needs of the student. These may include cognitive-behavioral therapy,

solution-focused therapy, play therapy, and other evidence-based approaches. They may also work with students' families and teachers to develop a coordinated approach to support the student's emotional and behavioral needs.

In addition to providing direct counseling services, school psychologists may also work with school staff to develop and implement programs and interventions to support students with emotional and behavioral challenges. They may collaborate with teachers to develop classroom interventions, such as behavior management strategies and social-emotional learning programs. They may also work with school administrators to develop policies and procedures to promote positive school climates and prevent bullying and other negative behaviors.

Providing counseling services to students with emotional and behavioral challenges requires specialized training and expertise in mental health and counseling. School psychologists in Europe are typically required to have a master's degree in school psychology or a related field, as well as certification or licensure in their country of practice. They must also have strong communication and interpersonal skills to work effectively with students, families, and school staff.

Overall, providing counseling services to students with emotional and behavioral challenges is a critical function of school psychologists in Europe. By providing counseling and support services, school psychologists can help students manage their challenges, improve their social-emotional functioning, and succeed academically and socially.

o Supporting teachers and parents in understanding and responding to students' needs

In addition to providing direct services to students, school psychologists in Europe also play a key role in supporting teachers and parents in understanding and responding to their students' needs. This can involve providing consultation, training, and support to teachers and parents to help them develop effective strategies to support their students.

For teachers, school psychologists may provide training on topics such as classroom management, behavior intervention, and instructional strategies to support students with special needs. They may also consult with teachers on individual student cases, providing guidance and support in developing effective interventions and accommodations to meet the student's needs.

For parents, school psychologists may provide support in understanding their child's developmental, social, and emotional needs. They may provide guidance on how to support their child's learning and growth at home, as well as strategies for managing challenging behavior and promoting positive social-emotional development.

In addition to providing direct support to teachers and parents, school psychologists may also work to promote a positive school climate and culture that supports the needs of all students. They may collaborate with school administrators to develop policies and programs to support the social-emotional well-being of students, as well as providing training and support to teachers on topics such as cultural competence and inclusive education.

Overall, supporting teachers and parents in understanding and responding to students' needs is a critical function of school psychologists in Europe. It requires strong communication and interpersonal skills, as well as a deep understanding of child development and effective educational practices. By working collaboratively with teachers

and parents, school psychologists can help ensure that all students have the support they need to succeed in school and beyond.

o Conducting research and evaluations to inform school policies and practices

School psychologists may use a variety of research methods, such as surveys, focus groups, and program evaluations, to gather data on school practices and student outcomes. They may also use statistical analysis to interpret and present data to school administrators and policymakers.

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The data gathered through research and evaluation can be used to inform decisions about school policies and practices. For example, school psychologists may use data to identify areas where students are struggling and recommend interventions to address these challenges. They may also evaluate the effectiveness of existing programs and initiatives and recommend changes or improvements.

In addition to conducting research and evaluations within their own school or district, school psychologists may also contribute to the broader field of educational psychology through publishing research findings and presenting at conferences. By sharing their research and findings with other professionals, school psychologists can help to advance the field and promote evidence-based practices in education.

Overall, conducting research and evaluations is a critical function of school psychologists in Europe. It requires strong analytical and research skills, as well as the ability to communicate findings to a variety of audiences. By using research and evaluation to inform school policies and practices, school psychologists can help to improve the educational outcomes and well-being of all students.

o Collaborating with other professionals, such as speech therapists and occupational therapists, to provide holistic support for students

Students with special needs often require support from a variety of professionals, and school psychologists play a key role in coordinating these services to ensure that students receive the comprehensive support they need.

School psychologists may collaborate with speech therapists and occupational therapists, as well as other professionals such as special education teachers and school nurses, to develop and implement individualized education plans (IEPs) for students with special needs. They may provide input on the student's social-emotional needs and behavior interventions, while the speech therapist may provide services related to communication skills and the occupational therapist may provide support related to fine motor skills and sensory processing.

Collaboration with other professionals also requires strong communication and interpersonal skills. School psychologists must be able to effectively communicate their observations and recommendations to other professionals, while also taking into account the perspectives and expertise of others. They must also be able to work collaboratively to develop coordinated and effective interventions that address the student's unique needs.

Overall, collaborating with other professionals to provide holistic support for students is a critical function of school psychologists in Europe. It requires strong interpersonal and communication skills, as well as a deep understanding of the roles and responsibilities of other professionals who provide services to students with special needs. By working

collaboratively with other professionals, school psychologists can help ensure that students receive the comprehensive support they need to succeed in school and beyond.

o **Developing and delivering training programs for teachers on topics such as behavior management and classroom management**

Effective classroom management and behavior management strategies are critical for creating a positive learning environment and promoting student success, and school psychologists play a key role in helping teachers develop these skills.

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School psychologists may develop and deliver training programs for teachers on a variety of topics, such as behavior management strategies, classroom management techniques, and social-emotional learning strategies. These training programs may be delivered through workshops, presentations, or other professional development opportunities.

In addition to developing and delivering training programs, school psychologists may also provide ongoing support and coaching to teachers as they implement new strategies in the classroom. They may observe classroom behavior and provide feedback and guidance to help teachers improve their practice and better meet the needs of their students.

Effective training and support for teachers requires strong communication and interpersonal skills, as well as a deep understanding of effective teaching strategies and behavior management techniques. School psychologists must be able to effectively communicate complex concepts to teachers, while also being sensitive to their needs and concerns.

Overall, developing and delivering training programs for teachers is a critical function of school psychologists in Europe. By helping teachers develop effective classroom and behavior management strategies, school psychologists can help create a positive learning environment that promotes the academic and social-emotional well-being of all students.

• **Responsibilities:**

o **Conducting assessments using standardized measures and observational techniques**

This involves using a variety of assessment tools to gather information about a student's academic and social-emotional functioning. School psychologists must be trained in the use of these measures and techniques, and must be skilled in administering, scoring, and interpreting the results. The data gathered through assessments can be used to identify areas where students may be struggling, and can be used to develop individualized intervention plans. Effective assessment also requires strong communication skills, as school psychologists must be able to explain assessment results to parents, teachers, and other professionals

o **Developing and implementing interventions to address student needs**

This involves using data from assessments to identify areas where students may be struggling, and developing individualized intervention plans to support their academic and social-emotional growth. School psychologists may use a variety of strategies and techniques to address student needs, including behavior interventions, social skills training, and academic support. Effective intervention planning also requires collaboration with teachers, parents, and other professionals to ensure that the student's needs are being addressed in a coordinated and comprehensive manner

o Communicating assessment findings and intervention plans to teachers, parents, and other relevant stakeholders

This involves effectively conveying assessment results and intervention plans in a clear and understandable manner. School psychologists must be skilled in communicating complex information to a variety of audiences, including teachers, parents, and other professionals. They must also be able to listen to and address the concerns and questions of stakeholders, and be able to work collaboratively to develop effective interventions that meet the needs of the student. Effective communication is essential to ensuring that all stakeholders are informed and engaged in the process, and that interventions are implemented in a coordinated and consistent manner

o Providing counseling and support to students who are experiencing emotional or behavioral difficulties

School psychologists must have training and expertise in providing evidence-based counseling services to students, and must be skilled in developing therapeutic relationships with children and adolescents. They may provide individual, group, or family counseling to address a range of emotional and behavioral concerns, such as anxiety, depression, and trauma. Effective counseling also involves collaborating with parents and teachers to ensure that students are receiving consistent support across all settings. School psychologists must be sensitive to cultural and individual differences, and must be able to provide counseling services in a non-judgmental and supportive manner.

o Collaborating with teachers and parents to create positive learning environments for students

School psychologists must work closely with teachers and parents to identify and address academic, social, and emotional concerns that may be impacting student success. They may collaborate with teachers to develop classroom strategies that promote positive behavior and academic achievement, and work with parents to support their child's academic and social-emotional development at home. Effective collaboration also requires strong communication and problem-solving skills, as school psychologists must be able to facilitate constructive dialogue and work collaboratively to develop effective solutions to complex issues. By working collaboratively with teachers and parents, school psychologists can help create a supportive and positive learning environment that promotes the success of all students.

o Maintaining accurate records of assessments, interventions, and progress monitoring

School psychologists must keep detailed records of all assessments conducted, interventions provided, and progress monitoring data collected. This information is used to inform ongoing intervention planning, track student progress, and evaluate the effectiveness of interventions over time. Accurate record keeping is also important for legal and ethical reasons, as school psychologists must maintain confidentiality and ensure that all records are secure and accessible only to authorized personnel. Effective record keeping also requires strong organizational and time-management skills, as school psychologists must manage large volumes of data and documentation while also ensuring that they are meeting all professional and legal requirements.

o Keeping up-to-date with current research and best practices in the field

School psychologists must stay informed about the latest developments in psychology and education research, as well as emerging best practices in assessment, intervention, and counseling. This requires ongoing professional development and engagement with

professional organizations and scholarly publications. Staying current with research and best practices enables school psychologists to provide evidence-based services to students and make informed decisions about assessment and intervention planning. It also enables them to stay up-to-date on changes and developments in the field, and to contribute to ongoing improvements in the quality of school psychology services.

- **Requirements:**

- o **A master's or doctoral degree in psychology or a related field**

School psychologists in Europe typically hold a master's or doctoral degree in psychology or a related field. This education provides the foundation for the knowledge and skills required to provide effective assessment, counseling, and intervention services to students in a school setting.

- o **State licensure or certification as a psychologist**

School psychologists in Europe must be licensed or certified as psychologists in their respective country. This ensures that they meet the necessary professional and ethical standards to provide high-quality psychological services to students in a school setting.

- o **Specific training in school psychology and educational assessment**

They have specific training in school psychology and educational assessment. This includes coursework in assessment, intervention, counseling, and consultation, as well as supervised field experience in school settings.

- o **Strong communication and interpersonal skills to work effectively with students, teachers, and parents**

School psychologists in Europe must possess strong communication and interpersonal skills to effectively collaborate with students, teachers, and parents. Effective communication skills are critical for building relationships, conducting assessments, and delivering counseling services.

- o **Knowledge of child development and learning theories**

They demonstrate a strong understanding of child development and learning theories. This knowledge is essential for conducting assessments, developing interventions, and providing counseling services that are tailored to the unique needs of individual students.

- o **Familiarity with special education laws and regulations**

They are familiar with special education laws and regulations. This knowledge is necessary for understanding the legal and ethical requirements related to assessment, intervention, and counseling services for students with special needs.

- o **Continuing education to maintain knowledge and skills in the field**

They generally engage in continuing education and professional development to stay up-to-date with the latest research and best practices in the field. This ongoing learning is essential for providing high-quality psychological services to students in a school setting.

In summary, a school psychologist in Europe plays a crucial role in supporting the academic, social, and emotional needs of students. They work closely with teachers, parents, and other

professionals to create a positive and supportive learning environment. The requirements for becoming a school psychologist in Europe include advanced education and training, as well as a commitment to ongoing professional development.

POLICY RECOMMENDATIONS FOR SCHOOL PSYCHOLOGY

In this section, all policy recommendations developed by WSPS project partners are listed by country.

GREECE

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1. Political leadership and high-level commitment, together with a robust legal and policy framework that addresses violence against children and school violence and bullying.
2. National policies that promote a safe learning environment, a positive school and classroom climate, and a strong commitment to child rights and empowerment.
3. Collaboration and partnerships. At the national level, this includes partnerships between the education sector and other sector ministries, civil society organizations, academic institutions, professional associations, and the media. At the school level, it includes partnerships involving all stakeholders in the school community, including head teachers, teachers, other staff, parents and students, local authorities, and professionals in other sectors. More specifically, the involvement of all students, including bystanders, and the use of peer approaches, have been a key factor in countries that have made the most progress.
4. Evidence-based approaches, informed by accurate and comprehensive data and systematic evaluation of the effectiveness of existing programs.
5. Training and support for teachers and care and support for affected students. Training in successful countries has focused on developing skills to prevent and respond to school violence and bullying and to use positive approaches to classroom management.
6. The case studies also identified a number of factors that can limit the effectiveness and impact of national responses. Conduct a pan-European survey to gather data on the prevalence of mental health disorders among school-aged children and the availability and accessibility of mental health services in schools.

FRANCE

1. Conduct a pan-European survey to gather data on the prevalence of mental health disorders among school-aged children and the availability and accessibility of mental health services in schools.
2. Develop a common training and qualifications framework for school psychologists across Europe to ensure a high level of professional competency and consistency in the provision of services.
3. Establish a network of school psychology experts across Europe to share information and best practices, and to provide guidance to policymakers on issues related to school psychology.
4. Encourage European countries to adopt a more collaborative approach to the provision of mental health services in schools, including the involvement of parents, teachers, and other community members

5. Encourage research on best practices for the provision of mental health services in schools and the adaptation of these practices to the European context.
6. Promote a more holistic and culturally sensitive approach to mental health services in schools, taking into account the linguistic and cultural diversity of European countries.
7. Encourage the inclusion of Mental health & wellness education as part of the curriculum, which will help not just with identifying early on the signs and symptoms of mental health challenges but also encourages preventative measures and self-care.

RUSSIA

1. Develop and implement EU-wide guidelines for school psychology practice. These guidelines
2. should be based on best practices and should be developed in collaboration with professional organizations, such as the European Federation of Psychologists' Associations (EFPA) and the International School Psychology Association (ISPA).
3. Provide funding and resources to support the professional development of school psychologists, particularly in areas such as laws and regulations, ethical guidelines, and best practices. This could include funding for continuing education, training programs, and research.
4. Develop and implement EU-wide guidelines for the provision of special education services (SES) to ensure that individuals with disabilities have access to an education that is appropriate to their needs. This could include guidelines for assessment, service delivery, and funding for special education services.
5. Increase oversight and monitoring of school psychology practices by EU regulators and oversight bodies to ensure compliance with laws and regulations and to promote best practices.
6. Support the development and implementation of new technologies and tools to improve the delivery of services and support compliance with regulations. This could include funding for research and development of digital tools such as teletherapy, online assessments, and electronic health records (EHRs).
7. Encourage collaboration between school psychologists, educators, mental health professionals, and other organizations to provide more comprehensive services to students and families. This could include funding for joint programs and initiatives, as well as encouraging the sharing of resources and expertise.
8. Establish a European-wide network of school psychologists, educators, and other professionals to share best practices, resources, and to support each other in addressing legal and ethical issues in the field.

TURKEY

School psychology is a vital field that plays an important role in promoting the well-being and academic success of students in schools. At the European level, there are several policy recommendations that can be implemented to improve the effectiveness of school psychology services.

First and foremost, it is essential to ensure that all schools in Europe have access to trained school psychologists. This can be achieved by providing funding for training programs and increasing the number of school psychology positions within schools. Furthermore, school psychologists

should be required to hold a master's degree in school psychology and be certified by the appropriate professional bodies.

Another important recommendation is to promote the use of evidence-based practices in school psychology. This can be achieved by providing training and resources to school psychologists on the latest research and best practices in the field. Furthermore, schools should be encouraged to adopt evidence-based programs and interventions that have been shown to be effective in improving student outcomes.

Another key recommendation is to increase collaboration between school psychologists and other professionals within the school, such as teachers and guidance counsellors. This can be achieved by providing training and resources on how to effectively collaborate and communicate with other professionals within the school. Additionally, schools should be encouraged to establish multi-disciplinary teams that include school psychologists to provide more comprehensive support for students.

Finally, it is important to promote the importance of school psychology at the policy level by raising awareness about the benefits of these services and the positive impact they can have on student outcomes. This can be achieved by promoting research and best practices in the field, and by engaging with policymakers and other stakeholders to advocate for the importance of school psychology.

In conclusion, there are several policy recommendations that can be implemented at the European level to improve the effectiveness of school psychology services. These include ensuring access to trained school psychologists, promoting the use of evidence-based practices, increasing collaboration between school psychologists and other professionals, and raising awareness about the importance of school psychology. By implementing these recommendations, we can help to ensure that all students in Europe have access to the support and resources they need to succeed in school. At the secondary level, there are several key policy recommendations that can be implemented to improve the effectiveness of school psychology services.

One important recommendation is to provide targeted support for students who are at risk for academic and behavioural difficulties. This can be achieved by implementing early identification and intervention programs that target students who are struggling in school. These programs should be evidence-based and focus on addressing the specific needs of these students, such as providing extra academic support or addressing behavioural issues.

Another key recommendation is to increase the availability of mental health services for secondary students. This can be achieved by providing funding for additional mental health professionals within schools, such as school counsellors and social workers. These professionals can work alongside school psychologists to provide comprehensive support for students who are struggling with mental health issues. Furthermore, it's important to create an appropriate and effective referral system to connect students with external mental health services when needed.

Another important recommendation is to provide training and resources for teachers and staff on how to support students with mental health needs. This can be achieved by providing training on the signs and symptoms of mental health disorders and how to support students who may be struggling. Finally, it is important to promote the importance of school psychology services at the secondary level by raising awareness about the benefits of these services and the positive impact they can have on student outcomes. This can be achieved by promoting research and best practices in the field, and by engaging with policymakers and other stakeholders to advocate for the importance of school psychology.

In conclusion, there are several key policy recommendations that can be implemented at the secondary level to improve the effectiveness of school psychology services. These include providing targeted support for at-risk students, increasing the availability of mental health services, providing training and resources for teachers and staff, and raising awareness about the importance of school psychology. By implementing these recommendations, we can help to ensure that all secondary students have access to the support and resources they need to succeed in school.

1. Establishing a European-wide training and certification program for school psychologists working in Turkey at the secondary level. This program would ensure that all school psychologists in Turkey meet the same high standards and qualifications, and would provide ongoing professional development opportunities.
2. Developing a European-wide initiative to promote the use of evidence-based practices in school psychology in Turkey at the secondary level. This would involve providing training and resources to school psychologists on the latest research and best practices in the field, as well as encouraging schools to adopt evidence-based programs and interventions that have been shown to be effective in improving student outcomes.
3. Encouraging collaboration and cooperation between European countries to share best practices and knowledge on school psychology in Turkey at the secondary level. This would involve setting up regular meetings and workshops for school psychologists and other professionals working in this field, as well as creating a platform for sharing research and resources on the latest developments in the field

CYPRUS

In Cyprus, within the framework of the present Erasmus+ project, two focus groups were organized to discuss, exchange ideas, reflect and make policy recommendations on the role of school psychologist, as described above. One group consisted of representatives of the Ministry of Education, academics, school principals, social workers, teachers, educational psychologists, and the other group was with university professors and MA students in School psychology department in University of Cyprus. Both focus groups engaged in a constructive discussion on all the possible dimensions of the role of the school psychologist on the post-Covid era. Many issues were raised:

- According to the Cyprus Law, every child is entitled to free attendance at a public school for the provision of the specified special education and training in accordance with the provisions of this Law. The Council of Ministers ensures:
 - (a) the recruitment of the necessary scientific and other personnel,
 - (b) any necessary scientific and/or other service,
 - (c) the supply of the premises in which the special education provision and training with all the necessary modern educational materials and/or other means and equipment, general or individual, to cover the special needs of each child,
 - (d) all the necessary facilities for smooth movement, activity, practice, entertainment and in general to meet the individual needs of each child.

In order to ensure that every child has the necessary resources for appropriate education, an assessment is carried out on an individual basis and the report of the educational psychologist plays an important role on the final decision. In implementing this mechanism, resources are offered based mainly on individual needs and the educational psychologist's assessment reports open up the

gates of financial and human resource allocation. In this sense, they are forced to follow certain procedures on the basis of individual needs, rather than focus on a broader support of the school.

So, even though the law and the procedures are in place, there are problems and gaps in the application process. For instance, out of the discussion it was clear, that there is no sufficient communication and collaboration among the various government departments and services (NGOs, Associations, etc), resulting to inefficient interventions. Moreover, in our educational system ideally, there is a need for one psychologist to two schools, whereas at the moment we have one psychologist for every 2000-3000 students. Being fragmental, the educational psychologists cannot accomplish the desired expectations of the employees on the first line. A school psychologist cannot coordinate alone the various services. Therefore, more systemic and structured services would offer a supportive net.

- Many issues also arise with the confidentiality. Educational psychologists should comply with the European regulations related to the protection of sensitive information related to the students under assessment and their families. They should be well aware of the European rules, laws and regulations of data protection (GDPR) to be able to protect any information, and process any personal/sensitive data collected to use them in a professional and ethical way in educational settings. They should be aware of the legal and ethical guidelines for their practice in the frames of respect for human dignity. The informed consent from parents or guardians before conducting assessments should be provided to protect all sides, the school psychologist on the one side, the child and his/her parents on the other.
- Another issue raised is the protection of the educational psychologist, through professional liability insurance, if potential legal issues arise.
- Cyprus, the recent years faces extremely challenging situations related to migration, so there is a great number of vulnerable groups including migrants, asylum seekers, refugees, unaccompanied minors. The main challenges are related to adjustment issues to the new environment, the culture, language, religion, diversity etc. impacting their mental health and well-being. A special 2-year program is offered at a school level, by the Ministry of Education, for children of migrants to learn the language, but not any psychological or cultural support. School psychologists can provide counselling and other mental health support to help these students cope with these challenges and succeed in school.

Recommendations were made by the focus groups to give an additional role to the school psychologist to support children that belong to vulnerable groups through opening pathways of respect for diversity of cultures, beliefs, ways of life, thinking and communicating. This could be achieved if the educational psychologist had the opportunity to offer sessions and workshops to all people involved, such as teachers, administrators, parents etc. to work on knowledge, skills, and competences to support cultural awareness and inclusiveness. And this is a good paradigm of how a more systemic approach could enrich education and relate it to the community.

- In relation to racism, the Ministry of Education offers within the framework of the subject called Life Education at the primary school level through which specific issues are discussed by the teachers to tackle racism. Some workshops are offered occasionally by educational psychologists, but it is not often given the opportunity to work with the school management in a more systemic way, to apply and assess formulas for prevention. The University of Cyprus considers anti-racist education and policy very important and emphasizes on a more systemic approach to sensitise its future school-psychologists.

- During the discussions, the issue of burnout of teachers/head teachers was raised. There is no supportive framework and the school psychologist should play an active role in that. Head-teachers had a very heavy burden and disproportionate responsibilities in the pandemic era. In the Cyprus system, head teachers are already overwhelmed with responsibilities and bureaucratic processes. There are no organised efforts but only some seminars offered for teachers and head teachers.

- Unfortunately, the consequences and effects of Covid and subsequently the war in Ukraine and the financial crises, are only partly visible. Prevention measures were suggested to be absolutely necessary. School psychologists should have an important role to that. The Pedagogical Institute of Cyprus and the Department of School Psychology have reported that after covid incidents and cases of behavioural difficulties, depression and violence increased. Social relationships have generally been negatively impacted after Covid, especially for children with special needs. The focus-groups supported that the school psychologist should have the role of supporting the school in cultivating social abilities as a

principle. Additionally, families with children with special needs have become more isolated and this has a very strong effect on their mental health. Dysfunctional families have been at risk at a greater degree, since, for a long period, their needs were not detected, nor catered for. Children's interaction with the social media during the pandemic and the increase in child pornography make the situation even more complex. School psychologists could contribute to tackle the above issues of concern in the form of prevention. A strong suggestion among the professionals involved, was that ideally each school should have its own school-based psychologist to deal with day-to-day challenges. In addition, a 24-hour national helpline and psychologists on-call are measures to contribute to psychological relief.

Based on the above, the role of the school psychologist is multi-functional and multi-dimensional and he/she has to adapt constantly to the needs that appear. As priorities are firstly on emergencies, legal issues, violence, allocation of special needs resources, etc, unfortunately prevention comes last. School psychologist's role should be expanded in all these areas in need, to effectively interact with all support systems, and not to invest mainly on the mechanism of detection, support and follow up of children with special needs.

In the University of Cyprus the selective process of candidates for the Master's Degree in school psychology is based not only on hard skills but on inspiration, vision and passion for change. Critical thinking is an imperative tool that the University develops to its students to face future

challenges and social justice. The 3-year MA course for Educational Psychologists is based on the training standards of the ISPA. In the focus group discussion, a consultation-based model was favoured to a psycho-diagnostic one. The present model is more clinically oriented based on the individuals' pathology. Therefore, the school psychologists function as experts securing resources for individuals, in comparison with a more systemic role that could be based on prevention and changes in the educational system. In the discussion with the professors and academics in the University, the need for a more holistic and preventive approach was discussed. However, the system demands individual-based diagnosis, and they are obliged to work on the medical model because this is the only way for allocation provision within the system. Otherwise, school psychologists could support the school and the community and work more systemically to develop practices to combat racism and diversity.

The health, economic and social challenges associated with coronavirus disease present a range of threats to students' well-being, psychoeducational experiences, and outcomes, spurring fears for a "lost generation" (A.Sullivan, 2021). Massive disruptions and losses, with adversities moderated by the nature of systemic inequity have to be taken into account. If equity and social justice is our aim at public schools, we cannot treat children equally, as some were affected disproportionately. We have to propose foundational considerations and resources to usher a paradigm shift in how school psychologists' roles and activities are conceptualized in the years to come.

Amanda L. Sullivan¹, Bryn Harris², Faith G. Miller¹, Lindsay M. Fallon³, Mollie R. Weeks¹, Celeste M. Malone⁴, Tara Kulkarni⁵, Sherrie L. Proctor⁶, Austin H. Johnson⁷, Eric Rossen⁸, Thuy Nguyen¹, and Elizabeth Shaver¹, A Call to Action for School Psychology to Address COVID-19 Health Disparities and Advance Social Justice, *School Psychology*, 2021, vol 36, no 5

ROMANIA

Regulations of interaction between school, teachers and parents are an important aspect of education. These regulations are designed to ensure that all parties involved in a child's education have a clear understanding of their roles and responsibilities, and that communication is effective and productive. It can include laws and policies at the federal, state, and local level which provide guidelines for the administration, teachers, parents and students, to ensure that everyone is aware of their rights, obligations and responsibilities.

At the state and local level, there can be policies and regulations that govern fields such as curriculum standards, assessment, teacher certification, and student discipline. These can ensure that students receive a high-quality education that is consistent with the state or local educational goals and standards.

Regulations vary by each state and country. Generally, schools are required to have policies in place for communicating with parents and guardians, for example: regular progress reports and parent- teacher conferences. Teachers are typically required to maintain records of their interactions with students and parents and to communicate with parents about their child's progress. Parents also have a responsibility to stay informed about their child's education and to communicate with the school and teachers as needed.

Every year, children make countless transitions between two learning environments - home and school. They also move between two sets of educators - parents and teachers. If these two

contexts are not connected, there is a risk that the children's academic and behavioural needs will be lost in translation. The well-being of children is a shared responsibility between parents and teachers because education never stops, but achieving the desired outcome effectively, can be a constant challenge even for experienced primary school teachers. Therefore, from offering a simple smile to fostering a sense of trust, regulations have been made in order to help in the process.

As teachers and parents develop a close collaborative relationship, students will begin to form a unique trust with their teachers. Then they will witness the caring of both parties and begin to contribute their part to the partnership.

The collaboration between teachers and parents helps students realise the investment the two parties have already made in their development. Consequently, there will be more effort put into achieving academic goals to avoid disappointment from both teachers and parents, whom they trust and admire.

Students are also likely to develop respect for their teachers once they see how teachers respect their parents. Moreover, students and their parents will talk about many things that happen in the classroom, thus developing a clear link between life at home and at school.

Teachers are responsible for delivering the curriculum and providing students the knowledge and skills they need to succeed in school and beyond. They are also responsible for creating an environment that is conducive to learning and where students feel safe, respected and valued. Teachers are role models for their students and have a direct impact on their academic progress. Furthermore, teachers can also serve as a positive role models for their students by showing them through example, how to be responsible, respectful, and ethical individuals. They can demonstrate the importance of hard work, perseverance, and dedication, which can inspire students to adopt similar attitudes and behaviours. They strive to provide the best possible education for their students and are constantly looking for ways to improve their teaching methods and strategies. They also need to communicate with parents and other stakeholders to ensure that students receive the support they need to succeed.

Parents also play an important role in the academic and personal development of their children. They are responsible for creating a safe and supportive environment in which their children can learn and grow. They are also responsible for setting high expectations for their children and providing them with the resources and support they need to be successful. Parents are their children's first and most important teachers and have a direct influence on their children's academic progress. By becoming involved in their child's school life, parents show that schooling is worth their interest and time.

Parents can inspire enthusiasm in their children and instil in them the important realisation that learning can be not only rewarding but also fun and worth the effort it requires. By paying attention, showing interest and praising good performance and behaviour, parents motivate their children to keep up the spirit of hard work and do more of what leads to success.

Parents' role modelling is a crucial factor in their child's positive educational outcomes. Children are likely to behave and speak in the same way as their parents. For example, when parents are unsatisfied about some things at school, they should address it to the school in a friendly way. The tone taken at home when discussing the matter should express the parents' respect for the teacher; this will help children to respect their teachers also.

The parents' positive attitude towards learning will shape the children's attitude and success at school.

The norms of family conduct may not be the same as those in society or at school. There may therefore be several issues, particularly when the school rejects or ignores the culture of its

students, this causes a cultural conflict. Such a scenario (cultural conflict) can be caused by a monocultural curriculum and a teacher that is insensitive to the needs and cultural variations of his or her students.

When teachers and parents work together, they can create an environment that is conducive to learning and where students feel safe, respected and valued. They can identify and address the specific needs of each student and create personalised learning experiences that help students reach their full potential.

One of the most important rules for interaction is the requirement for regular communication. This includes regular parent-teacher conferences where parents can discuss their child's progress and ask questions about their child's education, grades and attendance. Teachers are also required to inform parents of their child's progress through regular progress reports and report cards. This regular communication helps ensure that parents are aware of their child's strengths and weaknesses and can work with the teacher to provide the support and guidance their child needs to succeed.

Good teacher relationships focus on their interactions and cooperation. In order to deal with day-to-day issues, a good learning environment at school requires the development of a culture of cooperation among instructors and the best relationships between teachers and administrators. The school's policy is more likely to originate through debates and meetings in an effective school than it will from one man's or woman's viewpoint.

All instructors at a school should work together and adopt a consistent strategy to deal with students' inappropriate behaviour. The goal should be to foster an environment at school that supports students' positive attitudes and actions while discouraging those that interfere with the institution's regular operations. To do this, schools should implement new regulations, support training programs for acceptable conduct, and create backup plans. A supporting program for creating a pleasant school atmosphere should be created and implemented by teachers themselves. In order to develop good attitudes and strategies for coping with school indiscipline, the right curriculum, counselling, advice, and training must be given to parents and guardians in addition to instructors and students.

Particularly in terms of the prevention, planning, and execution of plans for unwanted behaviours, parents and guardians of students may play a vital role. To help parents have better contact with their own children, instructors should let them know what is happening in the classroom and provide them with advice on how to do so. When it comes to students, instructors should work to foster cooperation in an atmosphere that values tolerance, respect, creativity, conversation, and tolerance for social diversity and differing opinions.

Improving attendance through creating a positive school culture is a duty often forgotten by many schools, as they place so much emphasis on everything else but not the fact that students should want to be there in the first place.

By identifying and solving any factors that may be preventing students from attending school, such as lack of transportation or lack of access to child care, monitoring and tracking attendance and patterns of absenteeism, schools facilitate an excellent environment that cares for its students, for the way they live outside the institution. Many students lack comfort in their own homes and seek it in school in many forms such as: expecting a warm meal or snack, enjoying the comforting presence of a favourite teacher or even attending some sort of therapy. Many shortcomings can be fulfilled by schools and teachers if attention to their needs is being paid. A welcoming and safe school, may be proactive, and when there is balance between consequences and incentives, students perceive and adapt easily the values of the school community.

Implementing alternative education programs by teachers and school which offer education programs such as online classes, home schooling, and night classes to support students who are unable to attend traditional school as well as providing mental health support.

Active participation, such as volunteering in the classroom or attending school events, as well as passive participation, such as being informed about school policies and procedures, represent a great tool. Studies have shown that parental involvement can have a positive impact on a child's academic performance, and it is important that schools encourage and facilitate parental involvement.

Another provision is the obligation of teachers to maintain confidentiality in relation to the education of a child. This means that teachers must not disclose personal information about the child or his or her progress in school without the consent of the parents. It's also important to note that teachers should be aware of the sensitive nature of some information and should handle it with care and discretion. For example, information about a student's mental or physical health, or information about a student's family situation should be kept confidential and should only be shared with authorized personnel. This is an important provision that helps to protect a child's privacy and ensure that parents have control over the information that is shared about their child.

There are also rules to ensure that any disciplinary action taken by teachers or administrators is fair and reasonable. These include procedures for dealing with student misconduct, such as detention or suspension, and procedures for dealing with complaints or concerns from parents or students. These rules help to ensure that the disciplinary process is transparent and that the rights of all parties are protected. Schools must have policies that address any issues related to discrimination or harassment. Discrimination and harassment can have a negative impact on the academic and social development of students, and can create a hostile and unsafe environment for learning.

Anti-discrimination policies should be in place to prohibit discrimination based on race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, and disability. These policies should also prohibit retaliation against those who report discrimination or harassment. Anti-harassment policies should also be in place to prohibit harassment based on the same protected categories and to prohibit retaliation against those who report it. Additionally, schools should have a process in place for reporting and investigating complaints through a fair and impartial process, and should protect the rights of all parties involved. Moreover, schools should have a clear and effective protocol for addressing and addressing discrimination and harassment when it is reported. This should include providing support services for victims, as well as taking disciplinary action against those who are found to have engaged in discriminatory or harassing behaviour.

Overall, having policies in place that address discrimination and harassment is essential for creating a safe and inclusive environment for learning, and it's the responsibility of the school administration to ensure that these policies are effectively implemented.

For youngsters, modelling good behaviour is crucial. They are more content and enjoy the praise when they are aware that their good behaviour has been recognized and rewarded. The students will want to do well in order to succeed and gain more encouragement and acceptance if they behave well, which encourages incentives and praise. Self-confidence and motivation are boosted by this. As they learn, kids will grow more independent.

Children are far more likely to react positively if everyone in the school community follows the same guidelines and methods for handling behaviour. Regardless of who is speaking to the children about their behaviour, they will be aware of the spectrum of incentives and dispensations as well as the sequence in which they will be applied. Several different professions who are

currently employed in schools have been impacted by workforce re-modelling. Support workers, midday supervisors, and others in charge of the extended school program should be aware of the value and effects of consistent practices. Additionally, it is crucial that support employees receive status inside the institution so that they are valued on par with fully certified personnel.

When parents and teachers work together, they can create a strong support system for students that can greatly benefit their academic and social development. A strong relationship between parents and teachers can also help to build trust and mutual understanding, which in turn can lead to better communication and cooperation. Any concerns or issues that may affect a student's learning and develop strategies to support student success. They can also share important information about the student's background, interests, and needs, which can help teachers to better understand and connect with each student.

Additionally, when parents and teachers collaborate, they can create a positive and supportive learning environment that promotes student engagement and motivation. They can also help to instil positive values and attitudes in students, such as the importance of hard work, perseverance, and dedication, which can be valuable assets for success in school and in life.

Furthermore, when support from school is added, students will feel safe, happy and valued at home and school. They will have a sense of belonging, which is vital for their academic and social development.

In summary, when parents and teachers forge close ties and work together for the benefit of students, it can be greatly beneficial for all parties involved. A strong relationship between parents and teachers can help students succeed in school and feel happy and safe at home.

ITALY

Einstein asserted that every individual is a genius in himself, but that if you judge a fish by his ability to climb trees, he will spend his entire life believing himself stupid. This seemingly trivial and provocative phrase turns out to be imbued with a broad and far from frivolous meaning, offering different keys to interpretation as well as various overviews from which to overlook and explore such thinking, chewing up extremely interesting discourses, from every point of view. Undoubtedly, one of the pivotal topics revolving around the theme of intelligence is that related to the school environment and the relationship that children have with the school environment, professors, classmates and the evaluations obtained during the year. It is precisely on this last point that most attention is focused: that is, there is a question about how much the evaluations affect about a pupil's psychological and physical well-being and how much children feel labeled by that number.

Psychology has spoken out several times on the subject of individual intelligences, delving into the topic through studies and observations, stating that the brain turns out to be divided anatomically and functionally into 4 lobes, the Frontal, Parietal, Temporal and Occipital lobes, respectively, each deputed to perform certain and precise tasks and "specialized in a given area," which contribute to making each individual unique and different from the other.

Our category, namely that of Psychologists in the school setting, began to take a more defined shape with the 2016 bill (No. 2613), which reads as follows:

"The presence of the psychologist in the Italian school, beyond specific situations regulated by law, is not defined by a norm that sees its stable inclusion, aimed at all requesting users, but leaves to the schools of autonomy the possibility of making use or not of this service, through agreements with local health authorities, with regional school offices, with students and their

families on resolution of the collegiate bodies, with the contribution of institutions, banking institutions, associations, parents, or through the Institute Fund.

It should be pointed out that in the face of ever-increasing needs for psychological support, which require the presence of multi-professional skills in the school, Italy has remained the only European country not to be equipped with this now necessary figure: the school psychologist.

In many school realities, however, very productive experiences have developed in recent years, difficult to summarize, consisting of listening centers to support the delicate developmental process of adolescence, reception projects, school guidance centers, with a function of counseling, tutoring and so on. A "bridge" figure then, that of the psychologist, between school and family, school and social-health services, teachers and pupils, school work, the world of alternation, a "spy" of discomfort or potential pathologies, a potential support to counter the phenomenon of "cyberbullying," but also a detector of attitudes, interests, cognitive styles, a point of reference for the adolescent. A presence, today indispensable, not so much and not only in emergency contexts, but continuous, daily, an integral part of the three-year plan of educational offerings.

BILL

Art. 1.

(Establishment of the figure of school psychologist)

1. The professional figure of the school psychologist is established in schools of every level and grade in order to support the development and formation of the child's personality, to support educational institutions and families, and to counter and prevent the phenomena of school dropout and abandonment, bullying and youth distress.

Art. 2.

(Operational modalities)

1. The school psychologist works under the direct reports of the school principal and, at the request of the latter, makes written opinions and suggestions on all areas of intervention referred to in Article 3. At the request of class councils, the manager shall arrange for the psychologist's participation in classes in order to observe the existing relational climate and improve its effectiveness.

2. The psychologist, as a result of the observations made during the lessons, reports the outcomes to the executive and provides the class councils and the board of teachers with any useful elements for the improvement of the relational dynamic, the personalization of the educational offer and the evaluation of the pupils.

3. The psychologist, on the recommendation of the school head, convenes parents and organizes interviews with the family and any other person he or she deems relevant to the pupil's development.

4. The psychologist shall access all information on pupils in the possession of the educational institution.

Art. 3.

(Areas of intervention)

1. The work of the school psychologist includes the following areas of intervention:

- (a) support for pupils' personality building and life skills development;
- (b) provision of an empowering and motivating learning environment;
- (c) support for the well-being of pupils and school staff;
- (d) early detection of situations of deviance, such as bullying and cyberbullying, and distress, such as eating disorders and addictions, as well as special educational needs;
- (e) support and training, towards teachers, regarding specific developmental age problems and any relational difficulties existing within the classroom and between teachers and pupils;
- f) support and training, in respect of teaching staff and administrative, technical and auxiliary staff (ATA), for better management of situations of discomfort;
- (g) psychological counseling aimed at families for parenting support;
- (h) interaction, when required, with other professionals working in various capacities within the school.

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-And yet, despite the undoubted importance that psychological support offers to the school system and all its components, there are currently no measurements to investigate (as well as finally shed light on) the impact they really have in this area, this is because NO ONE really measures whether the said "service" really works.

And it is precisely on this topic that this paper is concerned, which aims to investigate about the strengths and weaknesses of Italian policy recommendations regarding the school issue, with particular regard to the inclusion of psychologists in that environment;

Therefore, we have stipulated and designed some "POLICY RECOMMENDATIONS," more precisely three for the evaluation of the impact of psychologists in school settings.

With regard to this point, it is important to make it clear that (in addition to impact) we want the needs of the school to be analyzed, which may be different depending on the school setting, and therefore avoid making random calls for proposals.

The 3 policy recommendations we developed, under this aspect, are as follows:

- 1) Annual (or initially semi-annual) statistics carried out on the national territory to monitor the progression/decline of cases of bullying or discrimination of any kind in schools, after the entry of the figure of the school psychologist;
- 2) Annual (or initially semi-annual) statistics carried out on the national territory apt to monitor the progression/decline of cases of depression-DOC-anxiety disorder-eating disorders and injury acts etc. in schools, after the entry of the figure of the school psychologist. This point assumes a fundamental value in that, as certain disorders are intrusive in the adolescent age group (despite the fact that news events and statistics are showing how, for example, eating disorders are affecting even the youngest children), in order to help these children take charge of their lives, name their problem, deal with it at home and prevent progress or the onset of further suffering;
- 3) The administration of a school well-being questionnaire such as the QBS 8- 13:

"The QBS 8-13 aims to analyze the well-being of children and young people aged 8 to 13 at school through three questionnaires that consider the views of parents, teachers and the pupil himself." Such a questionnaire should be administered at the beginning and end of each school year, going to analyze whether such investigated WELL-BEING has undergone a pleasant improvement after the entry of the professional figure of the school psychologist.

We also propose to include, within this criterion of analysis, our Perception of School Psychologists in Europe and Beyond, that is a publication that is part of Erasmus+, Project "The Worldwide School Psychological Support in the Post-Covid Era," approved by the Agence Erasmus+ Education et Formation;

This paper includes research for the analysis of needs in schools about the professional role of the School Psychologist and includes:

1. A methodology for the analysis of needs in schools;
2. Some cross-national comparisons and results of the needs analysis;
3. A needs analysis for the application of psychological skills in the school education system through qualitative and quantitative indicators;

It seems appropriate to mention that this research involved school teachers from over 80 institutions, 279 teachers from the 8 countries participating in this project: Italy, Romania, Russian Federation, France, Cyprus, Greece, Turkey and Malta.

MALTA

Regarding the need for specific training as well as appropriate induction/socialization processes of the figure of the psychologist in schools, the proposals that seemed most appropriate to put forward turn out to be the following:

- 1) Need for a paid training internship in schools, the latter chosen by age group that the candidate psychologist prefers to deal with, based on the skills acquired and the training course behind;
- 2) Possibility of placing multiple school psychologists in each school, based on the number of students enrolled and age groups to be treated and, statistics in hand, subsequently assessing the improvement of students belonging to the school plexus;
- 3) A listening desk, with a mandatory totality of hours, for teachers within the school plexus. This proposal carries important weight because it is proposed to further normalize the figure of the psychologist (it is known that the vast majority of adults reject such support or label in a bad way those who turn to a mental health professional for any problem) and monitor not only the well-being of students but also that of school personnel.

EVALUATION OF THE RECOMMENDATIONS

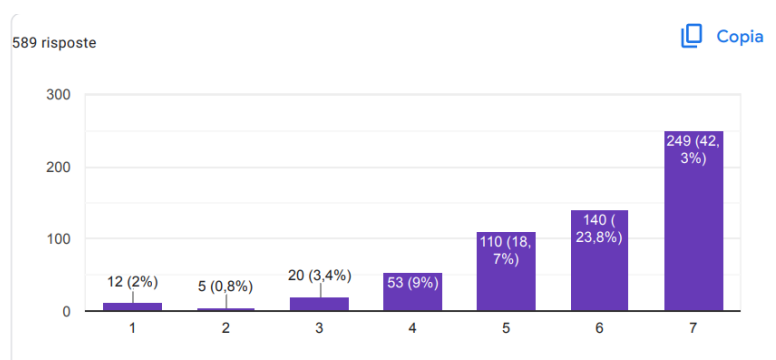
The evaluation of the policy recommendations proposed in IO3 was a crucial step in assessing the potential impact of the document. To evaluate the recommendations, a committee of more

than 605 experts, including lawyers, policymakers, psychologists, school directors, and teachers, have been assembled to review the policies in terms of their efficacy, usefulness, and feasibility. The data collected from this evaluation has been statistically analysed and presented in this document, providing insights into the strengths and weaknesses of the proposed policies and highlighting areas for further improvement. The evaluation ensures that the policy recommendations are evidence-based and relevant to the needs of the school education system in Europe, ultimately contributing to the promotion of high-quality school psychology services and the improvement of psychological health for students, families, and teachers.

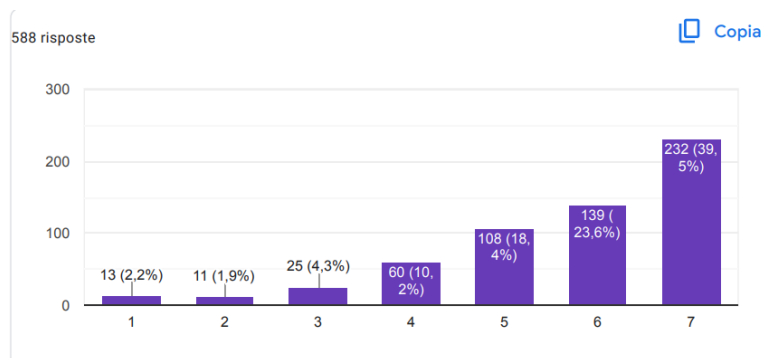
In conclusion, the evaluation of the policy recommendations for school psychology in IO3 has been a resounding success in terms of the statistical analysis of the data. The feedback from the Committee of experts, including lawyers, policy makers, psychologists, school directors, and teachers, has been overwhelmingly positive, confirming the efficacy, usefulness, and feasibility of the policies proposed. This positive feedback indicates that the policy recommendations are well-aligned with the needs of the target group, and that they have the potential to improve the psychological health and well-being of families, students, and teachers, as well as promote social inclusion and intercultural dialogue. It is hoped that these policy recommendations will be adopted at European, national, regional, and local levels, and that they will serve as a catalyst for the implementation of high-quality school psychology services across Europe.

Policy No. 1: Need for paid training placements in schools, the latter chosen according to the age group the psychologist candidate prefers to work with, based on the skills acquired and the training undertaken

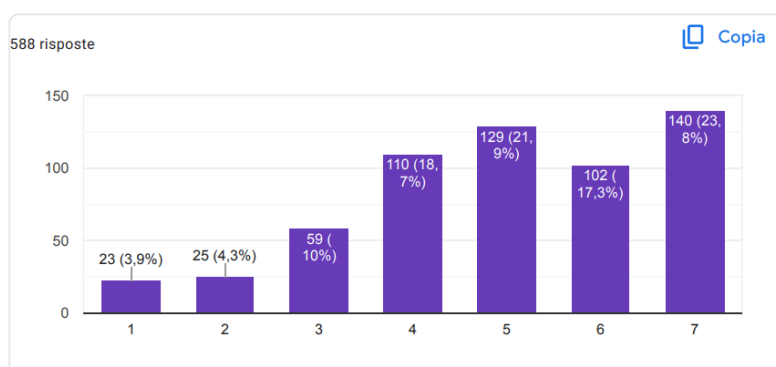
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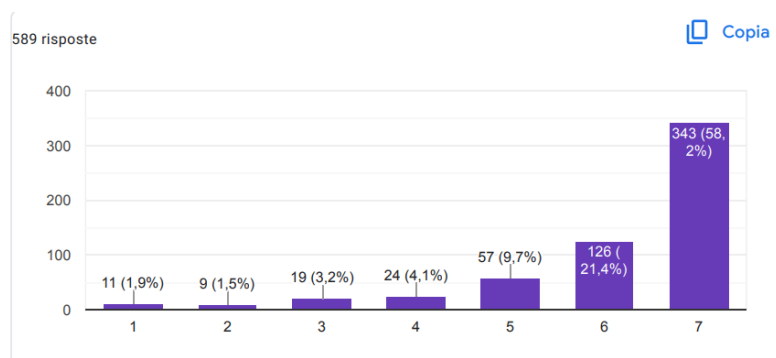


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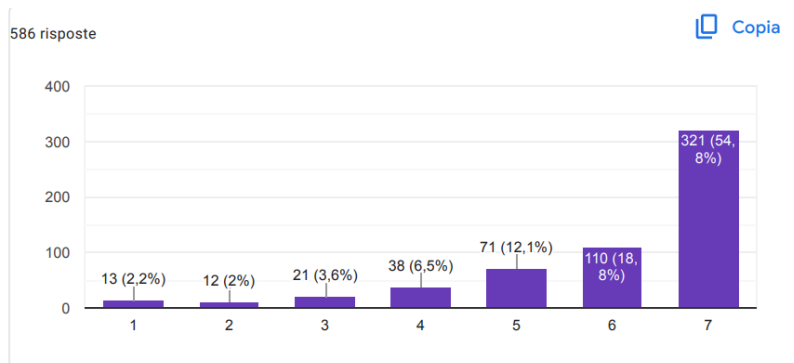


Policy No. 2: Possibility of placing more school psychologists in each school, depending on the number of students enrolled and the age groups to be treated, and, statistics in hand, subsequently assessing the improvement of the students in the school plexus

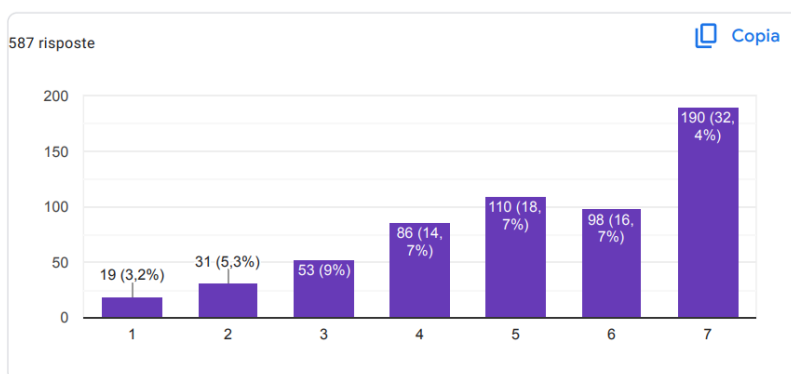
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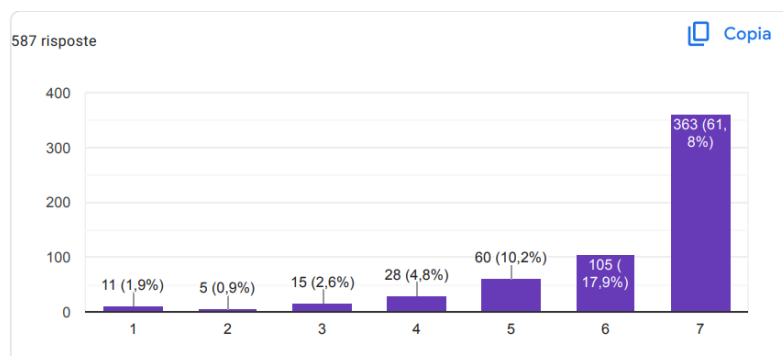


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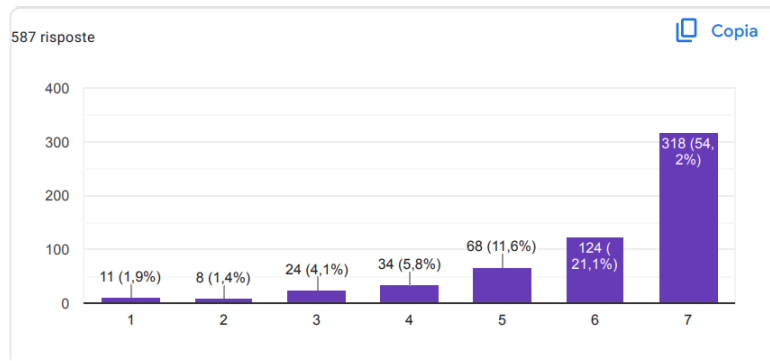


Policy No. 3: A listening desk, with a compulsory number of hours, for teachers within the school complex. This proposal is important because it proposes to further normalise the role of the psychologist (it is well known that the vast majority of adults repudiate this support or label negatively those who turn to a mental health professional for any problem) and to monitor not only the well-being of the students but also that of the school staff.

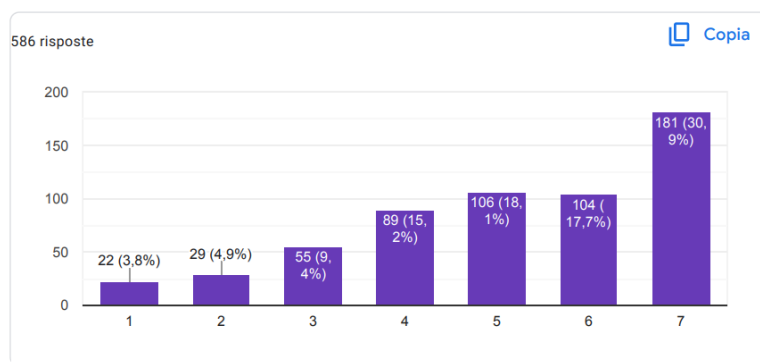
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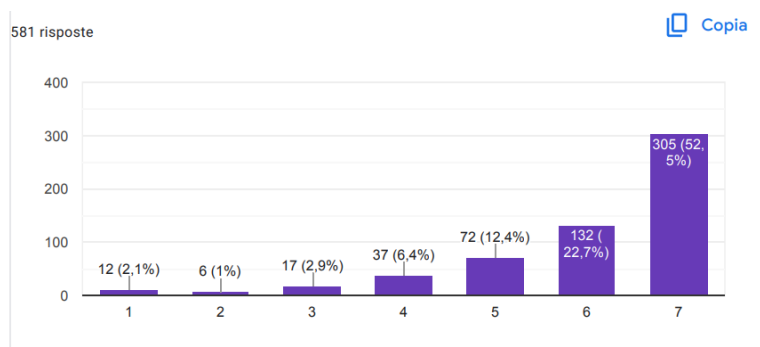


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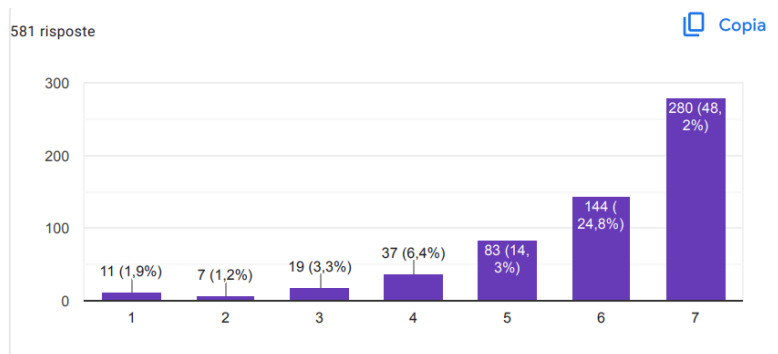


Policy No. 4: Annual (or initially six-monthly) statistics carried out nationwide to monitor the trend/decline of cases of bullying or discrimination of any kind in schools, after the inclusion of the school psychologist role ;How much more effective do you think schools can be with this recommendation?

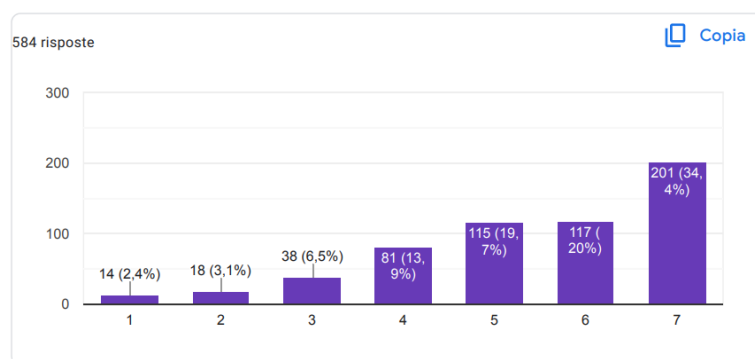
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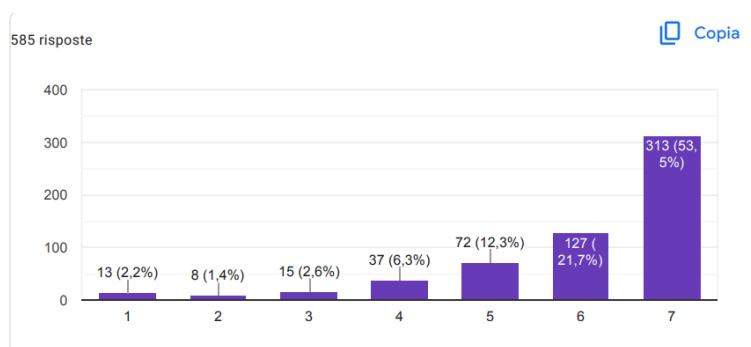


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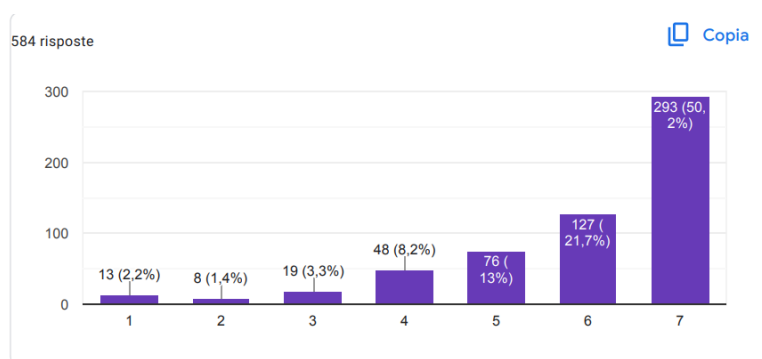


Policy No. 5: Annual (or initially six-monthly) statistics carried out throughout the country to monitor the progression/decline of cases of depression-DOC-anxiety disorders-eating disorders and acts of aggression etc. in schools, after the inclusion of the school psychologist role

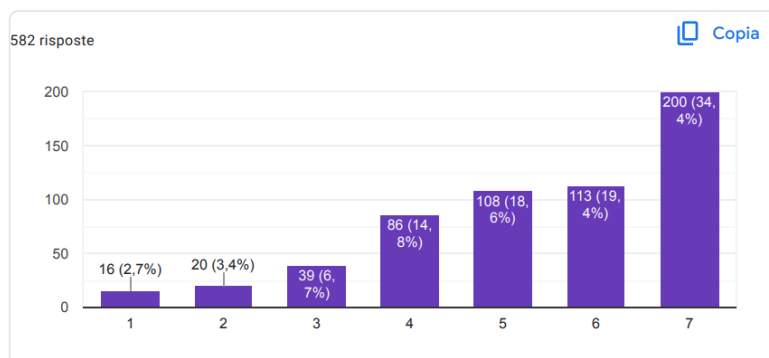
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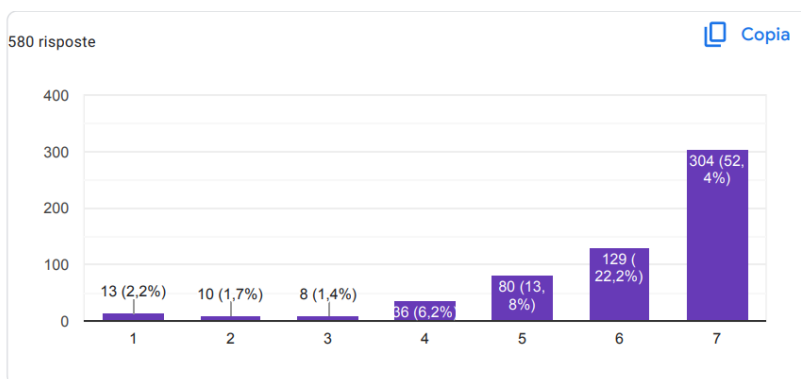


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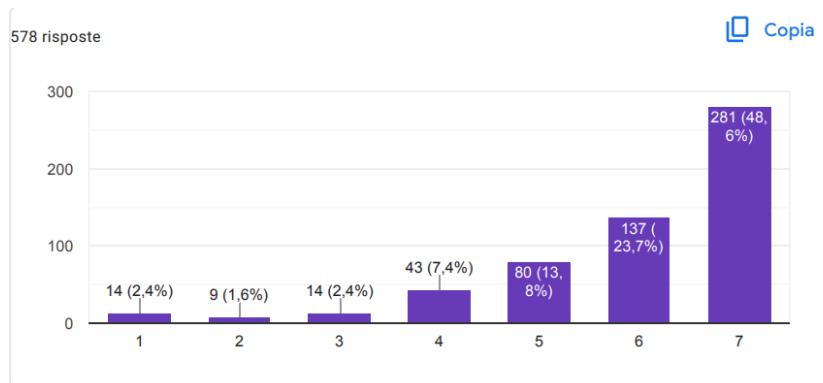


Policy No.6: Administration of a questionnaire on school well-being, such as the QBS 8-13: "The QBS 8-13 aims to analyse the well-being of children and young people aged 8-13 at school through three questionnaires that consider the opinions of parents, teachers and the pupil himself. This questionnaire should be administered at the beginning and at the end of each school year, analysing whether this investigated WELL-BEING has improved after the entry of the professional role of the school psychologist

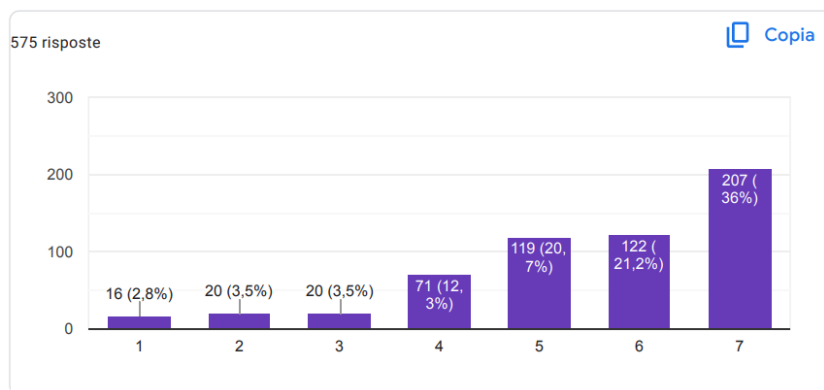
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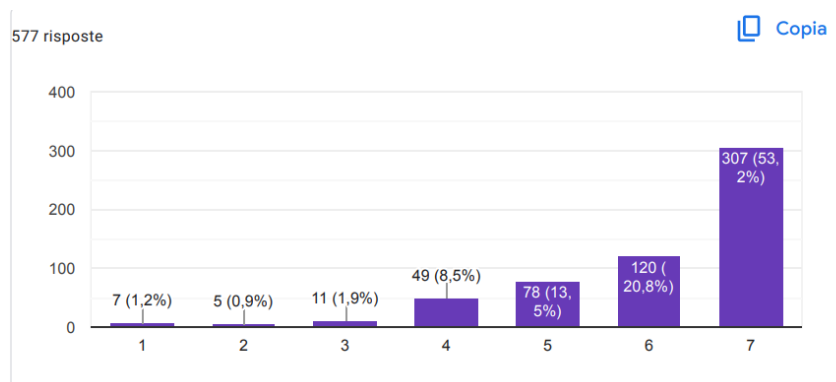


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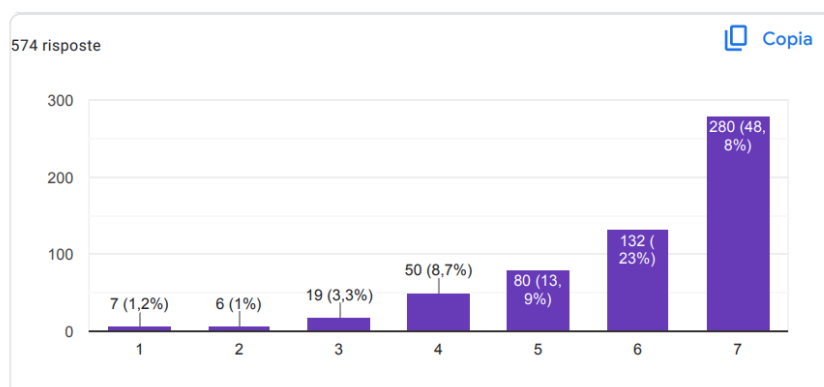


Policy N°7: Political leadership and high-level commitment, together with a strong legal and policy that addresses violence against children and bullying in schools.

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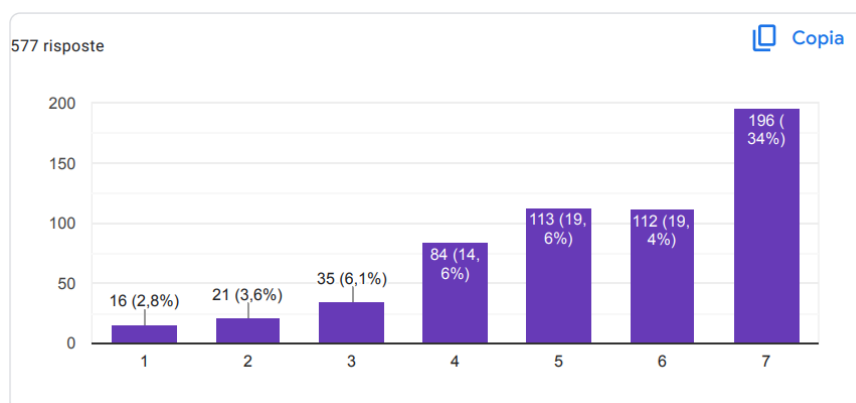


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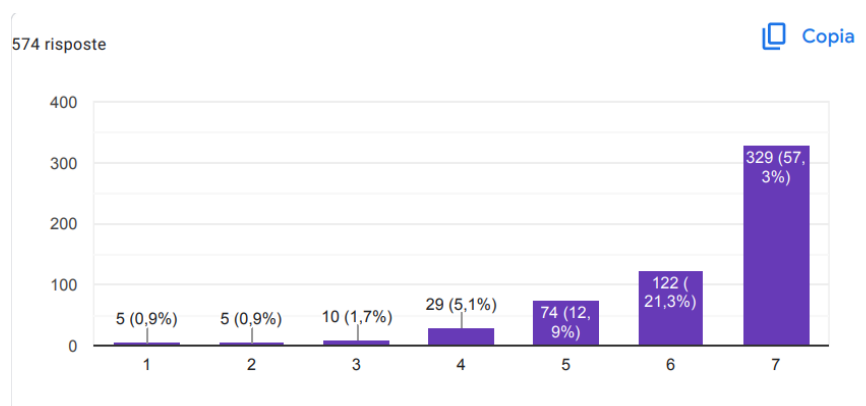
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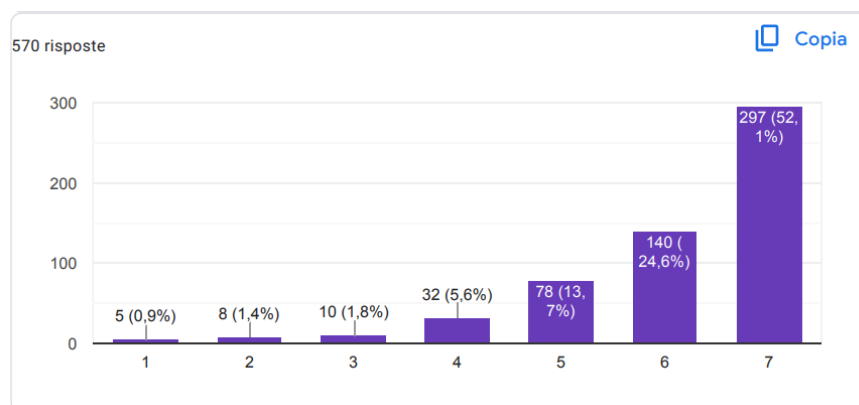


Policy n°8: National policies that promote a safe learning environment, a positive school and classroom climate positive school and classroom climate and a strong commitment to children's rights and empowerment.

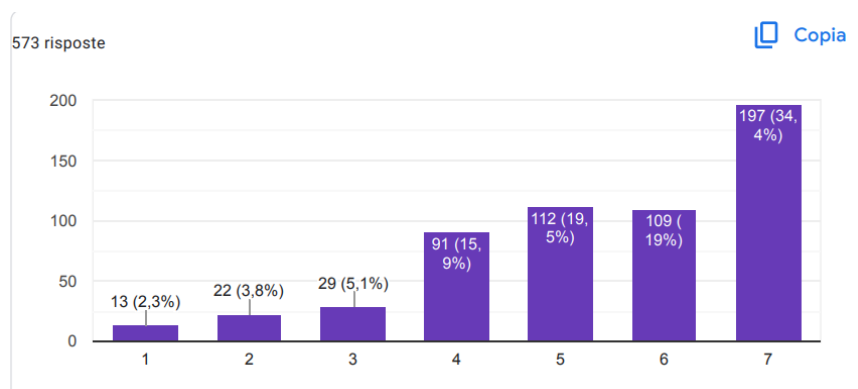
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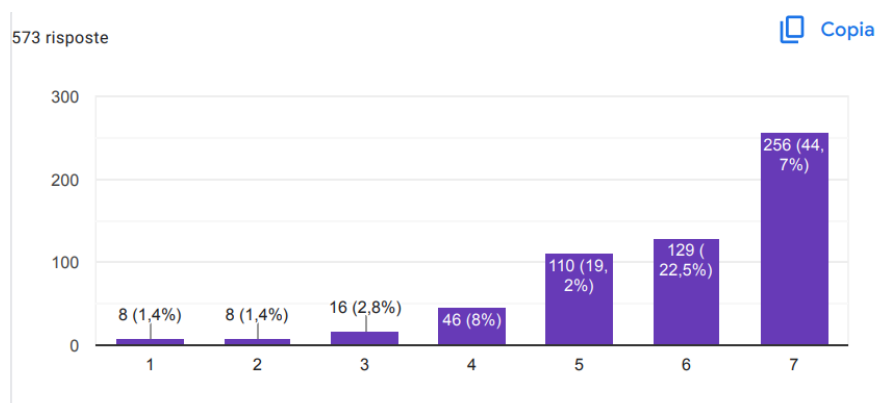


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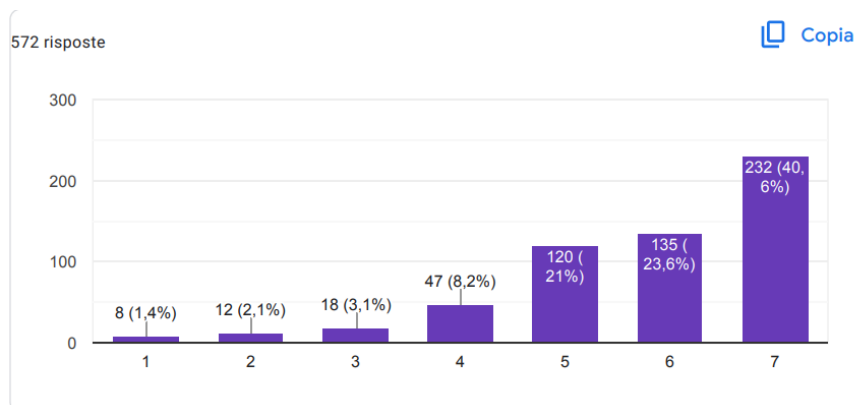


Policy n°9: Collaboration and partnerships. At national level, this includes partnerships between the education sector and other ministries, civil society organisations, academic institutions, professional associations and the media. At the school level, it includes partnerships involving all stakeholders in the school community, including headmasters, teachers other staff, parents and students, local authorities and professionals from other sectors.

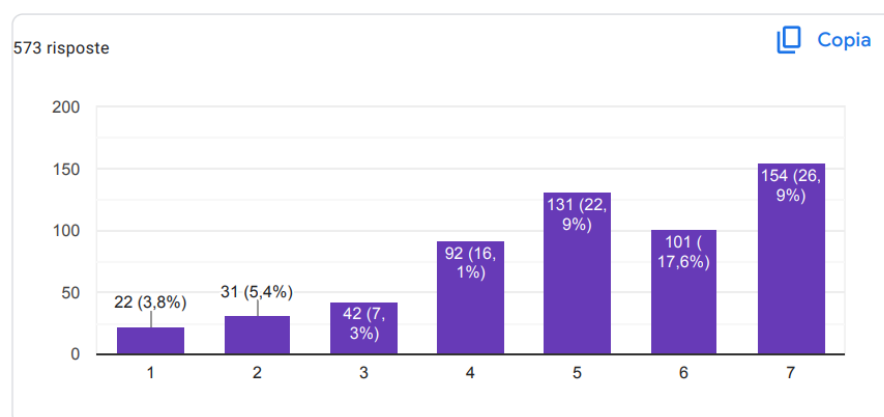
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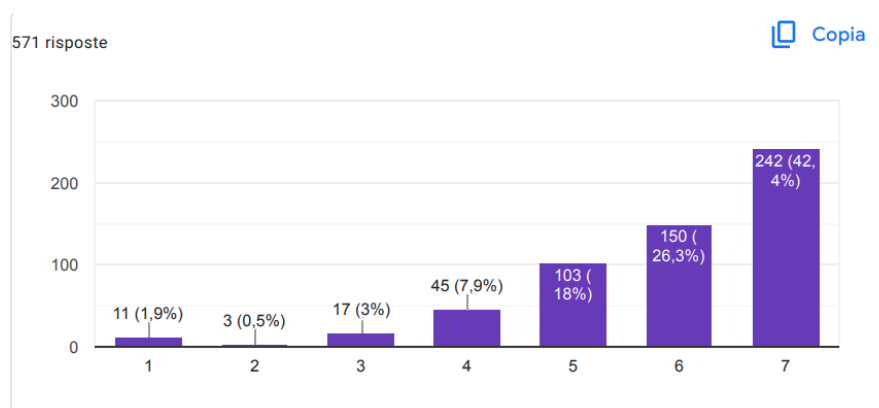


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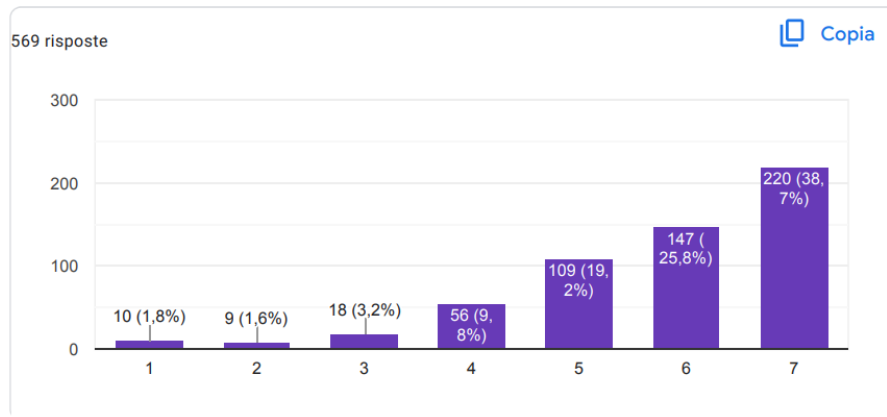


Policy n°10: Evidence-based approaches, informed by accurate and comprehensive data and a systematic evaluation of the exercise of existing programmes.

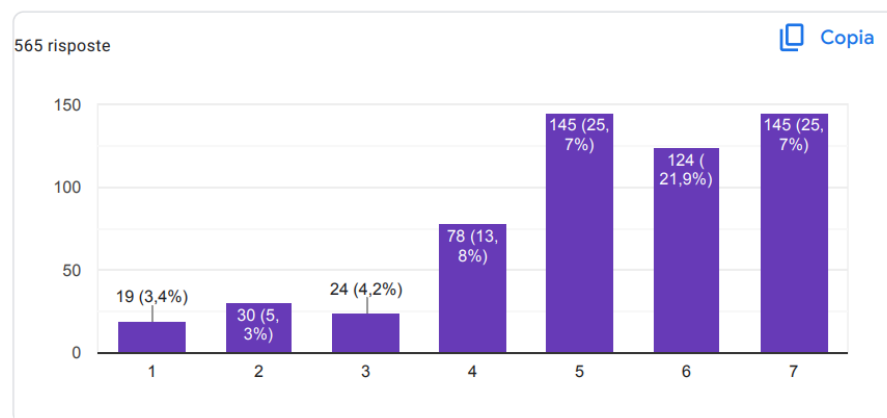
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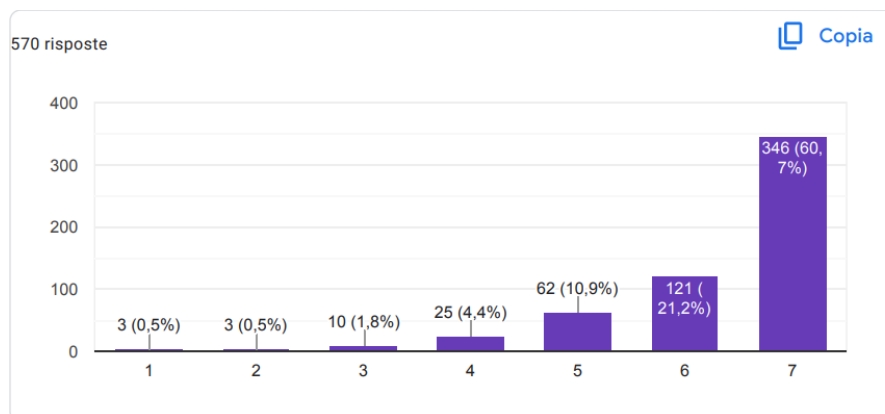


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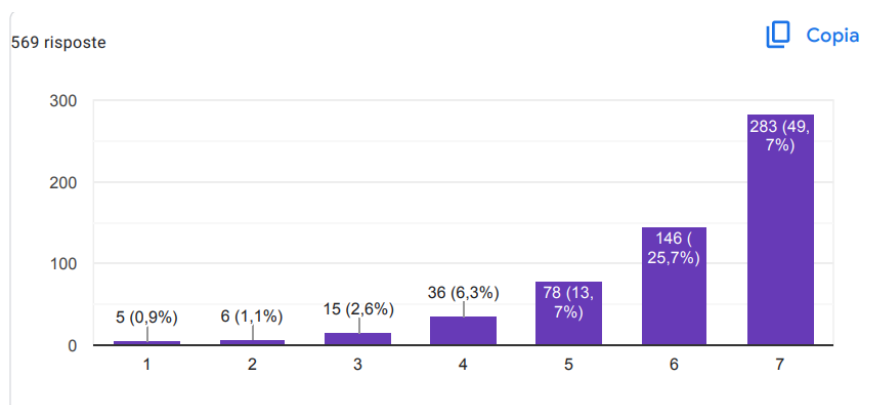


Policy n°11: Training and support for teachers and assistance and support for students affected. In successful countries, training has focused on developing skills to prevent and respond to school violence and bullying and to use positive approaches to classroom management.

How much more effective do you think schools can be with this recommendation?

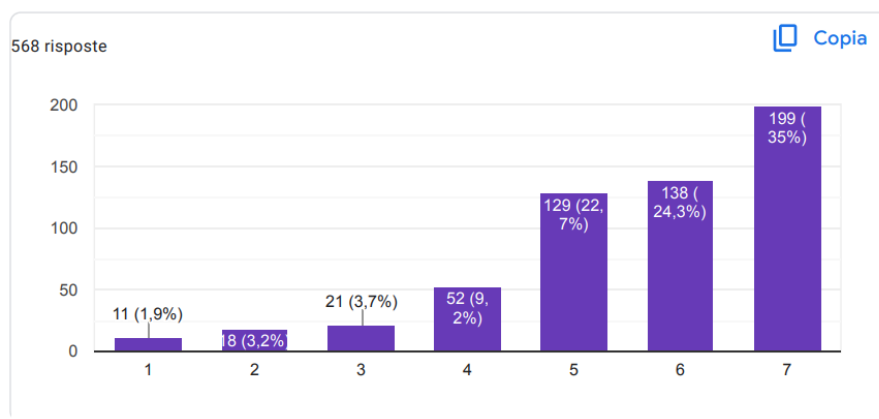


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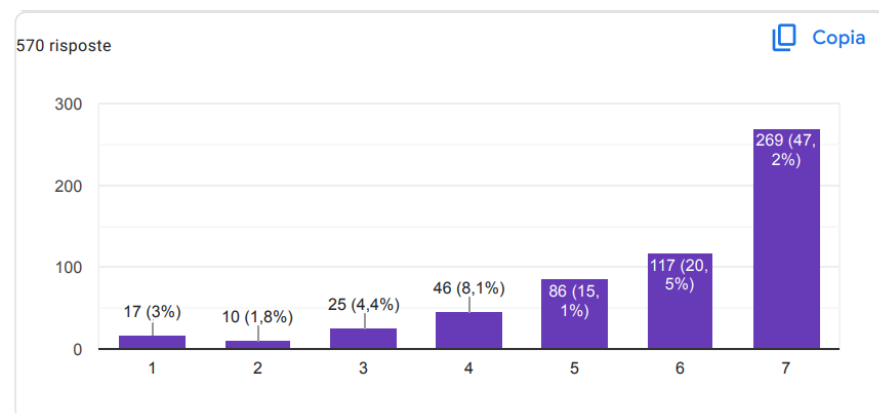
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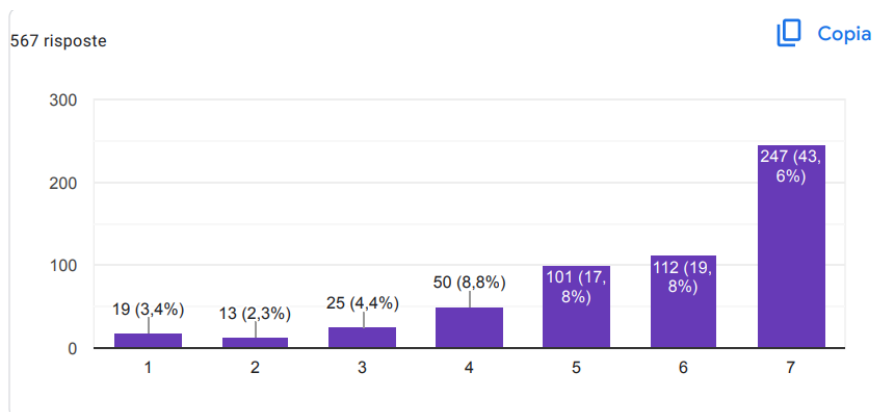


Policy n°12: Conduct a pan-European survey to collect data on the prevalence of mental among school-age children and on the availability and accessibility of mental health services in schools.

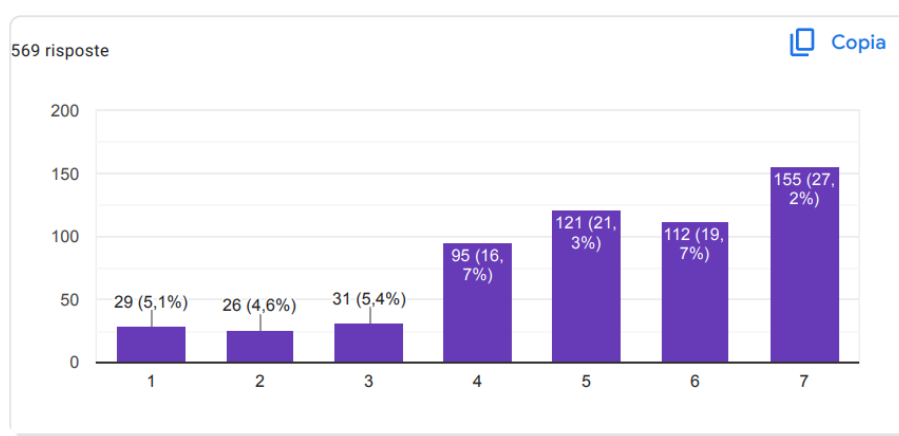
How much more effective do you think schools can be with this recommendation?



How much do you think schools can benefit from this recommendation?

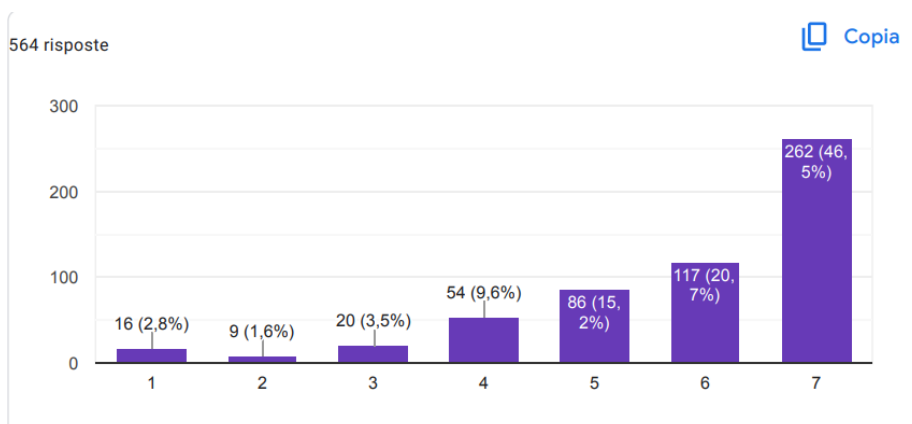


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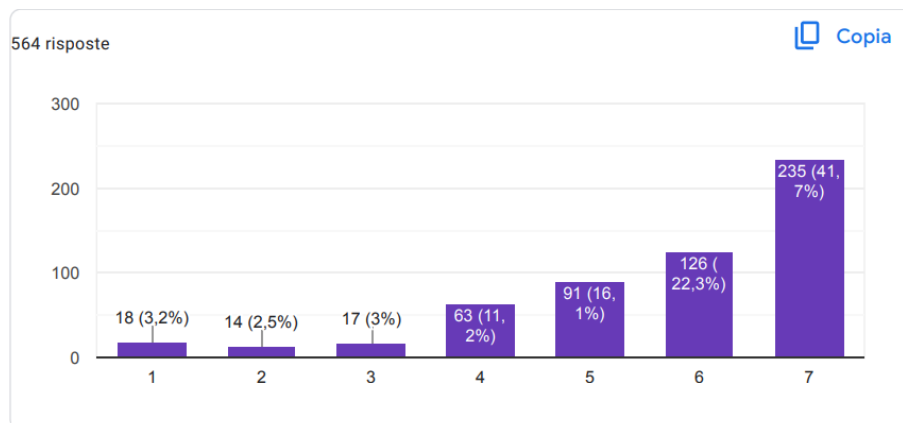


Policy n°13: Conduct a pan-European survey to collect data on the prevalence of mental disorders among school-age children and on the availability and accessibility of mental health services in schools

How much more effective do you think schools can be with this recommendation?

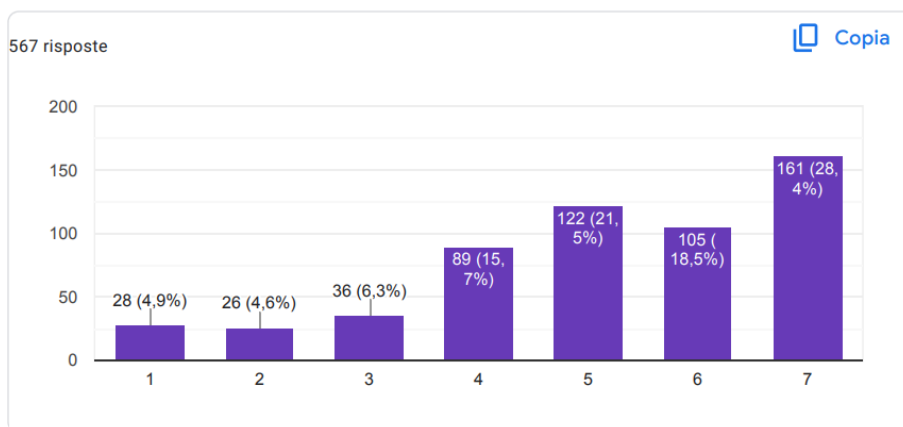


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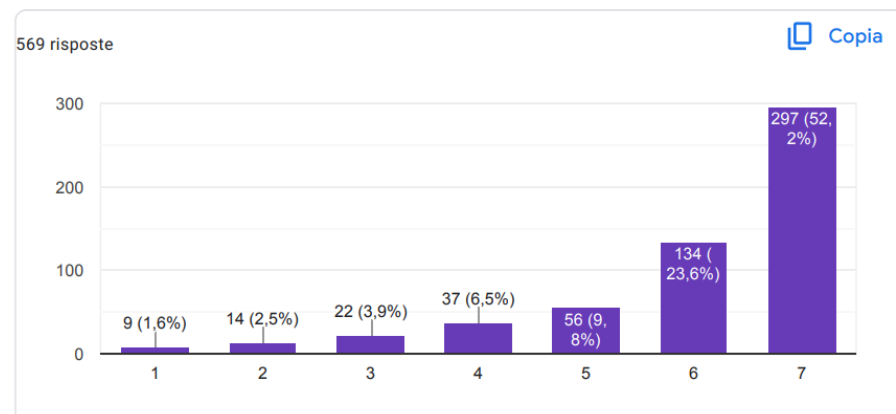
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How implementable do you think this recommendation is in schools?

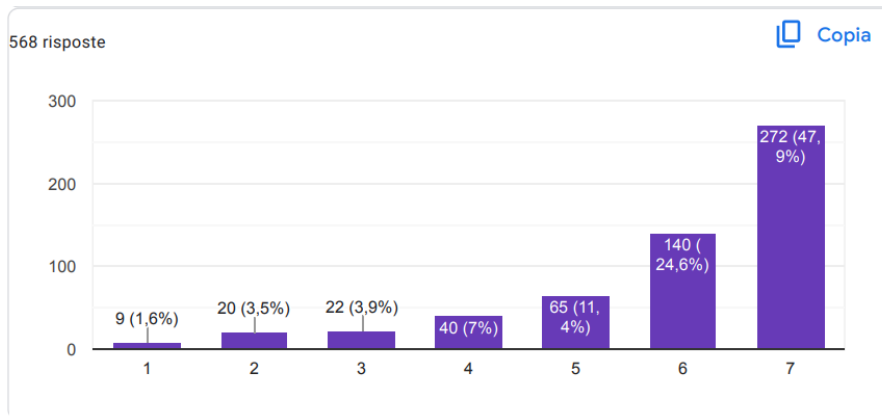


Policy n°14: Develop a common training and qualification framework for school psychologists across Europe to ensure a high level of professional competence and consistency in the delivery of services.

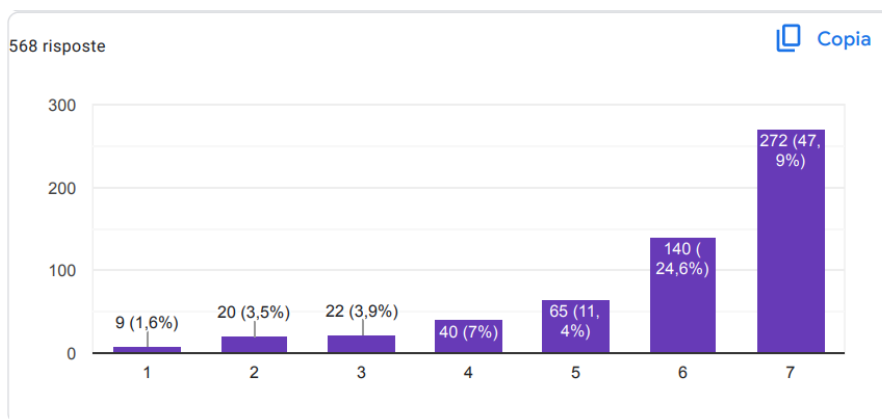
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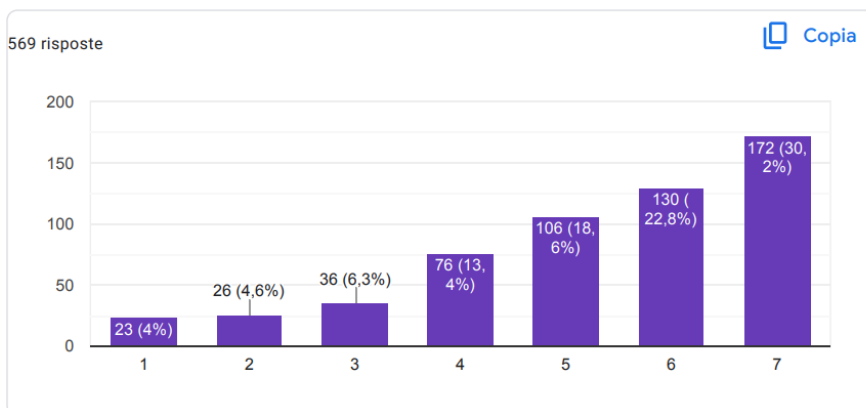


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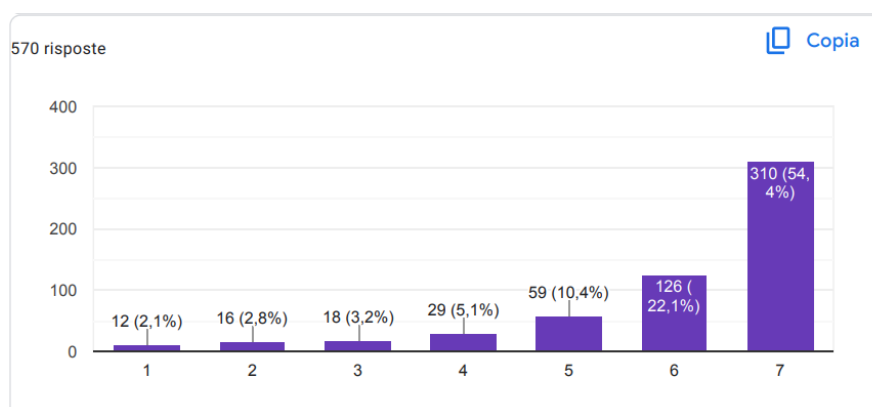


Policy n°15: Create a network of school psychology experts across Europe to share information and good practice and to provide guidance to policy makers on issues related to school psychology

How much more effective do you think schools can be with this recommendation?

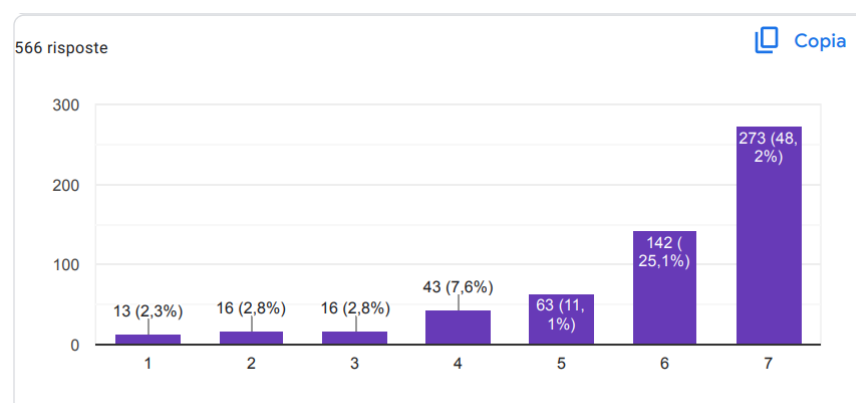


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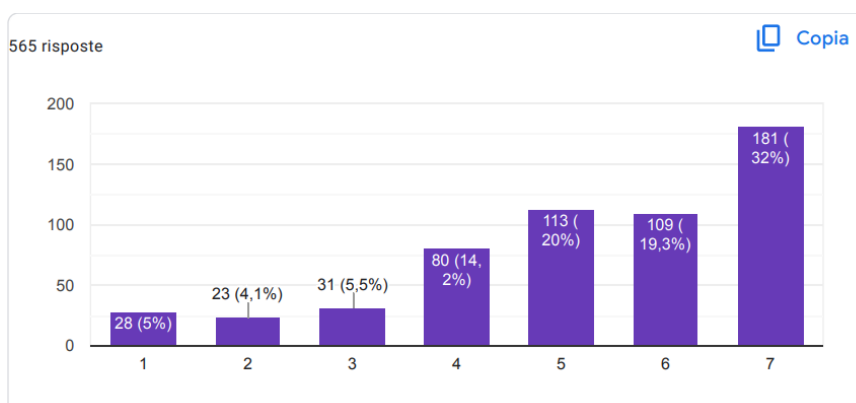
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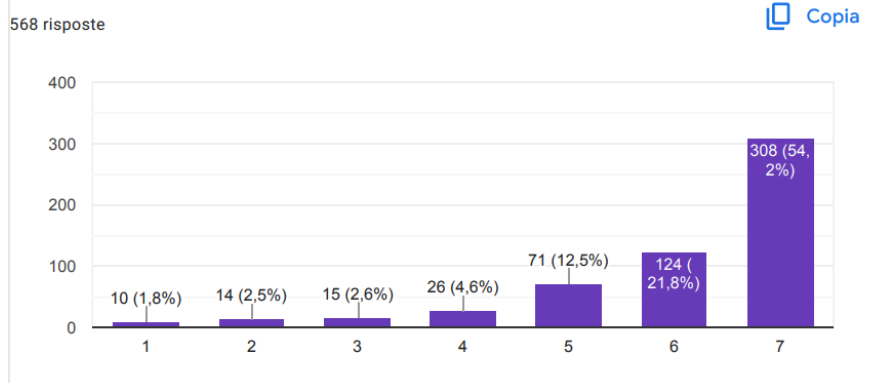


Policy n°16: Encourage European countries to adopt a more collaborative approach to the provision of mental health services in schools, including the involvement of parents, teachers and other members of the community

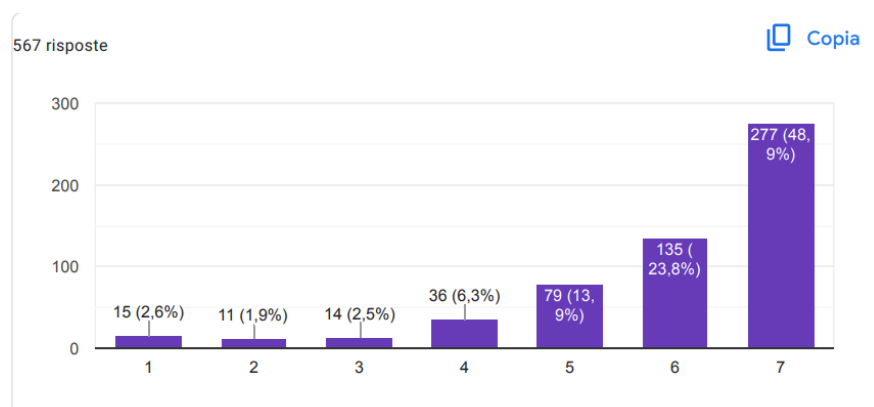
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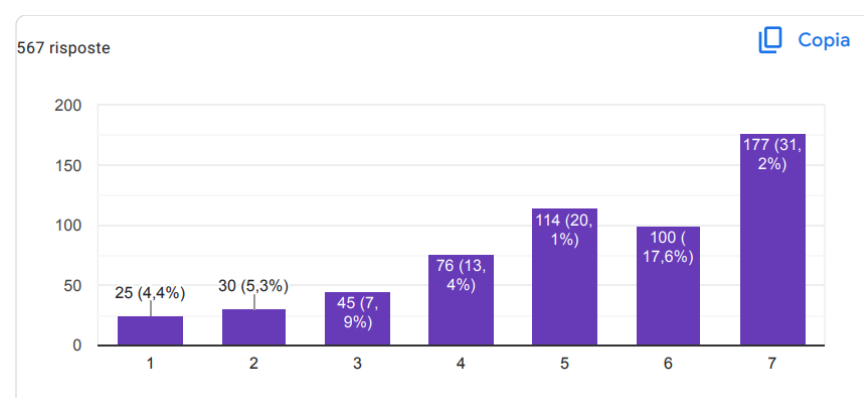


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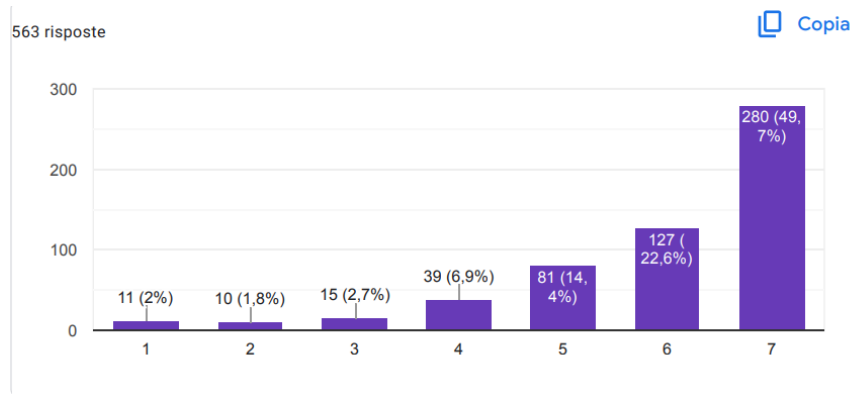


Policy n°17: Encourage research into best practices for the provision of mental health services in schools and the adaptation of these practices to the European context.

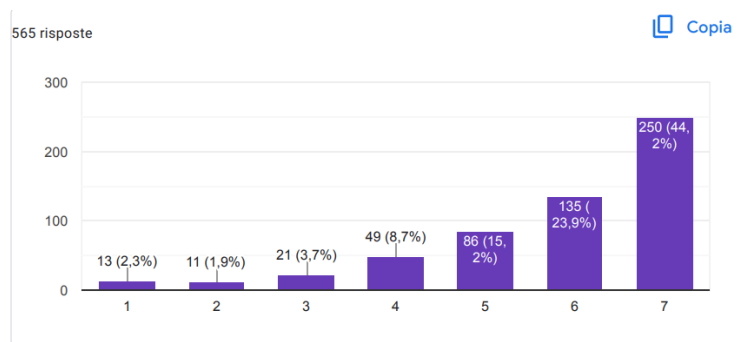
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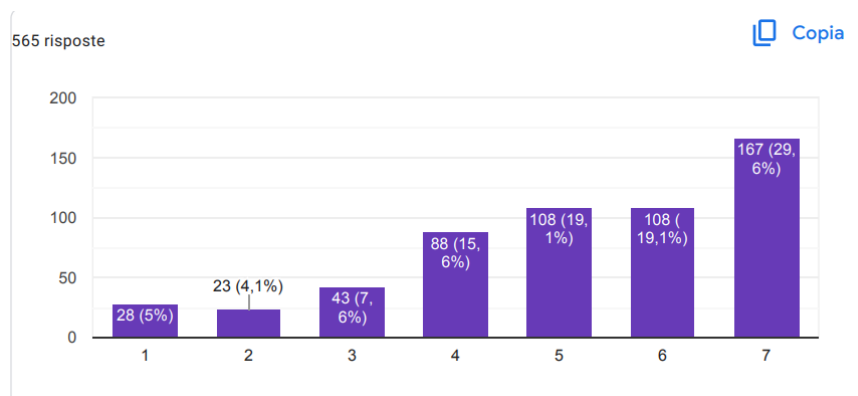


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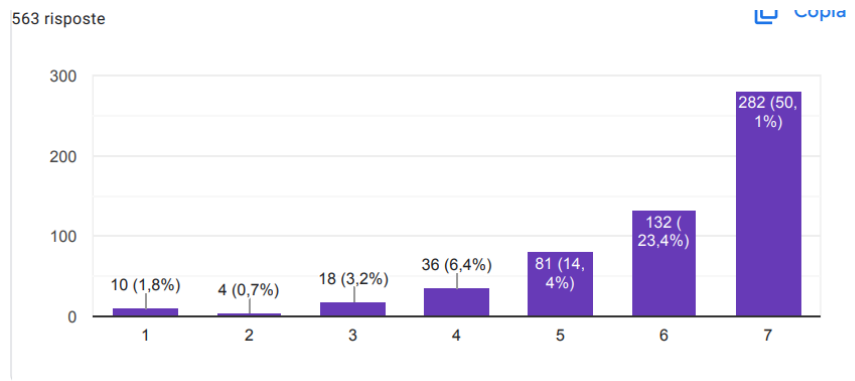


Policy n°18: Promoting a more holistic and culturally sensitive approach to mental health services in schools, taking into account the linguistic and cultural diversity of European countries.

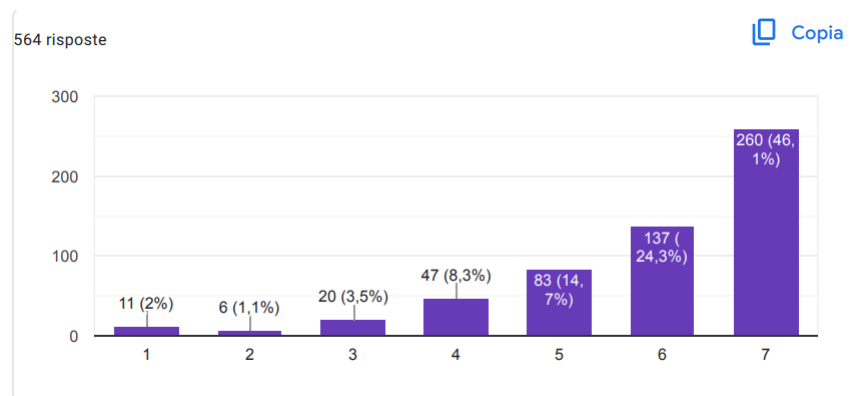
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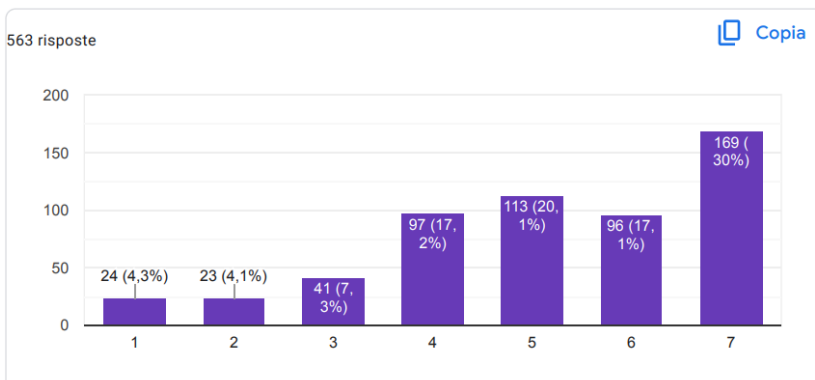


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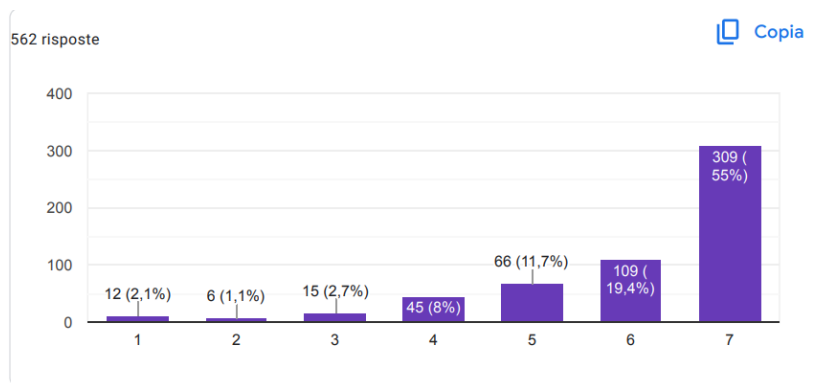


Policy n°19: Encourage the inclusion of mental health and wellbeing education as part of the curriculum, which will not only help to identify early signs and symptoms of mental health, but also encourage preventive measures and self-care

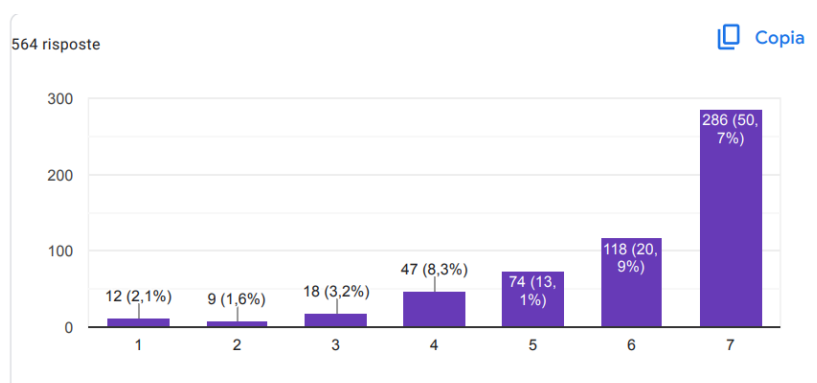
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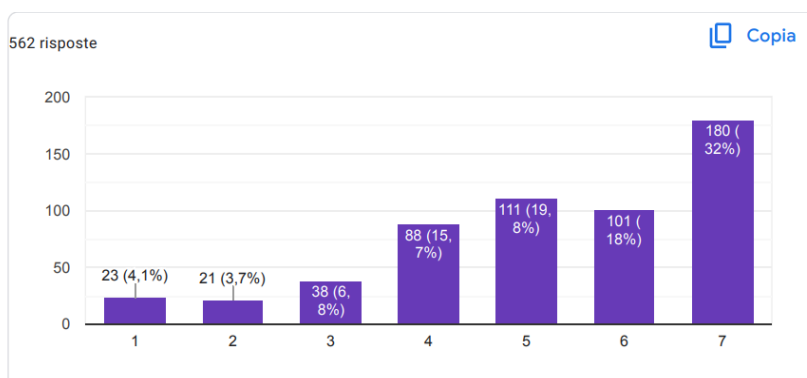


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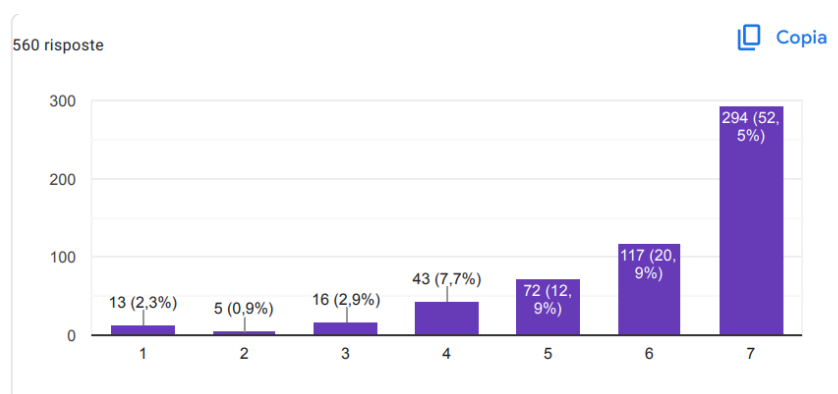


Policy n°20: Develop and implement European-wide guidelines for the practice of school psychology. These guidelines should be based on best practice and should be developed in collaboration with professional organisations, such as the European Federation of Psychologists' Associations (EFPA) and the International School Psychology Association (ISPA)

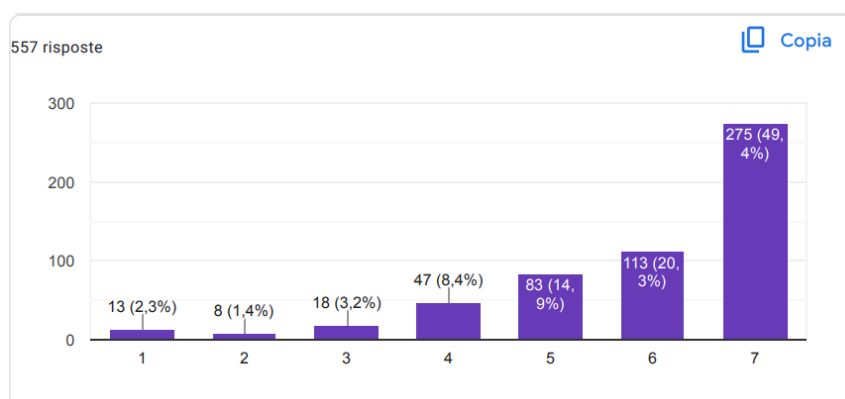
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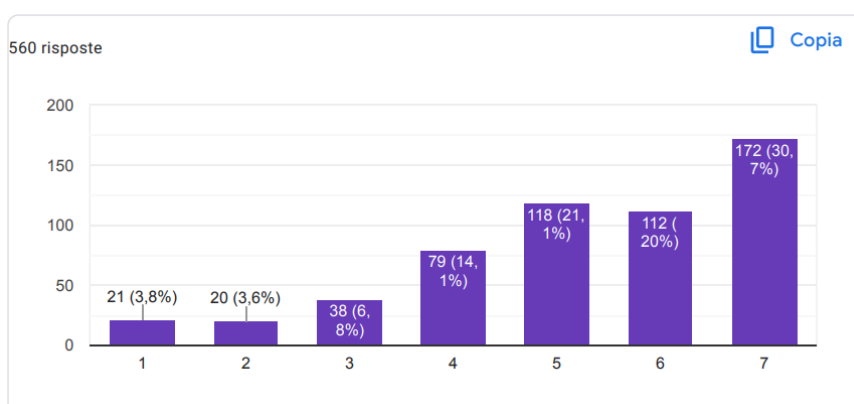


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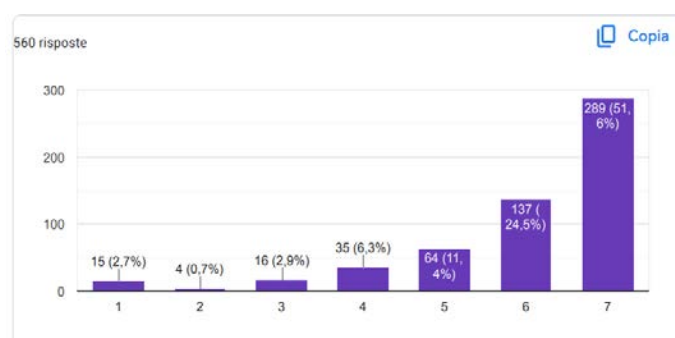


Policy n°21: Provide funds and resources to support the professional development of school psychologists school psychologists, particularly in areas such as laws and regulations, ethical guidelines and best practice. This could include funding for continuing education, training programmes and research.

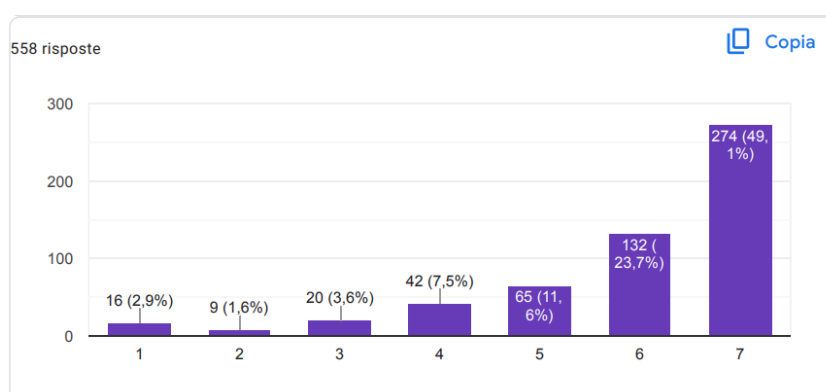
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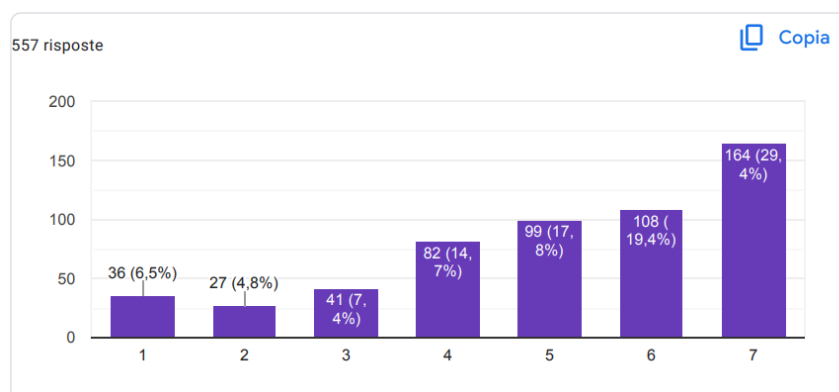


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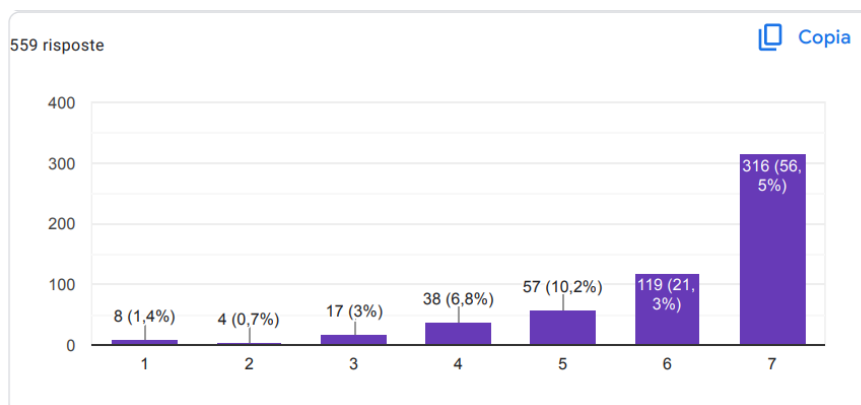


Policy n°22: Develop and implement European-wide guidelines for the provision of special education services (SES) to ensure that individuals with disabilities have access to education appropriate to their needs. This could include guidelines for the assessment, provision of services and the financing of special education services

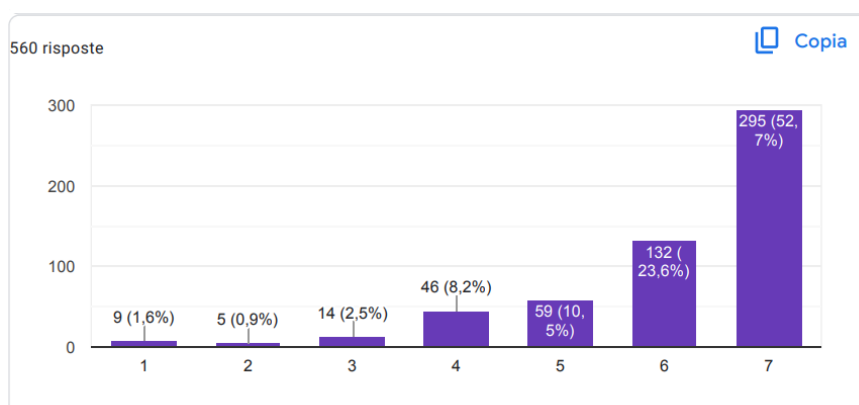
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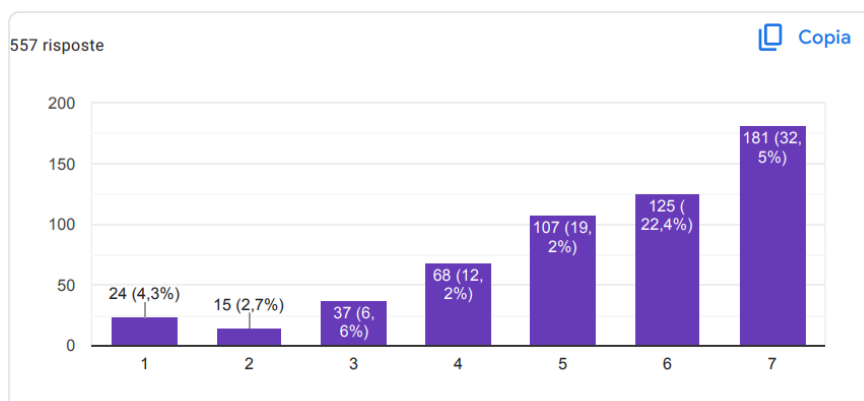


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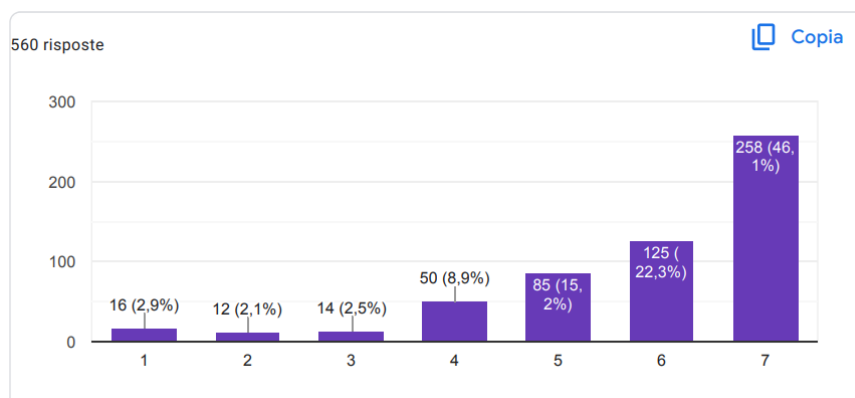


Policy n°23: Increase the supervision and monitoring of school psychology practices by EU regulatory and supervisory bodies to ensure compliance with laws and regulations and to promote best practice

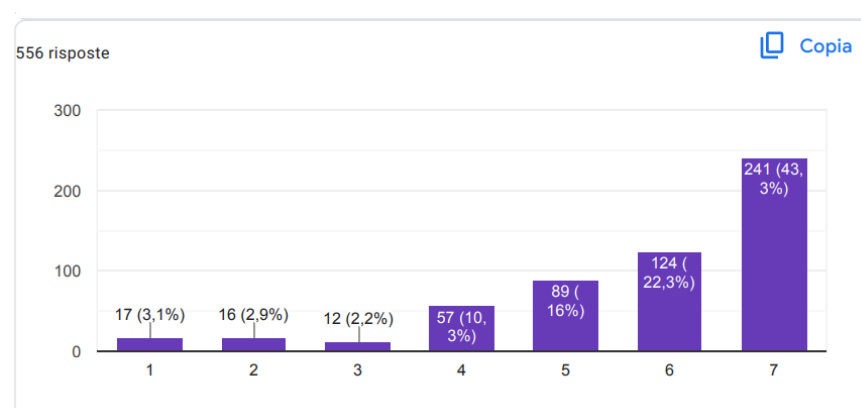
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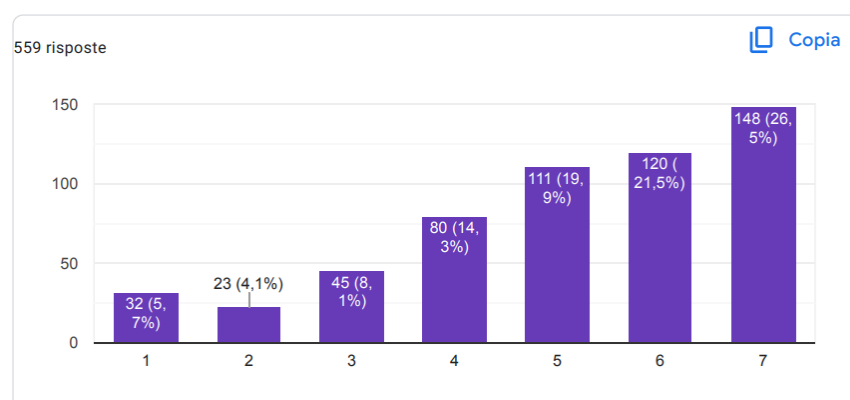


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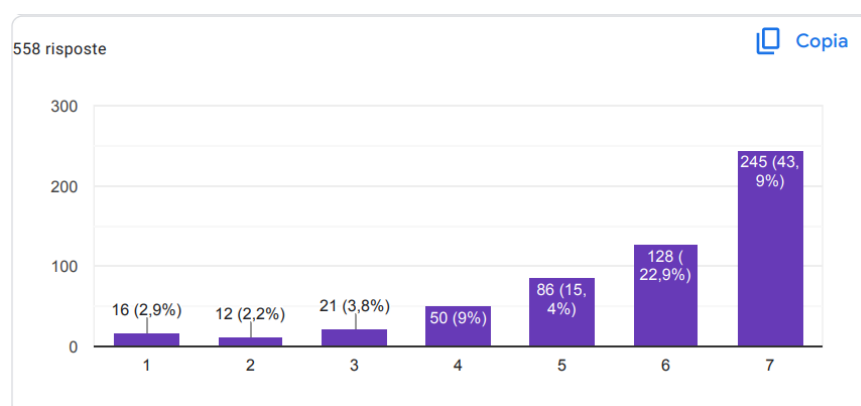


Policy n°24: Support the development and implementation of new technologies and tools to improve service delivery and promote regulatory compliance. This could include funding for research and development of digital tools such as teletherapy, online assessments and electronic health records (EHRs)

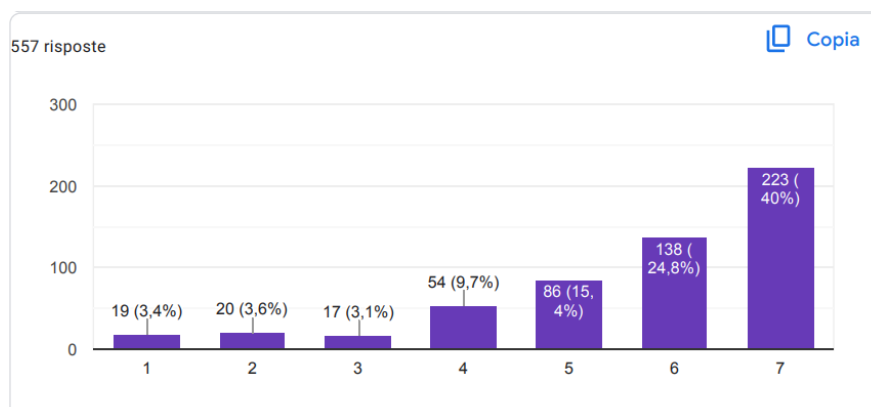
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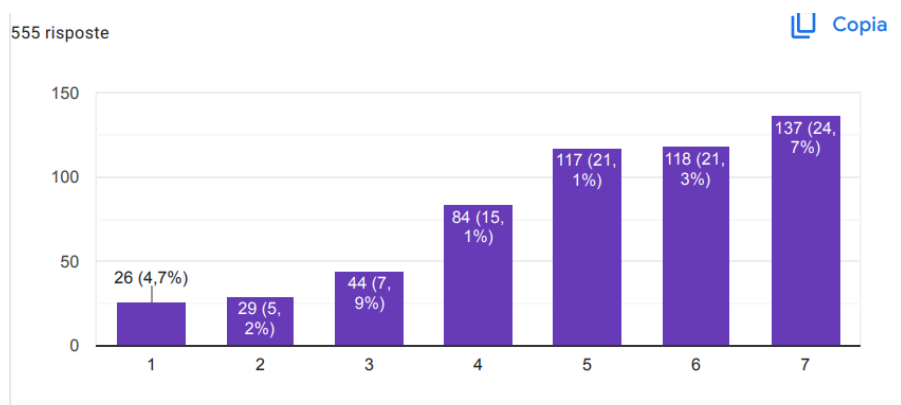


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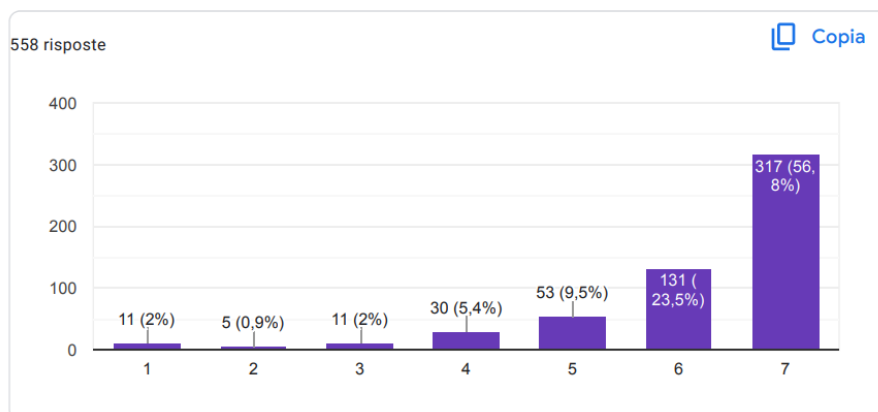


Policy n°25: Encourage collaboration between school psychologists, educators, mental health professionals' mental health and other organisations to provide more comprehensive services to students and families. This could include the funding of joint programmes and initiatives, as well as encouraging the sharing of resources and expertise.

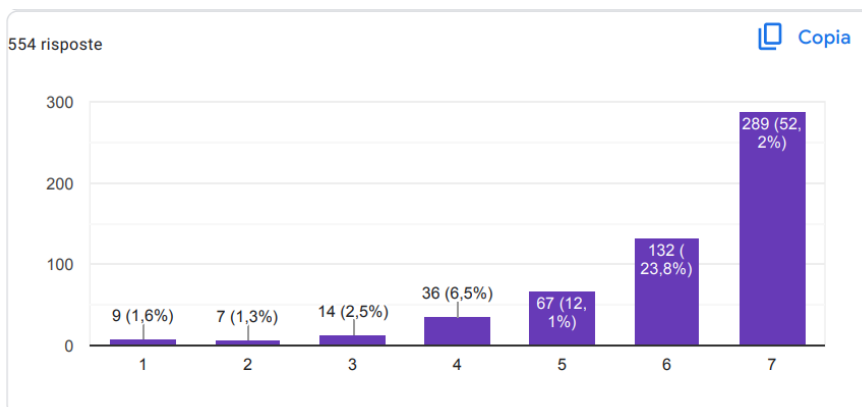
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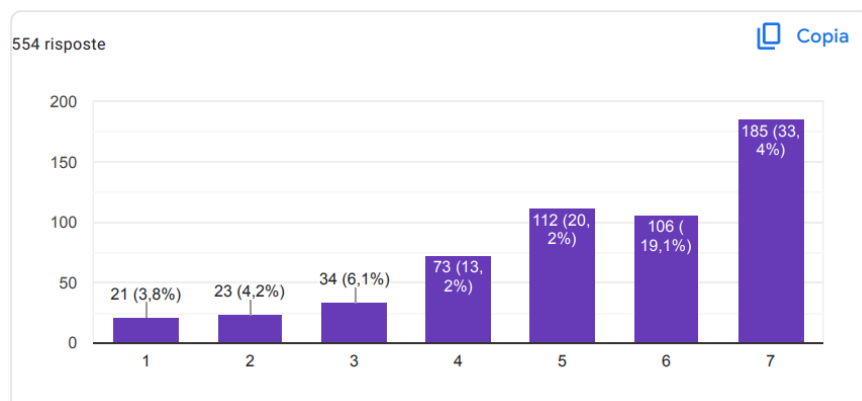


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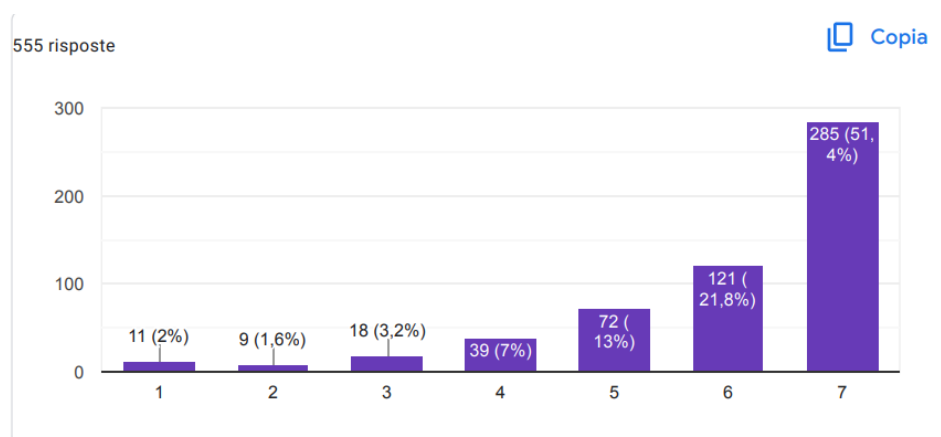


Policy n°26: Build a European network of school psychologists, educators and other professionals to share best practices, resources and to support each other in addressing legal and ethical issues in the field

How much more effective do you think schools can be with this recommendation?

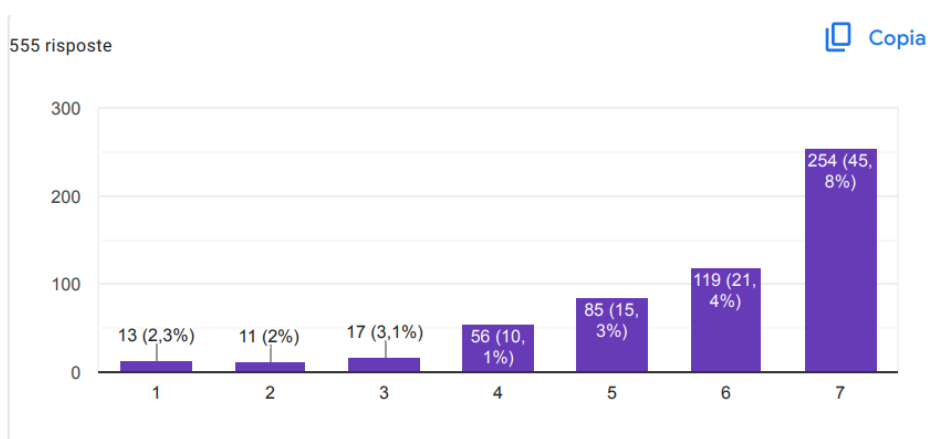


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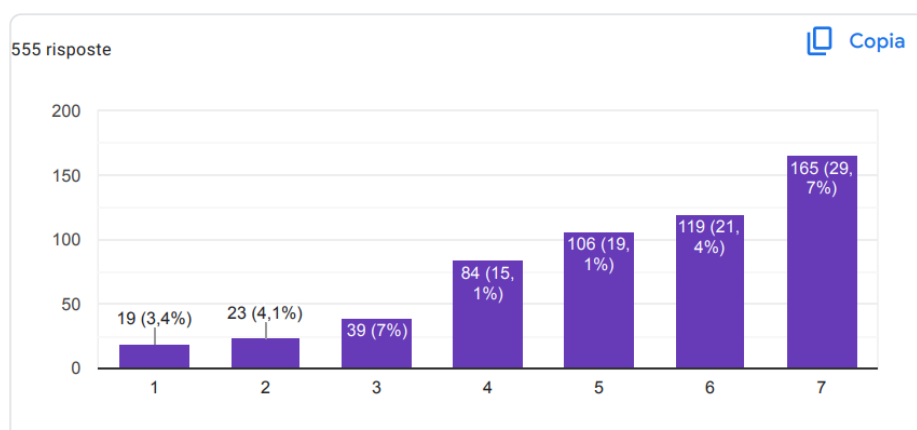
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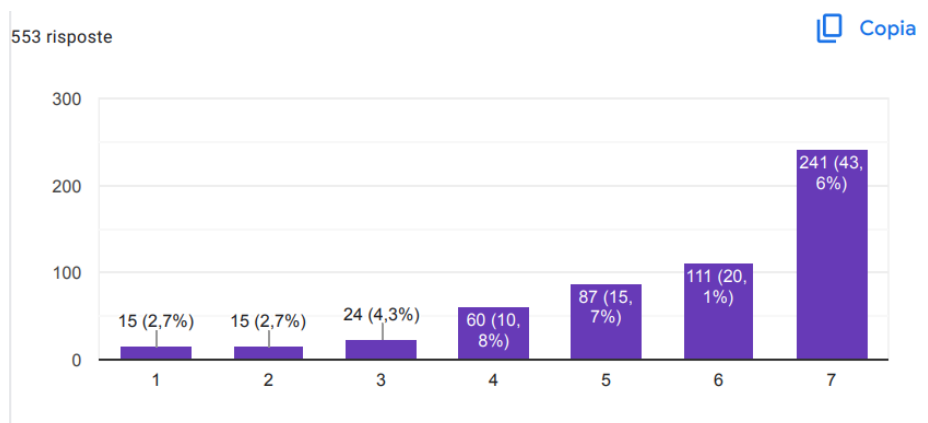


Policy n°27: Establish a European training and certification programme for school psychologists working in Turkey at secondary level. This programme would ensure that all school psychologists in Turkey meet the same standards and qualifications and would provide opportunities for continuous professional development.

How much more effective do you think schools can be with this recommendation?

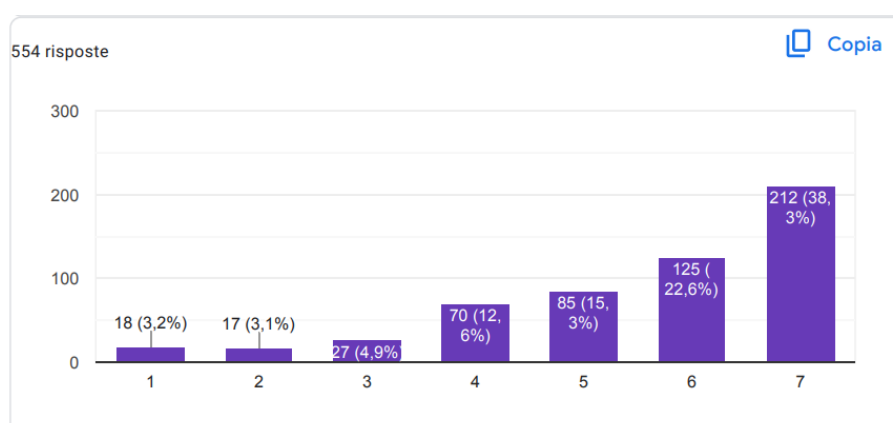


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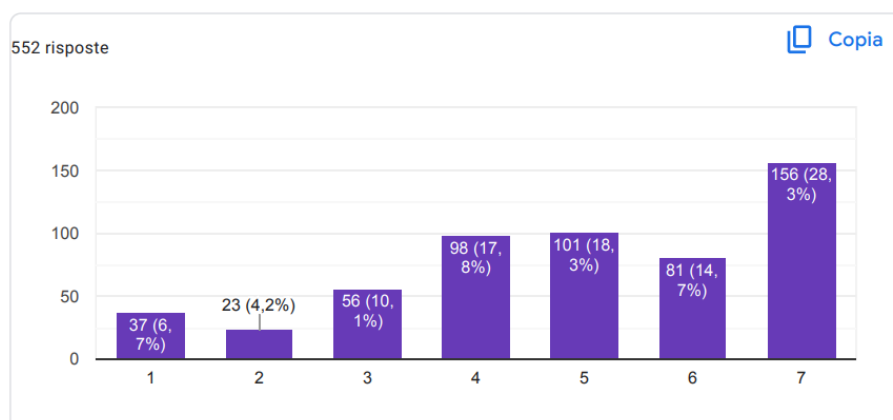
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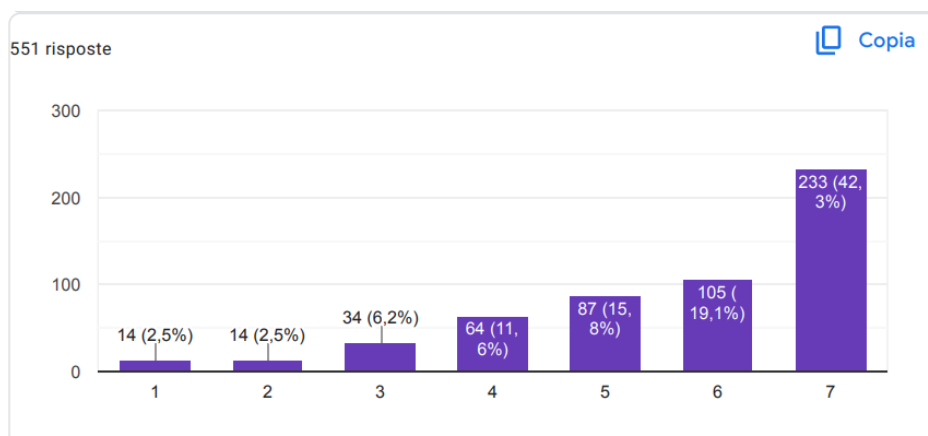


Policy n°28: Develop a European-level initiative to promote the use of evidence-based practices in school psychology in Turkey at secondary level. This would involve providing training and resources to school psychologists on the latest research and best practices in the field, as well as encouraging schools to adopt evidence-based programmes and interventions that have proven effective in improving student outcomes.

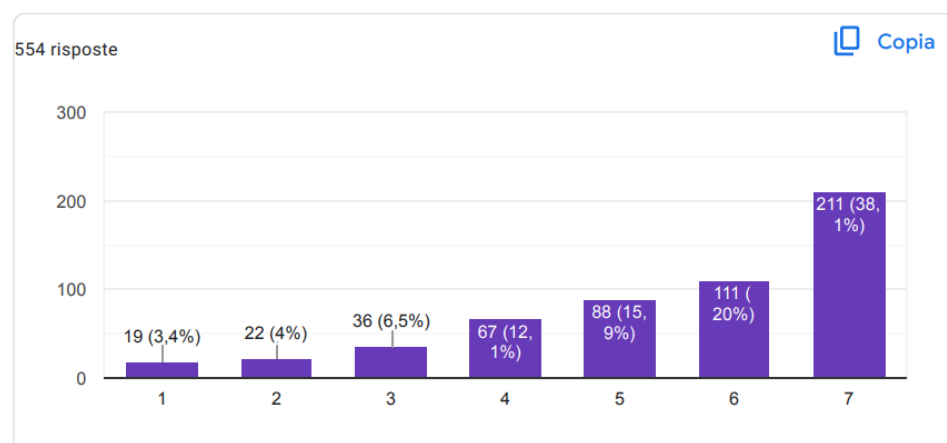
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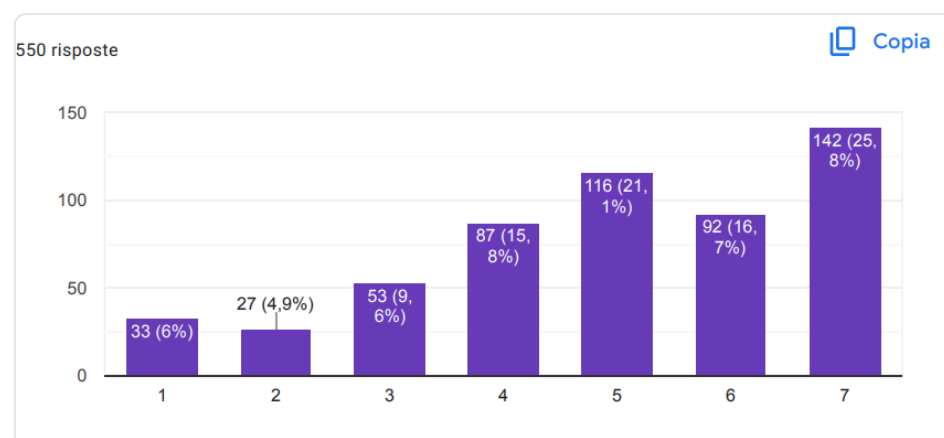


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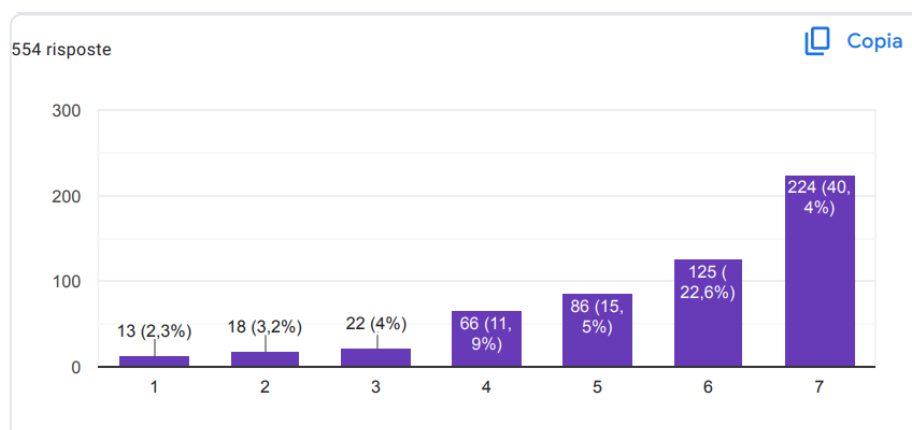


Policy n°29: Encourage collaboration and cooperation between European countries in order to share the best practices and knowledge on school psychology in Turkey at secondary level. This would involve the organisation of regular meetings and workshops for school psychologists and other professionals working in this field, as well as the creation of a platform for sharing research and resources on the latest developments in the field.

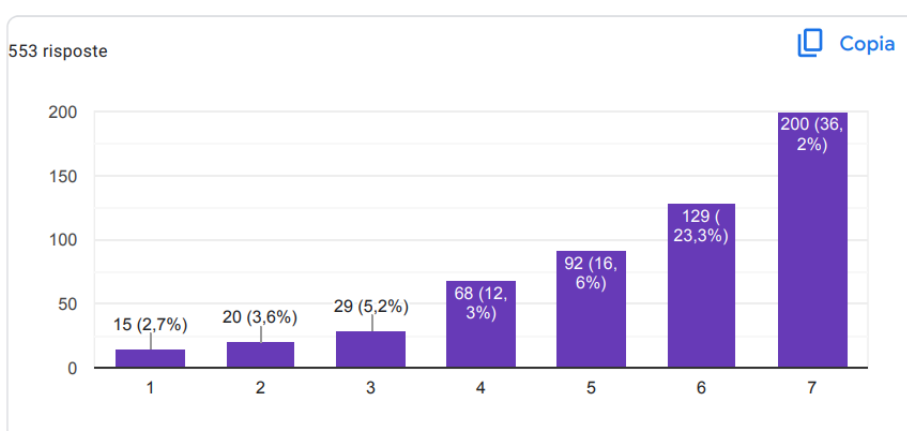
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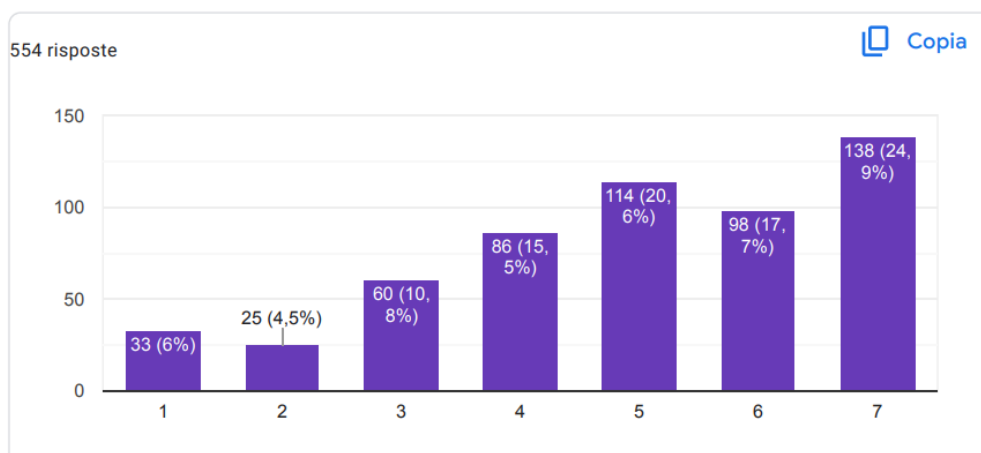


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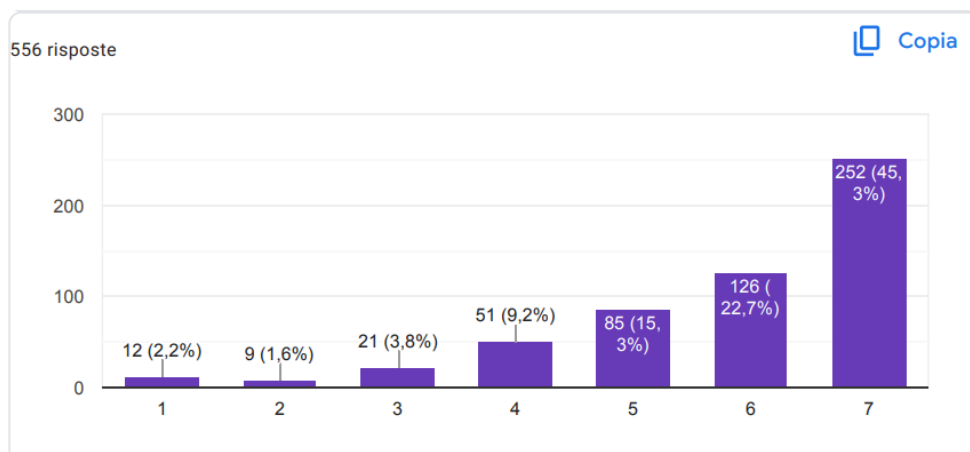


Policy n°30: Recruitment of scientific and other necessary personnel

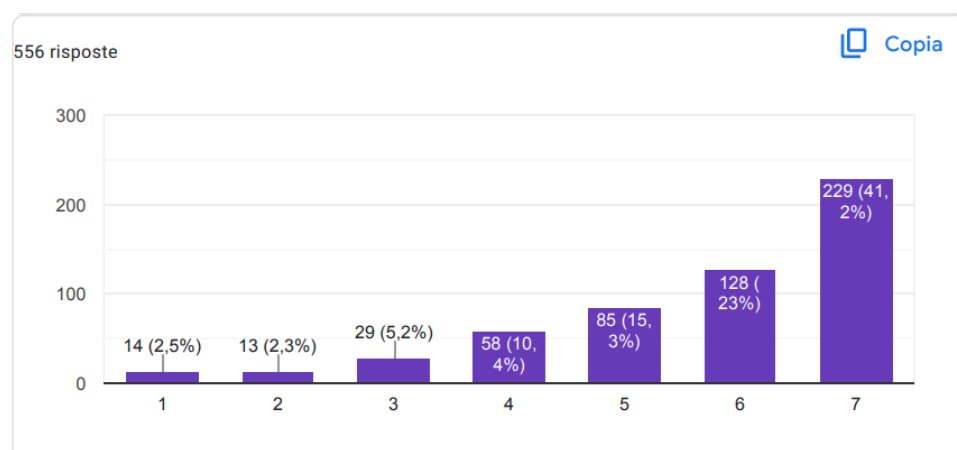
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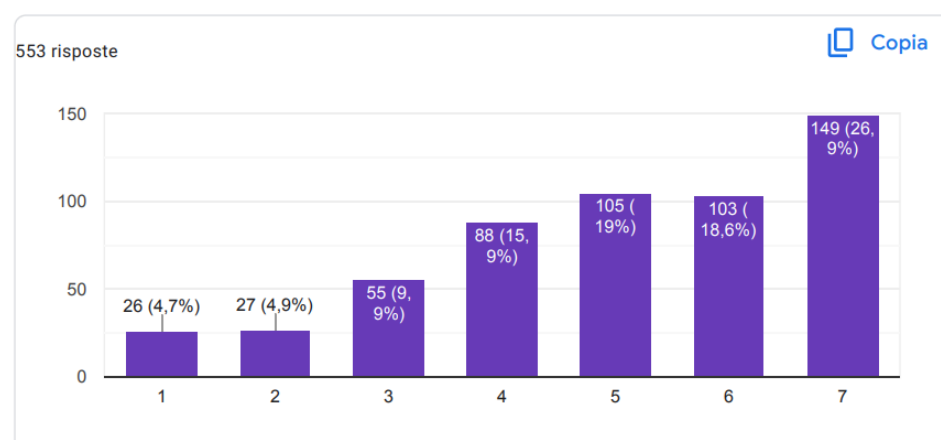


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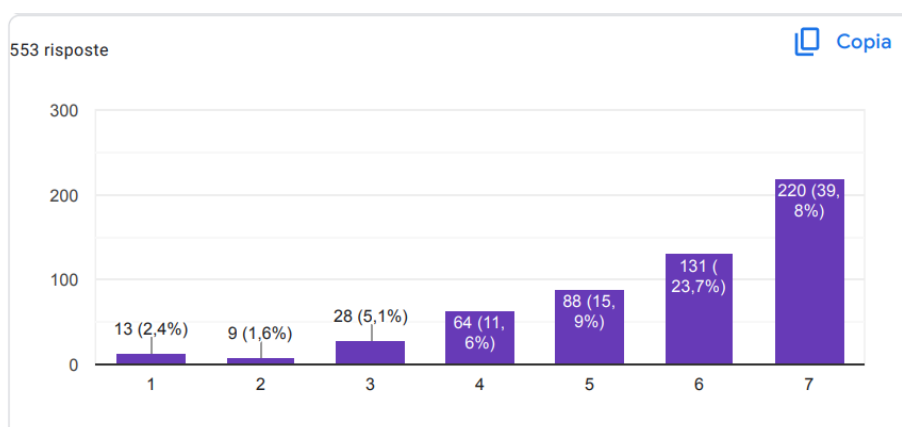


Policy n°31: Any scientific and/or other services required

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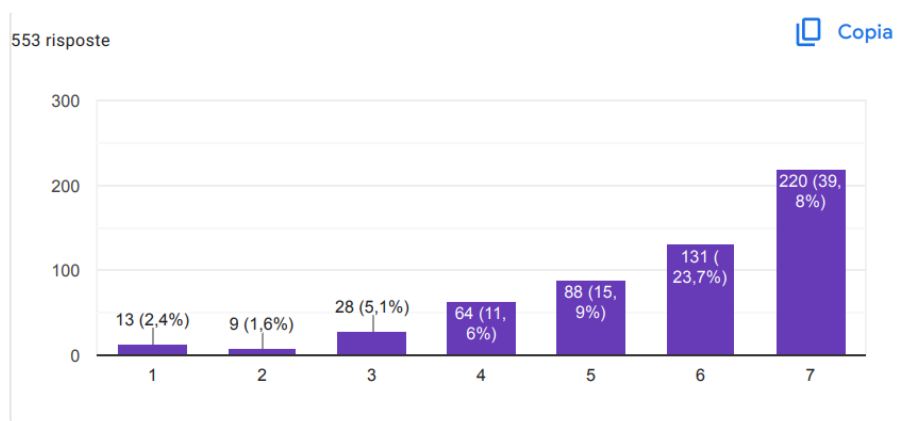


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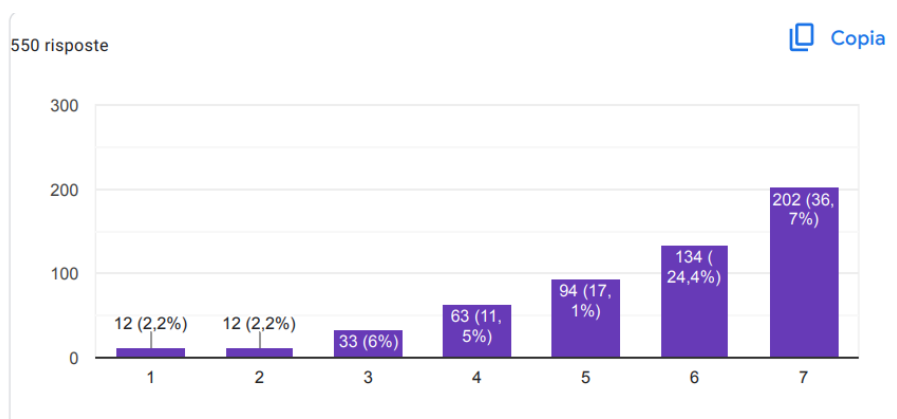
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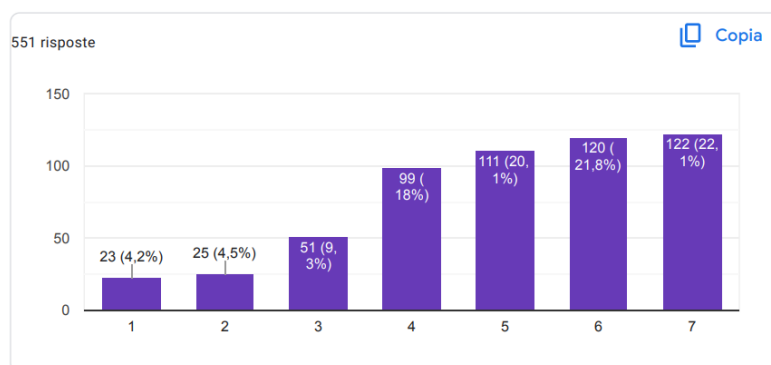


Policy n°32: The provision of the premises in which special education and training takes place with all the necessary modern teaching materials and/or other means and equipment, general or individual, to meet the special needs of each child.

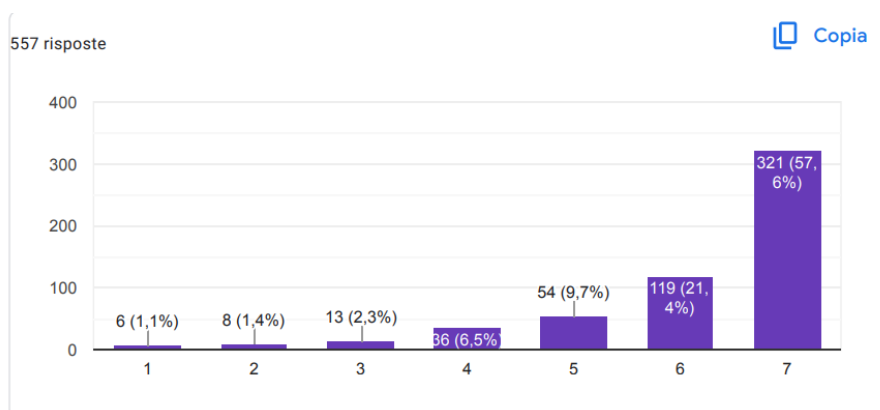
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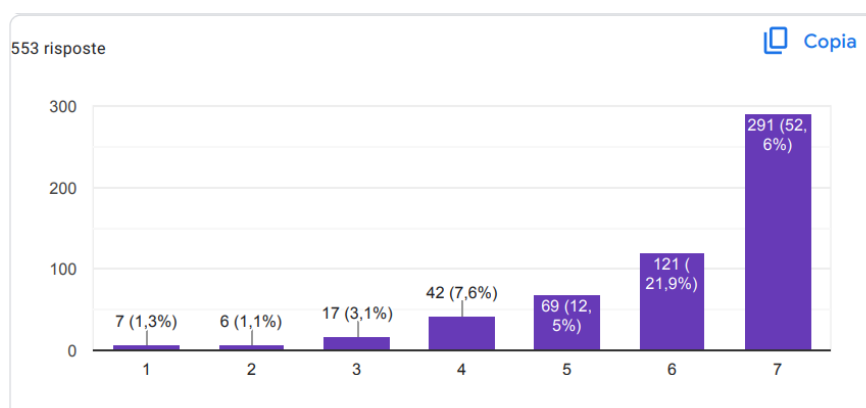


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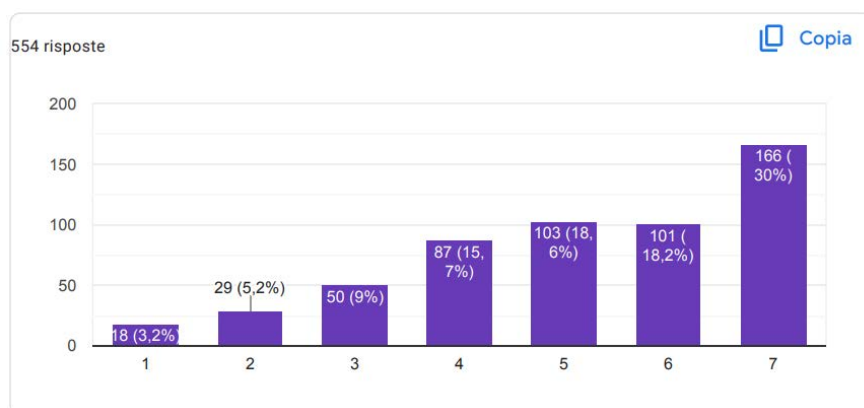


Policy n°33: All the necessary facilities to move around easily, do activities, exercise have fun and in general to meet the individual needs of each child

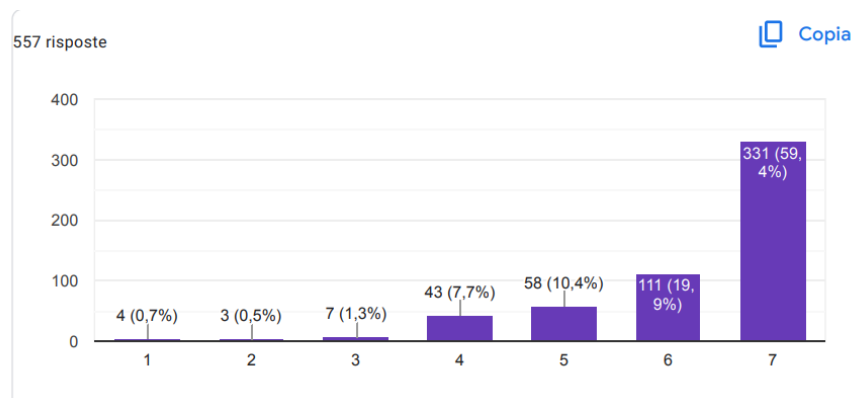
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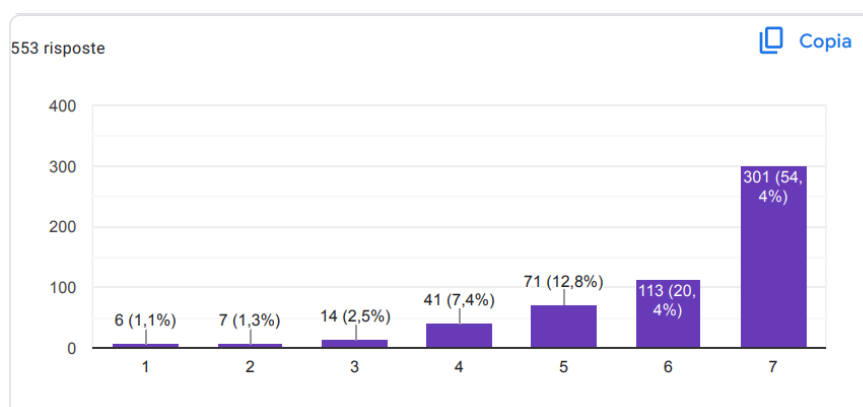


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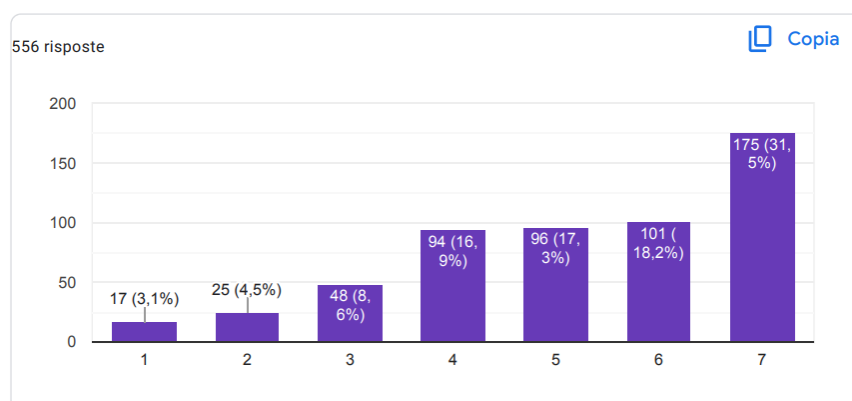


Policy n°34: All teachers in a school should collaborate and adopt a consistent strategy consistent strategy to deal with inappropriate student behaviour. The objective should be to foster a school environment that supports the positive attitudes and actions of students, while discouraging those that interfere with the smooth functioning of the school.

How much more effective do you think schools can be with this recommendation?

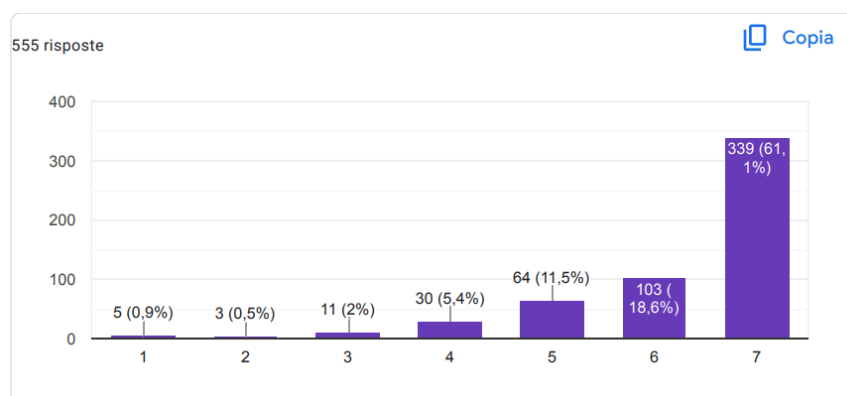


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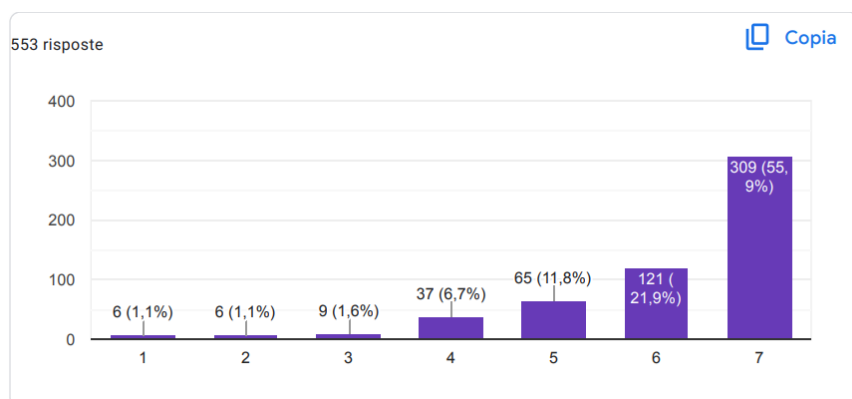
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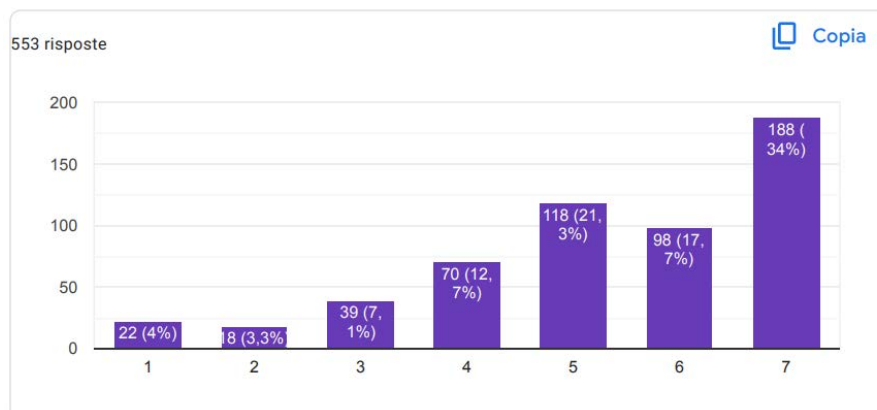


Policy n°35: A support programme to create a pleasant school atmosphere should be created and implemented by the teachers themselves. Improving attendance through the creation of a positive school culture is a task often forgotten by many schools, which place emphasis on everything else, but not on the fact that students should first and foremost want to be present

How much more effective do you think schools can be with this recommendation?

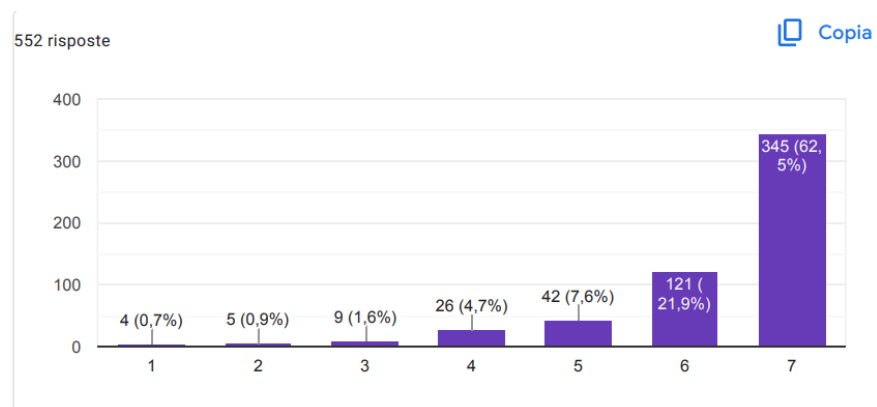


How much do you think schools can benefit from this recommendation?



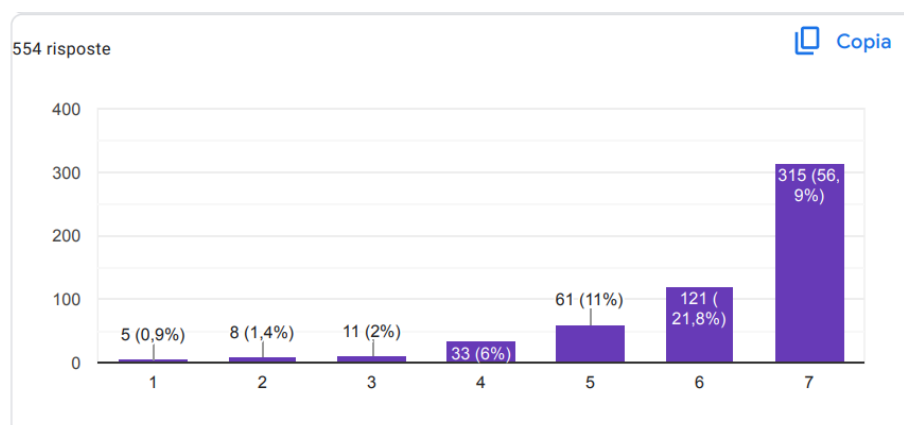
95

How implementable do you think this recommendation is in schools?

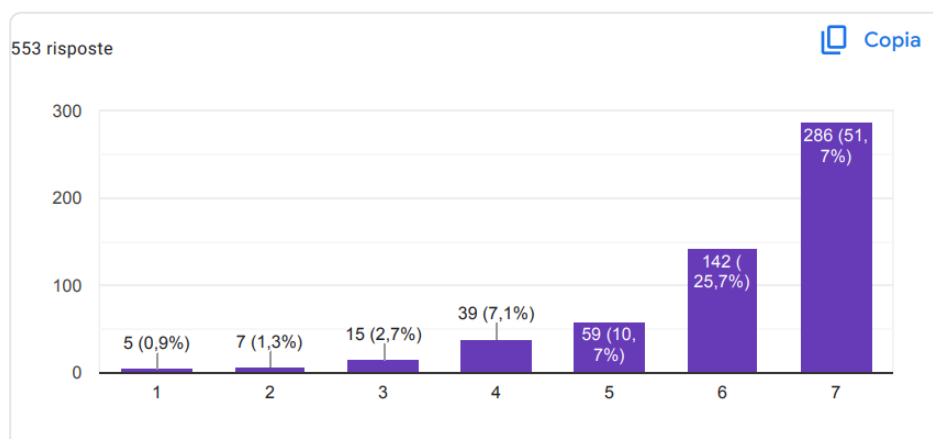


Policy n°36: Identifying and resolving all factors that may prevent students from attending school, such as lack of transport or access to childcare, monitoring and tracking attendance and absenteeism patterns, schools facilitate an excellent environment that takes care of their students, the way they live outside the outside the institution.

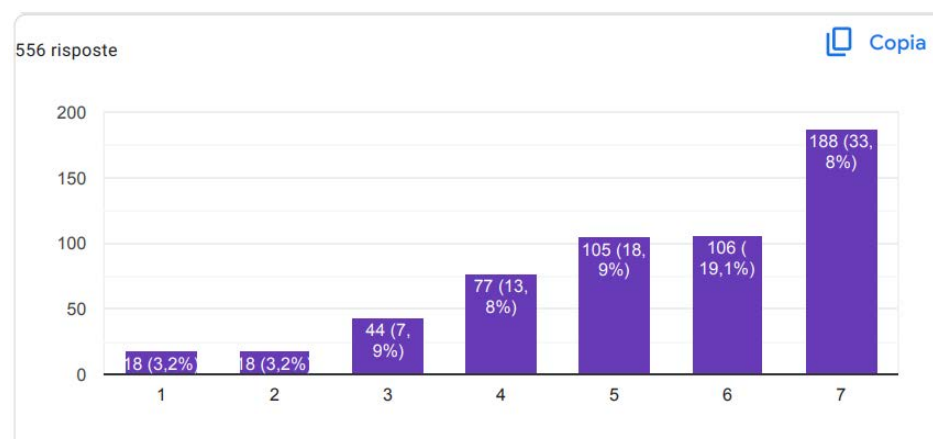
How much more effective do you think schools can be with this recommendation?



How much do you think schools can benefit from this recommendation?

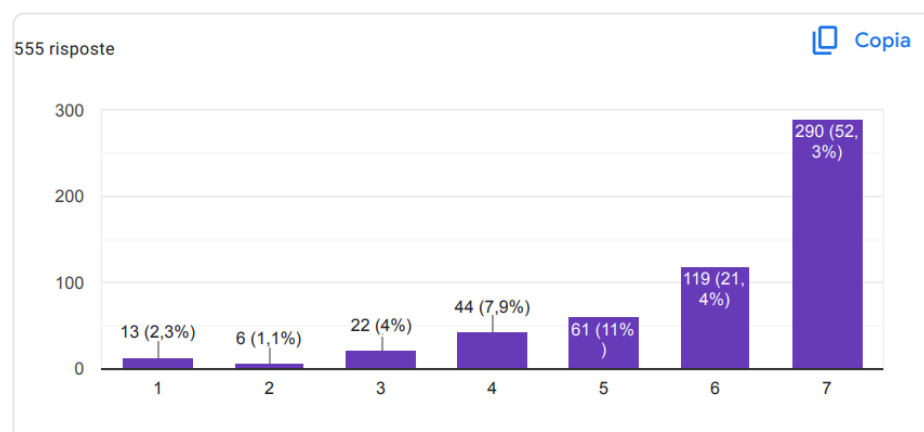


How implementable do you think this recommendation is in schools?

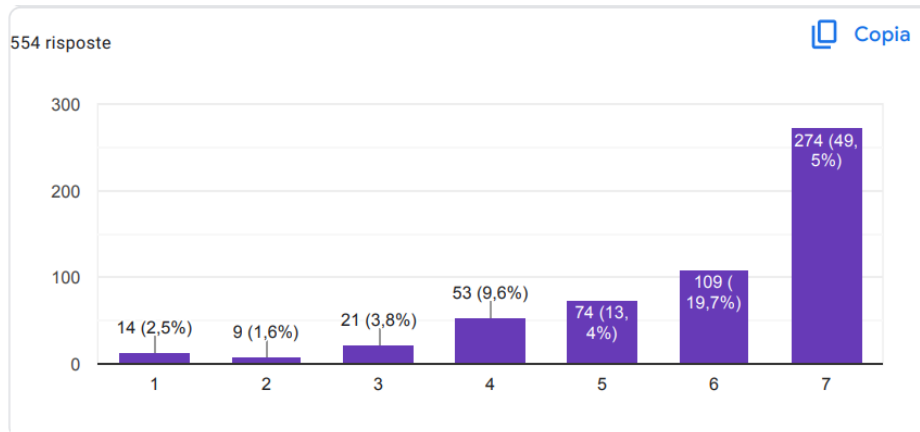


Policy n°37: Implement alternative education programmes by teachers and the schools, offering education programmes such as online courses, home tuition and evening classes to support students who are unable to attend mainstream school, as well as provide mental health support

How much more effective do you think schools can be with this recommendation?

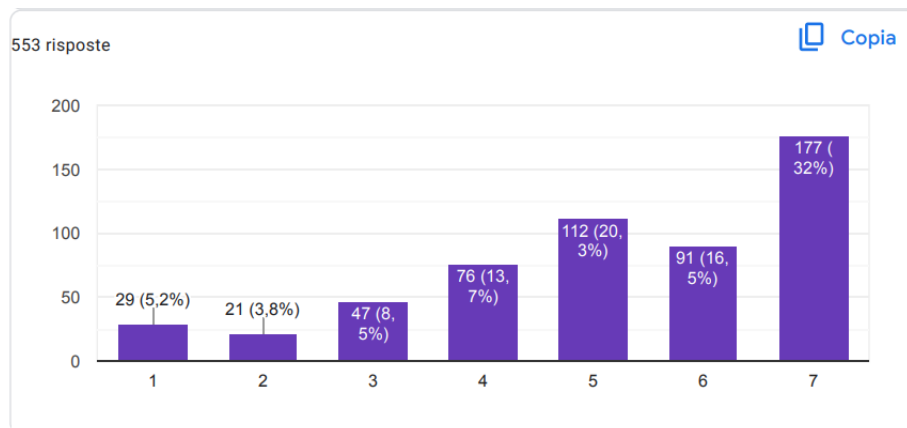


How much do you think schools can benefit from this recommendation?



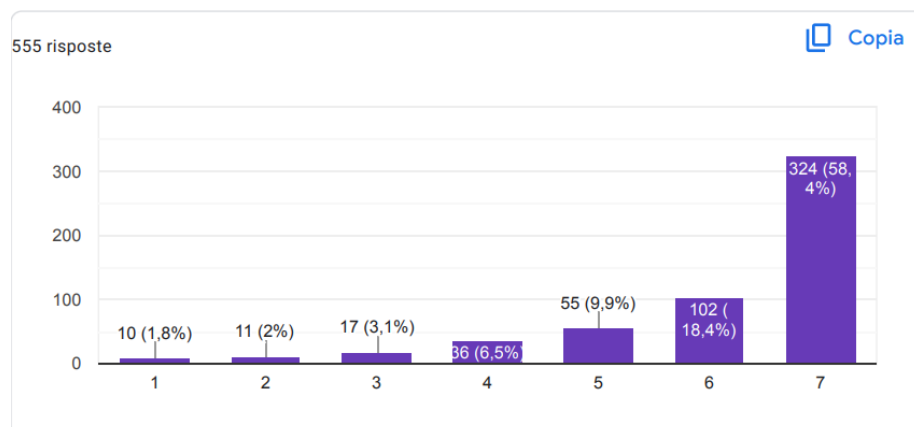
97

How implementable do you think this recommendation is in schools?

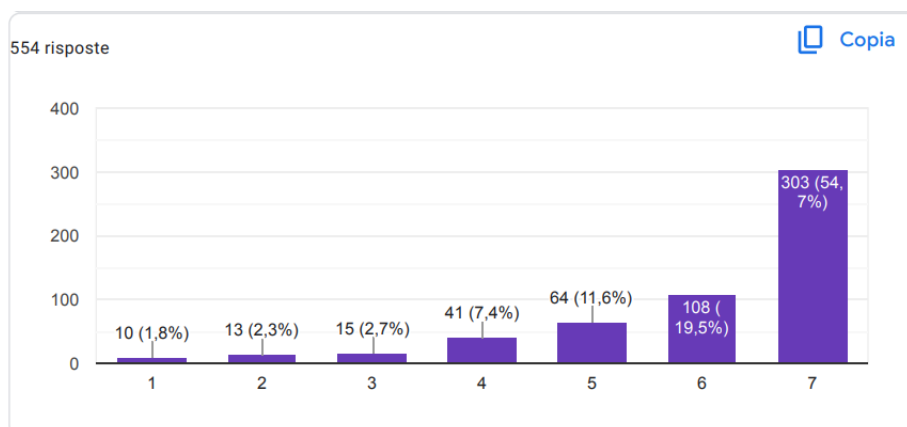


Policy n°38: Teachers' duty to maintain confidentiality in relation to the education of a child. This means that teachers must not disclose personal information about the child or the child's progress at school without parental consent.

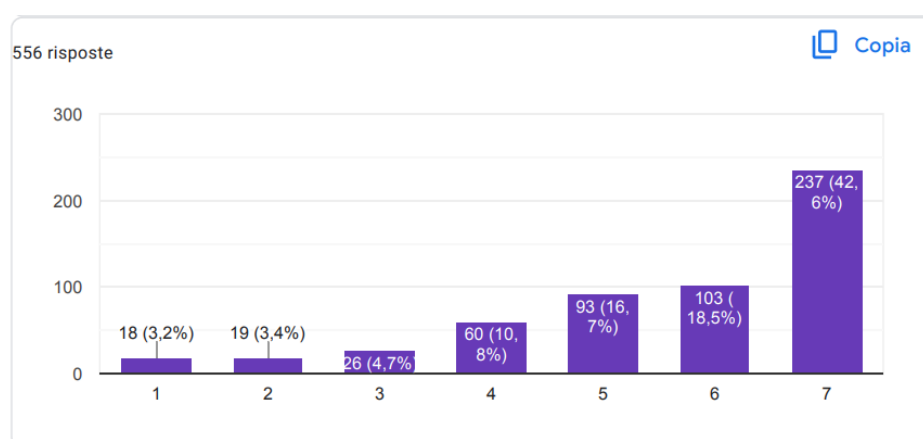
How much more effective do you think schools can be with this recommendation?



How much do you think schools can benefit from this recommendation?

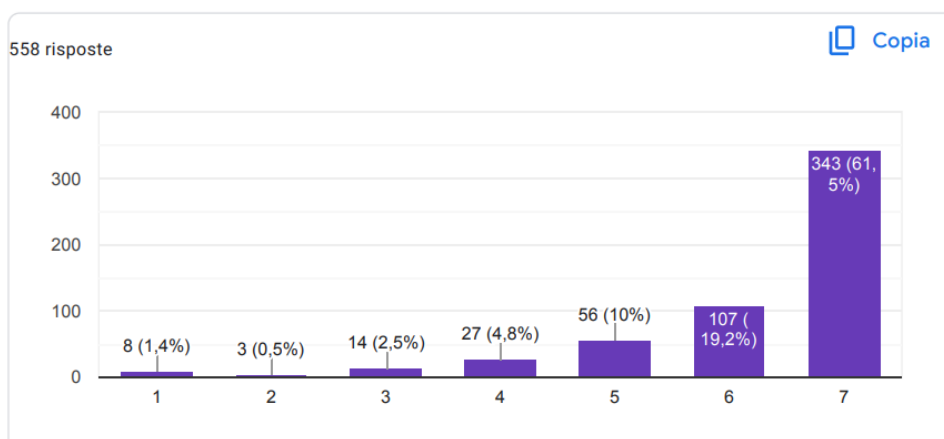


How implementable do you think this recommendation is in schools?

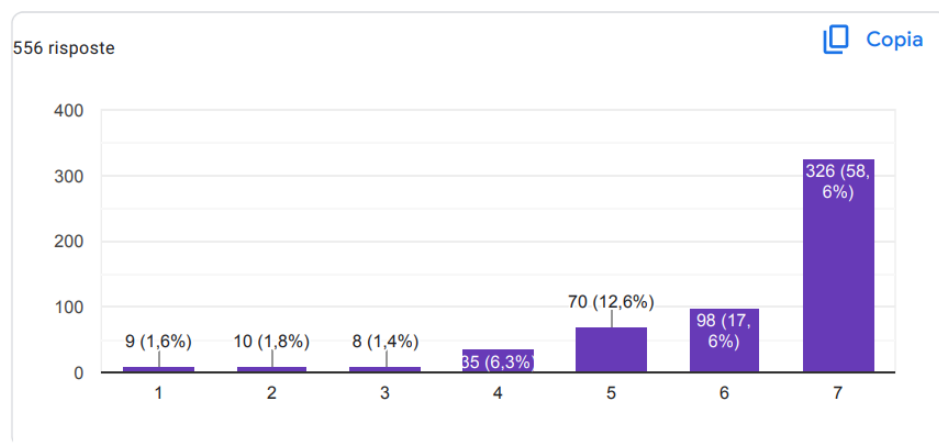


Policy n°39: Anti-discrimination policies should be in place to prohibit discrimination based on race, ethnicity, national origin, religion, sex, gender identity, sexual orientation and disability. These policies should also prohibit retaliation against those who report discrimination or harassment. Anti-harassment policies should also prohibit harassment based on the same protected categories and prohibit retaliation against whistle-blowers

How much more effective do you think schools can be with this recommendation?



How much do you think schools can benefit from this recommendation?



How implementable do you think this recommendation is in schools?

