

4. Activity as planned:

Promoting teaching of psychology in secondary schools

We appreciate that EFPA¹ feels “responsible for stimulating the teaching of psychology at secondary schools throughout Europe as to educate the general population” (EFPA, 2013, p. 11). We share this aim with the European Federation of Psychology Teachers’ Associations (EFPTA). Together with EFPTA², we planned to engage in disseminating this aim and supporting local initiatives directed at this aim.

4.1. Activity as performed:

We have established regular contact between BEA³ and EFPTA, and two EFPTA representatives are members of BEA. EFPTA compiled data about where, how, to which extent, and by whom psychology is taught at the pre-tertiary level (Williamson, Coombs, Schrempf, & Sokolová, 2011). This information was presented in the BEA symposium on *Teaching Psychology in Europe* at the International Congress of Applied Psychology 2014 in Paris and a research poster on the pre-tertiary curriculum in Europe was presented in the pre-conference program *Teaching Integrative Psychological Science* at the International Convention of Psychological Science 2015 in Amsterdam (Williamson, Coombs, Schrempf, & Sokolová, 2015). At BEA’s request, EFPTA provided a ‘fact sheet’ giving an overview of all their activities relating to pre-tertiary psychology in Europe (EFPTA, 2014). Moreover, BEA helps to establish relations between psychology teachers and EFPTA in countries in which no psychology teacher association exists. For example, the next BEA meeting will take place in Zagreb in connection with a meeting between Croatian psychology teachers and EFPTA representatives.

4.2. Achievements:

First, we appreciate EFPTA’s efforts to present a comprehensive picture of psychology as a school subject. One problem seems to be that in many countries psychology teachers at schools and academic psychology are insufficiently networked. Therefore, BEA and EFPTA are jointly taking action to illustrate the situation of psychology teachers at schools. Furthermore, BEA has been trying to establish links between national psychology teachers’ associations and psychologists’ associations. Other questions identified by EFPTA research, for example, related to psychology teacher education and psychology curricula at schools have not yet been tackled and will appear in BEA’s work plan for 2016.

¹ European Federation of Psychologists’ Associations

² European Federation of Psychology Teachers’ Associations

³ Board of Educational affairs (der EFPA)