

EFPA TASK FORCE ON CULTURAL AND ETHNIC DIVERSITY

IMPLICATIONS
FOR PSYCHOLOGISTS

European
Federation of
Psychologists'
Associations

Dedicated to
Hacène Seddik †

'The future will probably be as messy as the past, and all predictions are likely to be wrong, but one thing is clear: there is no return to the neat idea of closed-off nation-states with homogenous national communities'

Stephen Castels

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INTRODUCTION

Times are changing, as Stephen Castles - an influential sociologist and political economist - indicates with the quote on the cover of this booklet. Migrants are special people that shape our world today and will define our future (Goldin et al., 2011).

Individuals and families experience uprooting as a result of moving out of one country to reestablish their lives in another country. Whether the migration is voluntary or as a result of upheaval in the land of origin, this uprooting can lead to emotional, somatic and other biopsychosocial and spiritual misbalance. As an old Arabic proverb says, a sweet water fish is not a salt water fish. In other words, an individual (the fish) only functions well in an environment (water) that it is used to swim in (Vink, 2009). Within this perspective, we would like to refer to the EFPA Statement on Health, where health is defined as balance, the balance between human activities or life events and the interplay of genetics and environmental conditions (Appendix 1).

The increase of immigration in recent years has led to globalization of societies and raises questions on personal, social, educational and political levels. Research in sociology has shown us that when the percentage of newcomers in a group reaches 10-15%, upheaval or unrest is created in the new group and time is needed to reestablish new rules of group participation. We are seeing this daily in Europe: open any newspaper today, and read about problems in elementary schools, about street vandalism, about dilemmas around freedom of dress and freedom of speech, all of which are directly related to an influx of new cultural and ethnic groups. As published in Eurostat's third Demography Report (Eurostat News Release, 2011), the EU continues to attract a large number of immigrants. In 2010, about 6,5% of the total population were immigrants in the 27 EU member states. As well, the population is getting older, fertility has begun to increase again, and life expectancy keeps growing. These facts are a major challenge for Europe. Some countries' immigration rates are already above 10%, others are already at 6 and 7 percent. Unrest and upheaval are becoming visible. immigration touches European countries differently. At this moment the southern European countries suffer from an uncontrolled influx of incoming migrants.

Europe could become the ultimate nightmare described by Jean Raspail as early as 1973, where he talked about how thousands and thousands of immigrants would overflow into Europe (Raspail). Immediate action is necessary. We can't let these people drown, nor do we have the capacity to integrate such a large influx. There are problems financing the extra resources that are needed, yet it will cost society much more if migrants do not get suitable education and care: costs incurred for welfare, (mental) health care, addiction services, and the control of delinquency and criminality.

Psychologists are schooled in human behavior, behavioral change and behavioral problems in all their various aspects. We should be a main player when it comes to addressing the problems migration brings for people trying to adapt to and cope with a new environment. Social psychology in particular has accumulated a large amount of evidence-based information dealing with these issues (Thomas, 2008; 2011). However, rather than being proud of this accomplishment, psychologists have not succeeded in bringing the full scope and the implications of this research to the policy-makers of our societies. The social relevance of this body of research is not yet being applied.

This task force was created by psychologists for psychologists in the first place. The intent of this task force is to raise awareness in all those whose working lives intersect with immigrants: those of you active in (mental) health care, education, socioeconomic fields and politics. It is for you who wish to know more about the state of affairs concerning cultural and ethnic diversity (CED) in psychology. It is to provoke a greater globalization in our thinking, our education, and our workplaces. It is for all of us who wish to improve the quality of services we are offering, in our countries, our communities and in our own jobs.



THE FORMATION OF AN EFPA TASK FORCE ON 'CULTURAL AND ETHNIC DIVERSITY' (TF CED)

In 1995, two engaged and concerned psychologists in The Netherlands, Hacène Seddik and Ine Vink, initiated and set up an Intercultural Section within the Netherlands Institute of Psychologists (NIP). Their motivation stemmed from a growing realization that psychologists in The Netherlands have a more definite role to play in the multicultural society it has become (van den Assem & Vink, 1995). Yet the majority of individuals, employees or families that psychologists are working with, as well as the psychologists themselves, are unicultural, that is to say made up largely of the local population. The professional corps of the NIP, 13,000 members, are mainly unicultural, i.e. Dutch. People recently immigrated did not seem to be finding their way to services, or perhaps psychologists were not offering applicable services. Psychology students are offered a fairly standard educational curriculum throughout the country. In this they noticed a shocking lack of awareness and educational materials on the subject of migration and issues concerning cultural diversity. A lack of schooling in these issues in their training is a severe limitation for psychologists in all fields today and in the near future, whether it be health, labor, education or youth. The Intercultural Section was asking the Dutch professionals: what are the implications for people living and working in another(our) culture? Are we as professionals aware of their needs? Are we able to offer them the assistance they require?

As they broadened their scope, it became obvious that other European countries were going through similar processes. Why should the professional in each individual country reinvent the wheel? Is it possible to exchange resources and information between countries? And so the idea for a Task Force within the European Federation of Psychology Associations (EFPA) on Cultural and Ethnic Diversity (CED) was born. These ideas were set down in a proposal, presented to the EFPA at their Oslo conference in 2009 by Polli Hageñaars, the present chairperson of the Intercultural Section of the NIP. This proposal was accepted by a majority of votes of the EFPA General Assembly. This Dutch initiative was brought into being and carried forth for the initial two year period by Convenor Ine Vink, with Ildikó Nagy coordinating. See App. 2 for the full proposal.

CHAPTER 2

AIMS, GOALS AND OTHER VISIONS

The main goal of the Task Force on Cultural and Ethnic Diversity is to find out to what extent psychological services in European member states, address the questions and issues that migrants are facing. Important aims within this goal are 1) raising CED awareness in practitioners, 2) exchanging relevant reports, information, and ongoing research, 3) determining intercultural competencies related to working as a professional 4) beginning to establish for various fields sets of best practices in CED, 5) stimulating the inclusion of CED issues in curricula leading to the EuroPsy Certificate (Appendix 2).

As most professionals are working within their own culture and have not experienced migration themselves, chances are high that there will be a gap in their knowledge and attitude towards cultural diversity. Very little research has been done on the extent of psychologists' knowledge and attitudes in this area. Within the Dutch medical profession some studies have been published that indicate a lack of empathy and efficient communication among clinicians (Meeuwesen et al., 2006).

As mentioned earlier in Chapter 1, psychologists lack a basic groundwork for this knowledge because most educational institutions for psychologists do not include the subject of cultural and ethnic diversity in their curricula. At the same time, we see the societal problems of migration increasing: the Parisian banlieu problems being a case in point, and the recent problems with the Tunisian and Libyan exodus to Lampedusa. Many immigrants are traumatized to such an extent that their acculturation process within the new society suffers. The time is at hand for the EFPA to consider the importance of this subject in Europe and for the European psychologist of the 21st century. With an eye to developing a European diploma for psychologists, this very urgent subject is a major challenge for our profession. See the Recommendations for more ideas on the European certificate/diploma.

The major societal problems mentioned here have an impact on political developments. They are complicated and sensitive, and might present a dangerous threat to peace in the next decennia. Isn't knowledge of human behavior specific to the field of psychology? Our profession could have a mediating role when it comes to discussing migration related issues on a political level. In the interest of preserving balance and stability in European societies, psychologists could have an important word to say. Politicians could improve their ability to handle these issues by cooperating more closely with psychologists and gaining more knowledge of social psychological processes.

It is a promising coincidence that the EFPA is headquartered in Brussels, the seat of the European government. We hope for an easy facilitation of these goals.

CHAPTER 3

EFPA TF CED ACTIVITIES

In this chapter we describe the activities of the task force during these two years. From the moment the TF CED was approved we started interviewing relevant people involved in the field of CED. These interviews formed the basis for the European meetings. Collecting demographic information was an important step in orienting ourselves to the depth of the issue. From this information we are easily able to observe the differences in migration processes in the different European countries. It is obvious that some countries are more heavily influenced by immigration than others.

Participating countries in this task force: Denmark, Hungary, Turkey, Czech Republic, Germany and The Netherlands. The representatives of these countries are university professors, practitioners and a student of psychology. For a description of the participants see Chapter 5.

It was decided to organize our first European meeting in Amsterdam, with a rotating schedule of venues:

Spring 2010: Amsterdam, The Netherlands

Autumn 2010: Aydin, Turkey

Spring 2011: Prague, Czech Republic

The goal of the first meeting was to get acquainted with each other's work and ambition, and to discuss our expectations concerning the task force and the subject of cultural and ethnic diversity (CED). The first meeting was also focused around developing a questionnaire for our colleagues in the member organizations in order to get information about CED activities in their country (see Minutes of first meeting, Appendix 4). During the second meeting in Aydin, the TF CED further worked out the questionnaires and also formulated 4 questions with which to interview the presidents of the Psychological Associations in European countries (EFPA Member Associations) (see Appendix 3).

In Prague we worked on the recommendations for EFPA and its member states. Also we discussed the future of this task force CED and we formulated our ideas in a proposal for a second term.

We refer to Appendix 4 for the minutes of these meetings and Appendix 5 for the complete proposal for a second term including recommendations.

These meetings showed us that our initial plans were more ambitious than we were able to realize. For instance, we saw a low level of response to our questionnaires sent out to colleagues. This indicates that perhaps this subject is not a major priority in most member organizations. Despite the whole-hearted assistance and cooperation of professor Robert Roe and Ms. Sabine Steyaert at EFPA, we can only conclude that there is still a lot of work to be done. Most importantly, awareness of CED issues has to be raised so that the psychological profession moves congruently with societal changes in general and CED issues in particular.

CHAPTER 4

RECOMMENDATIONS TO EFPA

1. The whole field of CED continues to become more and more important, as evidenced by societal problems throughout Europe. It is important that psychologists become aware of these issues and take them into serious consideration in their work with clients, schools and organizations.
 2. Ongoing assessment of psychological measures is necessary in order to establish if they are successful interventions in all fields of culturally diverse work.
 3. The subject of intercultural competence should be made an integral part of the course work for BA, MA and post-doc programs for psychologists.
 4. Psychologists who are working or wish to work in clinical psychology, could use special training / education in intercultural competence in order to effectively work with clients of a differing cultural background from their own.
 5. Labor and organizational psychologists working in the fields of personal development and organizational change must be qualified to apply, in their professional tasks, the knowledge based on cross-cultural and intercultural psychological research. Awareness needs to be raised that this knowledge is not only available, but necessary.
 6. Psychologists working in the field of education and skills training need more profound knowledge about methodologies for intercultural learning and training, and about culturally diverse learning environments.
 7. Those psychologists who are already knowledgeable about CED in their own field can offer this knowledge for use in other disciplines, including politics, to help address the more societal aspects of CED.
 8. Potential students from migrant groups should be encouraged to study psychology and become specialized in intercultural issues. This would provide the student with dynamic career opportunities based on personal experience-expertise and provide employers with a service market that is attractive to their clients.
 9. In order for psychologists to increase their helpfulness to those migrants experiencing problems becoming productive citizens of society, these recommendations as listed above need to be implemented.
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CHAPTER 5

MEMBERS OF THE EFPA TF CED

This task force could not have been possible without the work, interaction and contributions put into it by the various members. They are a committed group of experienced psychologists with a diverse background. Meet them here:

Kamel Chahal is a Chartered Clinical Psychologist who qualified in 1996 at the Institute of Psychiatry, London. She currently works in two community mental health teams that specialise in psychosis and schizophrenia. She has been the Chair of the Race and Culture Faculty (Division of Clinical Psychology) British Psychological Society. Kamel has a specific interest in the impact of ethnicity and culture on the presentation of psychological distress and is particularly interested in the accumulative psychological impact of racism and institutional racism within both society and mental health services.

András Csanádi has recently finished his degree in psychology and intends to start graduate studies in Hungary.

Mehmet Eskin, PhD is a Professor of Clinical Psychology at the University, Faculty of Medicine Department of Psychiatry, Aydin, Turkey. He specializes in the cross-cultural perspective in mental health and work-related issues.

Luděk Kolman, PhD, CSc. is a **Czech psychologist at the Czech University of Life Sciences in Prague**, Czech Republic who has specialized in intercultural communication. Prof. Gretty Mirdal, PhD was born in Istanbul (Turkey), Danish nationality. Currently Professor in transcultural clinical psychology at the Department of Psychology, University of Copenhagen. Research interests are the overlapping and complementary areas of long term impact of migration and transcultural integration on mental and physical health; and theory and practice in the psychological treatment of stress reactions and chronic disease. Member of Royal Danish Academy of Sciences and Letters, Board member of the Danish National Research Foundation. Member of ESF Governing Council and Standing Committee for the Humanities, Clinical Supervisor for the treatment of traumatized and tortured refugees, Copenhagen. Member of the Scientific Committee of the European Association for Professional Psychologists, Member of Jury Senior of the Institut Universitaire de France, member of the "Conseil Scientifique du Centre National de Recherches Scientifiques (CNRS)". Ildikó Nagy is a music therapist and publisher. She is currently doing her Master's degree in Psychology in The Netherlands. She has studied and worked in Hungary, Germany and The Netherlands.

Terry Porsild works as a health psychologist and therapist in private practice in The Netherlands. She is a member of ACCESS, an organization for helping the newly arrived access necessary services. Member of NIP and Dutch Association of EMDR. She studied in Canada, Québec and The Netherlands.

Prof. em. Dr. Alexander Thomas is a German **psychologist** with a research focus on **intercultural psychology**. He worked 25 years as a professor of **social psychology** and **organizational psychology** at the University of Regensburg. Since 2008 he is located in Cologne.

Ine Vink works as a health psychologist and behavioral therapist at Winnock, a return-to-work company, and Esens, an intercultural health organization in The Netherlands. She created the Intercultural Section of the Netherlands Institute of Psychologists in 1995. In Oslo in 2009 the proposal for an European Task Force on Cultural and Ethnic Diversity was accepted by the General Committee of EFPA. Member of Dutch association of EMDR. She studied in California and Paris (Certificat d'Arabe Maghrébin Arabic, Sorbonne III) and worked in Algeria for the Ministry of Public Health and the Ministry of Social Affairs (1981-1990).



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APPENDIX 1

STATEMENT ON HEALTH

EFPA Position Statement on Health

- 1. Health is life** As a dimension of human life, health is tightly intertwined with wellbeing, creative and productive performance and participation in society. These relationships must be taken into account in health research and health promotion. Health shall not be considered in isolation.
- 2. Health is human behavior** Health is a continuing process of the interplay of genetics, exposure to environmental conditions, life events, and human (individual as well as social) activity. This continuing process influences health in many ways: it protects, strengthens and recuperates the person. It needs balance in order to prevent damage, strain or exhaustion. Understanding the role of human behavior, including health and a sometimes discontinuing process and disbalance, is crucial for effective health promotion.
- 3. Health is balance** Every human being has a responsibility to preserve health and its balance. This balance is under constant pressure. Professionals need to prevent disbalance and alleviate the impact of chronic disease. It is necessary that health education supports the people to preserve and maintain their health in good balance.
- 4. Psychologists are experts in health, human behavior and balance** Psychology is the science of balance as the medical sciences are focusing on disbalance. The process of balance and disbalance is complementary. Psychologists and medical doctors are naturally complementary to each other. Psychologists contribute to health promotion in a number of ways. They identify conditions to preserve balance and to distinguish disbalance including stress, illness and disease (chronic disease). Psychologists educate people to develop healthy life-styles and create selfmonitor and self-management skills. In case of disbalance psychologists are managing behavior change to support people to overcome it.
- 5. The fields of psychologists** There are three fields for psychologists. The first is labour: in order to preserve wellbalanced societies the psychologist has to focus on the wellbalanced health state of the worker. The second field is health: the psychologist contributes to primary health-care, health-care and specialized health-care services. The third field is education: supporting schools, child-care and professional education.
- 6. Psychology and health in Europe** Psychologists have to be directed towards European education. Psychologists must be well-prepared to face cultural, linguistic and ethical differences within and across national borders. As every other discipline the psychologist also has to contribute to a healthy society. Psychologists are subject to qualification standards (EuroPsy) that guarantee a high level of quality throughout Europe.

European Federation of Psychological Associations
June 2010

TASK FORCE PROPOSAL (INTEGRAL TEXT)

Migration from outside and from within the European borders has changed European societies. These changes are reflected in the working environments of psychologists and have raised new challenges. European psychologists in various fields of work meet members of different ethnic and cultural groups in their work, as clients and as colleagues. This has a range of implications for the competencies needed by professional psychologists, as illustrated by the following examples.

In clinical psychology and psychotherapy the meaning of symptoms and complaints can vary according to cultural background. Adding to this, migrants and refugees especially those from outside European borders, have difficulty getting access to and benefiting from mental health services, even though these populations have an elevated risk of mental health disorders compared to the majority populations.

In organization and work psychology discrimination through selection practices, including the use of culturally biased and unfair tests, has to be addressed. In addition, psychologists working as consultants and HR officers have the task to stimulate diversity in the workforce of industrial and administrative organizations and fair promotion policies. In the field of developmental and educational psychology migrant children tend to show low average school performance, while for some groups higher than average rates of deviant behavior have been reported. Diagnostic procedures and interventions have to take into consideration the cultural and family background of youngsters, their position in society and the educational and societal demands they have to meet.

There are extensive bodies of research on acculturation and identity of migrants, on interethnic group relations and multiculturalism attitudes, and on psychopathology and health behavior both in Europe and North America. The impact of the findings on professional practices differs across countries and fields of practice, but often the role of ethnic and cultural factors is underestimated by psychologists. It is increasingly recognized within the profession that there is a need for knowledge and tools for working in multicultural environments. We suggest that a Task Force be established within EFPA to examine and make recommendations on the implications of cultural and ethnic diversity for the profession within the EFPA member countries.

The aims of the Task Force are:

- 2.1.** to raise the awareness of practitioners and students of psychology about the psychological consequences of cultural and ethnic diversity in European societies; in all areas: clinical and health, work and organization, and development and education. This includes diagnosis, treatment, counseling and coaching of migrants and refugees, managing diversity, and acculturation processes and interethnic relations.
 - 2.2.** to exchange relevant reports and information and ongoing research on multicultural and multiethnic psychology available from EFPA members and/or their associated organizations.
 - 2.3.** to determine intercultural competencies related to working as a professional in multicultural and multiethnic societies.
 - 2.4.** to begin to establish for various fields sets of best practices for psychologists interacting with clients from diverse ethnic and cultural groups.
 - 2.5.** to stimulate the inclusion of ethnic and cultural diversity issues in curricula leading to the EuroPsy Certificate.
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FOUR QUESTIONS TO DIRECTORS OF EFPA MEMBER ASSOCIATIONS

- 1 **Please give me a general impression/picture about CED in your country and your association. What is YOUR opinion?**
- 2 **Is there any specific research about special services of your association in this field? Please mail me the results.**
- 3 **Do you see a need to develop specific psychological services:
= bi- or tricultural professionals?
= import professionals?**
- 4 **Is intercultural psychology an integrated part of the academic study of psychology?**

Answers received (France):

Ad. 1 In France there are some branches of research centered around these questions, mainly in the field of clinical psychology and pathology. However these orientations remain rather sectorized around the viewpoint of theoretical reflection, rather than empirical research or care services oriented in these directions. Regarding this fact (question 2), our federation is not especially mobilised to this approach (depending... see below). A European initiative could possibly be interesting for France, but would require some organisational work.

Ad. 2 The only action structured by our federation concerned a specialized group on "the intercultural aspects of psychological testing of the child", in the framework of the Conference of consensus on Psychological tests and the use of measures in Child psychology (2010, to be published in 2011)

Ad. 4 There is little education on these questions leading up to the License, they are not part of the compulsory programs. 5 universities offer options on clinical intercultural approaches in the Master's program: Amiens, Lyon2, Nice, Paris 13 and Toulouse 2.

APPENDIX 4

MINUTES OF TF CED MEETINGS

1. Minutes First meeting

First EFPA Task Force 'Cultural and Ethnic Diversity' meeting

NIP Office, 21 May, 2010

Amsterdam, the Netherlands

The following participants were in attendance: Mr. András Csanádi, Hungary EFPSA; Mr. Mehmet Eskin, Turkey; Mr. Luděk Kolman, Czech Republic; Ms. Gretty Mirdal, Denmark.

Chairpersons: Ms. Ine Vink Convenor, The Netherlands, Ms. Ildikó Nagy, The Netherlands

Guest: Mr. Rein Baneke, Director of NIP, Ms. Maryanne Breijer, NIP, Ms. Katja Lanting, NIP

Proceedings

1. Meeting opened at 10:00 a.m. by Chair, Ine Vink

2. Welcome by Ine Vink and Rein Baneke:

- Ine Vink greets the members of the meeting and invites Rein Baneke for his introduction.
- Rein Baneke explains shortly the goal of the NIP and the importance of this meeting.

3. Getting acquainted:

- a. Chair, Ine Vink asks the participants to introduce themselves by emphasizing background, interest and professional expertise relevant to diversity.
 - b. Chair, Ildikó Nagy asks the expectations of the participants, their goal of this day.
- Chair, Ine Vink asserts that the goal is the presentation of this Task Force at the EFPA meeting Istanbul July 2011. She asks: How could we ameliorate psychological awareness in multicultural society? Raising consciousness is important. Culture is rule. Common rules should be made explicit. The relationship between people and culture are related to health. From this perspective it is important to establish contact with Turkish and Moroccan psychiatrists to assist Dutch mental health practitioners. She questions if it would be possible to create an EFPA helpdesk.
 - Luděk Kolman wants his students to cooperate with other countries. He wants intercultural experts to help establish database. He introduces his Project Proposal: Scientific Content with the title: Lives of people in the changing Europe. He wants to have it in the Agenda of the day.
 - Ildikó Nagy says that it is not possible to change the agenda but the Proposal of Luděk Kolman is going to be discussed on the next meeting.
 - Luděk Kolman also explains that ethnicity is not recognized in the Czech Republic. There are no relevant dates, numbers about the exact size of the ethnic groups and problems. He says that it is important to note that written manuals do not help intuition, only a thorough understanding would help foster intuition.
 - András Csanádi says that in Hungary survey should be done regarding ethnic groups, migrants and migratory patterns. How to deal with countries should be also represented.
 - Gretty Mirdal says: look at everyone, not only our own country and ourselves. She wants to find topics that need elucidating.
 - Katja Lanting says that intercultural psychology should be mapped and made accessible.
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- Mehmet Eskin finds that an intercultural approach is relevant more and more within and outside Turkey. He wants to include the subject 'identity'. The Task force should raise awareness in companies and organizational settings in order to bring changes in attitudes. To include professionals from minority groups and develop test norms. Are Turkish psychologists dealing with minority issues (Kurdish Psychologists?) More understanding about workings within psychological community. Recommend courses to down barriers. Develop and define cultural competencies Goal: Understanding and establishing competence.
 - Joseph Seceve puts ourselves as starting point. We cannot understand other cultures if we do not understand our own culture. To gain insight in the development of inclusion/exclusion of minorities based on above mentioned ideological structures. How do we find means to overcome them. Instead of integration, perhaps participation should be considered. Participation entails the retention of one's own culture and values, yet participation in the labour market is of primary importance.
Goal: To fundamentally understand cultures and why they have developed as they have.
 - Chair, Ildikó Nagy wants to reach an agreement today about the questionnaire as tool for the next step regarding the goals to reach before the conference in Istanbul 2010.
 4. Chair, Ine Vink sets the agenda and the program of the day and explains that this meeting is based on the Proposal for the General Assembly of EFPA to establish a Task Force 'Cultural and Ethnic Diversity: Implications for psychologists'. The Proposal was established in Oslo 2009.
 - a. Short discussions of the Proposal, clarifying questions, specifying points. Everyone reads the Proposal, there are no specific questions. Participants agree to go on with it.
 5. Chair, Ildikó Nagy introduces the Portfolio:
 - a. It contains the demography of the EFPA countries. Everyone reads briefly the portfolio to form a general picture about the different data.
 - Luděk remarks that the information about the Czech Republic is not relevant as the country does not adequately facilitate the gathering of scientifically correct information regarding its demographic constitution.
 6. Chair, Ine Vink introduces the fields of the psychologist: labour, health, education.
 - a. She asks if we have relevant information for these fields on issues related to different minority groups? If not, how we gather such information?
 - Mehmet Eskin finds that sexual minorities should be discussed as well.
 - b. After brief discussion we agreed about the importance of the topic and that it should be recorded on the following meetings. Today we stay at the points of the agenda.
 - Joseph Seceve wants to improve wellbeing in multicultural settings. He wants to develop a comprehensive model of understanding various cultures and the development of psychological tools in dealing with differences.
Gretty Mirdal suggests to send some questions to various psychologists and various transcultural domains. To get information on how other countries are dealing with their own special problems. We should set a goal for the EFPA not for own country.
 - c. After brief discussion the group agrees to assemble a questionnaire to the EFPA to gather this information. After that we discuss the relevant questions.
 - It is important that we should avoid questions that could be interpreted differently by different cultures. The mono-interpretational questions could be answered with 'yes or no'. Some points regarding the development of questionnaire:
 1. Are there psychologists dealing with cross-cultural matters in their country? How it is organized? E.g. research, helping, psychotherapy, etc.
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2. If they would like to cooperate, what would they need?
 3. Is there intercultural coaching for immigrants?
 4. Do you have intercultural topics in your curricula? Do they have intercultural psychology as part of the curriculum in their undergraduate studies or in their post-graduate specialization courses?
 5. Do they include values/ethical guidelines? Do they have ethical guidelines or best practice manuals for use in intercultural clinical work?
 6. Who is the leading intercultural specialist in your country?
 7. With which universities do you correspond when dealing with intercultural matters?
 8. Any works on culture free testing? Diagnostic tests etc.
 9. Ethnic background of psychologist?
 10. Would an intercultural section be relevant to your country?
 11. Distinguish between migration and minority issues in questionnaire.
 12. Do universities participate in Erasmus exchange plan? What are the possibilities in the Curriculum?
 13. Is there a need for second or third generation migrants to have psychological training from own ethnic backgrounds?
 14. Is linguistic / ethnic matching a goal of the service you provide?
 15. Who is the specialist in your country both in academia and in practice?
 16. How is IQ-testing? Who is skilled in handling it?
 17. Are there professionals with different ethnic backgrounds? Has the Association developed guidelines regarding motivating these professionals? Is there a necessity for a psychologist with a bi/tricultural background?
7. Chair, Ine Vink takes the next point of the agenda: the preparation of the work plan for Istanbul July 2011.
- a. Chair, Ildikó Nagy suggests to gather general information specified to each country during this period.
 - b. Chair, Ine Vink suggests to focus on the 3.1, 3.2, 3.3 and 3.5 for Istanbul.
 - c. Gretty Mirdal asks who we shall invite as international keynote-speakers. We are going to gather information about the three candidates. Budget should be prepared for these speakers. We shall have 20 minutes presentations. First the representative of the Task Force presents, than there could be more small presentations. We accept her suggestions.
 - d. We are going to ask three hours from the EFPA all together, including presentations. A small book should be made, details to be announced. There would be only one representative from each country invited to Istanbul. The main topics are going to be: Health, Education, Labour.
8. Chair, Ine Vink asks the participants suggestions about the next meeting: where is could be held? When?
- Mehmet Eskin invites the Task Force group to Aydin on the 22 October 2010. The group accepts the invitation.
9. Chair, Ildikó Nagy takes the task of the preparation for the next meeting in Aydin, namely: preparing the questionnaire for submission to the EFPA Head Office in Brussels, to the contact person Sabine Steyaert, with a request to send it to all EFPA member Associations. Deadline is the end of July. We hope to receive feedback before our next meeting in October to be in time with the processing.
 10. Chair, Ine Vink takes the next point in the agenda, the goals after Istanbul 2011. We should prepare an European conference on 'Identity and Integration', named in the
-

Proposal under 5.2. All participants agree.

Assessment of the Meeting:

1. Chair, Ildikó Nagy closes the meeting asking for impressions and conclusions of the participants. Everyone agrees that it was a fruitful meeting, with great ideas and making concrete plans and points. However, we need more European representatives.

2. Meeting adjourned at 5:30 p.m.

- Minutes submitted by Secretary, Joseph Secreve
- Informal program in the garden of the President of the Dutch Intercultural Section Ms. Polli Hagenars

2. MINUTES

Second meeting European Federation of Psychology Associations (EFPA) Task Force 'Cultural and Ethnic Diversity' Meeting

Aydin, Turkey

Friday 22 October 2010

The following participants attended: Mr. Mehmet Eskin (Turkey); Mr. Luděk Kolman (Czech Republic); Mr. Alexander Thomas, (Germany); Ine Vink (The Netherlands); Ildikó Nagy (The Netherlands)

Chairpersons: Ms. Ine Vink, Convener, Ms. Ildikó Nagy, Coordinator,

Guests, Minutes Secretary: Ms. Liz van Acker, Australia

Proceedings

1. Meeting opened at 10.00am by Chair, Ine Vink

2. Welcome by Ine Vink who invites participants to introduce themselves. It becomes clear that there are many different issues in Germany, Czech and Turkey. This is all useful information for the taskforce. The general discussion raised the following issues:

Recommendation 1: develop particular recommendations for the ethnic surveys – people would not necessarily know how to find information about intercultural diversity. Improved understanding between people is necessary for European unity – particularly for young people. So it is necessary to examine the provision of physical and health services.

Recommendation 2: examine intercultural competence. It is important to consider knowledge and understanding as well as integration of different cultures. This raises issues about language, diagnosis, homesickness, religion, minorities, intelligence tests, the role of interpreters etc. The example of a Turkish hospital in Amsterdam raised issues about what are 'best' services. Do all people have a right to these services or is it about separation?

Recommendation 3: it is necessary to think at an international rather than a national level.

Recommendation 4: financing resources needs to be considered. For example, national organizations might support research internationally if it is conducted beyond national borders. It might be necessary to consider sponsorship from particular companies, for example Volkswagen. Life crisis creates particular behaviours, intentions and motivations. People become more vulnerable and so it might be necessary to establish national services but this costs money.

Recommendation 5: networking is important and is the easiest way to find other people who might become involved, for example in research.

3, Setting the Agenda: Chair Ine Vink noted that the two important goals for the meeting were – a. to discuss what has been happening since May when the group met in

- Amsterdam (homework – Spring 2011) and b. to make a proposition and plan for the Istanbul meeting, including speakers, presentation, ways of attracting attention.
4. Everyone agreed that for the EFPA, an interdisciplinary approach is very important. The three main issues to focus on are health, education, and labour and work.
 5. Alexander Thomas pointed out that much of the survey led to an ‘unknown’ response. It was difficult to know how to get the information and he questions the methodology of the survey. He said that the EFPA should recommend an intercultural field or ‘intercultural psychology’, particularly to countries with increasing migration.
 6. Luděk Kolman noted that he organizes seminars but people are not always interested. Future economists were, but they did not want to remain at home with their own people. Intercultural issues were taught to teachers and they were interested – but psychologists weren’t.
 7. Ine Vink pointed out that it was important to develop skills for people who are internationally sensitive and for those who are interested; and that it was too late by the time they talked to academics.
 8. Alexander Thomas suggested that programs normally start with children of 12 years. The German Youth Institute at Munich found out in a research project that it is possible to start with 8 year old children who are capable, willing and interested in going into the field. In fact, the programs have achieved excellent results.
 9. Ine Vink noted that a US study found that even younger children who were tested as they played with black and white dolls raised some important issues. It is not the Task Force’s role to tell other people what to do, but the goal is to inform them.
 10. Mehmet Eskin argued that the Task Force should advise other professions about intercultural issues and that it was indeed our responsibility.
 11. Alexander Thomas said it was a typical transfer problem and that increasing knowledge and research at conferences was fine, but not enough to reach key groups which might include psychologists, lawyers and managers who could use this knowledge in practice.
 12. Ine Vink suggested that it might be useful to provide advice to politicians about how to get the information publicized. She noted that every 2 years at the conference – for example in Oslo in 2009 – 2500 psychologists participate from around the world. This is an opportunity to present the Task Force’s work, to get known and present keynote speakers and workshops.

Break for morning tea

Evaluation of First Questionnaire

1. As noted above, the ‘unknown’ response made it difficult to answer the questions.
 2. Alexander Thomas suggested that while he appreciated the questionnaire he would like a compromise of only 4 open questions. He recommended going by key personnel – people whose work was relevant to the taskforce (and looking at handbooks of intercultural and cross cultural information and researching particular topics of relevance. (Liz van Acker suggested that accessing the Internet might also be useful).
 3. Ine questioned who was going to conduct the research. She suggested that national organization identify 3 key persons and topics. Mehmet Eskin suggested that these organizations should be asked to rank them according to the three ‘key’ issues – health, education, work and labor.
 4. The group agreed that it was important to target both scientists and practitioners who
-

are interested in these issues and to limit the research to those 3 key issues. It agreed to search the literature and internet, consider personal contacts and ask EFPA.

5. Ine Vink said that it was important to know what psychology services were delivered to society from the perspective of health, education, work and labor.
6. There are three fields in the network: a. what is the contribution of psychology to improving the migration process? b. what is the contribution of psychology in migration processes in Europe? And c. what is the contribution of psychology to improving health and other related issues?
7. Luděk Kolman suggested that these questions should be developed as part of one of the workshops in Istanbul.
8. Mehmet Eskin proposed that the group work on information gathered in Amsterdam, then work on the second questionnaire with different members and organization in order to learn more about how they deal with the issue of intercultural competence.
9. The group briefly examined the results of the first questionnaire for a quick analysis to come up with a general conclusions and lessons learned. (General comments available if required).
10. The European Psychologist Association was a useful avenue to press our need to get the information out there. Mehmet Eskin noted the need for a baseline for each country, and then it would be possible to make recommendations to this organization. This was important for Istanbul.
11. The group agreed that it was important to focus on what's next.
12. Luděk Kolman suggested they think about how to increase and make better use of intercultural issues at a workshop and that it was important to prepare a program for Istanbul.
13. Ine Vink sees herself as managing a network and highlighting the group to others.
14. Alexander Thomas says that in relation to research work, it is possible to ask a student with some knowledge of international competence to work on the taskforce for 1-3 months as part of their study program.
15. Ine Vink says that she has been looking for a student and had a medical student in mind, but the student was unable to get approval.
16. Alexander Thomas noted that the problem is money as a salary would not be included. Ine Vink suggested that a masters student could get credit for studying and researching the issues.

Break for lunch

Reconvened - Overview

Ildikó Nagy offers to summarize the questionnaires, although Ine Vink says a student can do it.

Luděk Kolman offers to prepare the second questionnaire.

Alexander Thomas asks – what is the key goal of the taskforce?

Mehmet Eskin says it is about the interface between cultures and that the goal of the taskforce is to find some recommendations about what – as a profession – we do when different cultures come together. He says that we should not limit ourselves to migrant/immigrants. He gave the example of people who come to Turkey on holidays and then may need some support, for example about sexual abuse which occurs during the holiday. Thus contact between the professional and the client is complex because of the different cultures, class, regional area, religion etc. He says that when considering this interface between the bearer and the professional, it is important to know what sort of questions psychologists need to ask

and how to manage the process and how to understand it. Thus research is necessary. He also says that we need guidelines for practitioners about 'cultural competence'.

Ine Vink raised the issue of whether an ethical code was necessary – how to behave, what does it mean to become and to be professional in an intercultural context. This entails thinking about issues such as classes, books, taking clients from other cultures, the time, expense and difficulty for people who do not have the answers to these complex issues.

Alexander Thomas says that it is necessary to have alternative explanations and strategies, which he argues can be learned in training.

Ine Vink responds that first it is necessary to acknowledge that it is not acceptable in some people's view to do training – they would claim that migrants have to adapt.

Alexander Thomas says that it is necessary to collect data before making recommendations and that it is necessary to identify the key persons in Germany. Ine Vink notes that EFPA will be useful for the various countries.

Mehmet Eskin suggests that the taskforce submit questions to EFPA and distribute them.

This will help to find the right questions, provide services, work out what can be done to overcome hindrances, make recommendations and solve problems.

There was a suggestion of closed questions which included alternative answers or open questions which would then categorize the answers.

Ildikó Nagy suggested that for Istanbul the demographics in each country could be found if EFPA was interested in the questionnaire.

Ine Vink suggested a contact person to reach national associations and to encourage people to contact others in their orbit. It might also be possible to contact relevant people via EFPA.

The central question would be: do you think your organization has general input when it comes to diversity?

The conclusions would be written up in a small report. It might be possible to ask the contact person about what is going on in their nation and they could write a one page answer. Alexander Thomas offered to focus on Germany, Austria and Switzerland, Ine Vink would look at France, Gretty Mirdal (Denmark) and Mehmet Eskin was suggested for the Scandinavian countries. Ildikó Nagy will sort out the process.

Plans for Istanbul

1. Alexander Thomas was nominated and agrees to be a key note speaker.
2. Gretty Mirdal was nominated to present as a key speaker.
3. Luděk Kolman offered to present a workshop on motivation and would bring at least two PhD students with him. There was general discussion about social safety instruments, for example in the Netherlands.
4. Ine Vink and Mehmet Eskin said they would ask their contacts if they would like to give a workshop and on what topic.
5. Ildikó Nagy presented András Csanádi's (Hungary) proposal to set up a web site. This was enthusiastically received. This site would be extremely informative, including information about meetings, CVs, projects and activities, short essays, films, articles etc.

The Third Task Force Meeting

It was agreed that it would be held in Prague on 1 April 2011.

The meeting closed at 5.00pm thanks to the efficient monitoring of the time keeper, Ildikó Nagy. Everyone agreed that it has been a most productive day and they were happy to socialize and enjoy dinner and, as it turned out, some great Turkish dancing.

3. MINUTES

Third Meeting of the EFPA Task Force 'Cultural and Ethnic Diversity (CED): Implications for the psychologist'

Date: April 1, 2011

Location: Prague, Czech Republic

Attendees: Ine Vink (Neth), Ildikó Nagy (Neth), Alexander Thomas (Germany), Luděk Kolman (Czech Republic), Terry Porsild (Neth.)

Absent with notice: András Csanádi (Hungary), Gretty Mirdal (Denmark) (has withdrawn from Task Force), Mehmet Eskin (Turkey)(health problems)

Chairpersons: Ms. Ine Vink, Convenor, Ms. Ildikó Nagy, Coordinator

Minutes Secretary: Ms. Terry Porsild

Minutes

10.00 - 10.15 Welcome by Ine Vink and Luděk Kolman.

Ine welcomes all present and extends sympathy to those who could not attend. Thanks are extended to Luděk for providing the meeting accommodation and hosting our meeting.

10.15 – 10.30 Getting acquainted

New minutes secretary: Terry Porsild introduces herself. A short round of what everyone is doing takes place. Of note is the recent publication of the book Culture and Psychodiagnostics in The Netherlands, of which Ine is co-author. The book is dedicated to her late husband Hacène Seddik, who took the initiative to realize this book.

10.30 - 11.15 The agenda and the program for the day are set. The agenda is accepted as is. Luděk has kindly organized the day's program by arranging not only transportation between locations, and the lunch, but also dinner preceded by some sightseeing.

Topics 1-7:

1. **Minutes of the last meeting in Aydin, Turkey.** AT extends his compliments for the minutes. There are no corrections brought in, minutes are accepted as they are (TP to do some editing of a textual nature).

Action item

TP: edit Aydin minutes

2. **Proposal of the Task Force, the 1st Questionnaire and the Questions.**

IV suggests using an evaluation of the first questionnaire as a basis for the recommendations for EFPA concerning the future of the Task Force. A discussion takes place about how psychologists don't seem to be attracted to the subject of cultural diversity.

LK mentions that he has had little response to the questions here in the Czech Rep.

Only one person responded. However he has received 19 responses to some questions he formulated himself and presented on an internet site. Because of the publication of a book on cross-cultural ideas, the ideas are now being taught more.

LK says he has presented some seminars and the interest was indeed slight. When colleagues and students are being asked if they want more information on cultural and ethnic diversity (CED), they say yes, and that they would like to participate in seminars. But when the seminars are offered, only a few are coming.

AT remarks that many scientific disciplines dealing with culture, business, economy, philosophy all have their intercultural sector. When you look at the quality of the work and training coming out of the research in all these disciplines, psychology contributes the most, but the psychologists themselves don't realize this. Other disciplines don't have the materials at hand that psychologists could easily give them, about human learning

for instance.

The response to the Task Force is disappointing, nobody seems to be interested in what we are doing. He offers to do an evaluation with this conclusion.

IV we don't seem to be able to find the key, to make others able to see the light. We seem to be the only ones who see the importance of this work. Associations don't provide the resources, financing is hard to get.

LK speaks of the idea that people have things in common within the differences in languages and cultures. It would be useful for all the people of the globe to speak one language, because these differences lead to communication barriers. Because of that, people stay behind their barriers and can't cross them - this leads to small groups, feeling insecure.

TP Perhaps there's a need for a product: for a well-defined problem for which tools and resources can be developed/made available.

LK Roma's for instance, have great difficulty finding jobs, finding a way to integrate – their way of communicating, their language doesn't mesh. The only way to reach them is to use educated ethnic Czechs who can interface with them.

IV white and black schools in the Netherlands are a politically accepted fact today. Turkish clients in psychological services in the Netherlands, consider these services of better quality, when they have a choice of language.

AT Use the proposal and minutes together to make our recommendations.

IV Propose a register for psychologists who have intercultural specializations.

LK Certification is also a good thing, which psychologists themselves enjoy.

IN Make it precise and clear

AT suggests we make a list of our findings, with an explanation that these are our recommendations and conclusions regarding CED in psychology, and ask our colleagues and leaders: what do you think about this? There could be 3 possible answers: 1) that people are interested, 2) that it's very interesting but they don't know what to do about it 3) No response. Then we give this back to the Committee and await their answer.

LK Our task force is to give support. Further goals are spreading general information about CED, another might be applied research, a third might be certification. Applied research : define models for general dealing with cultural problems, instead of dealing with specific cultures. A webpage would be a useful vehicle for spreading information.

3. **Proposal for the TF CED Homepage**

Hungarian member András Csanádi proposed a web page for the topic of CED within the EFPA website. It is agreed that this is an excellent idea. We will ask him to develop and/or finish the webpage, and thank him for the idea.

These are the ideas arising from the discussion: The home page has to radiate diversity. Its' purpose is for spreading information and giving specific info on services, training etc. The Task Force on Cultural and Ethnic Diversity: is the name of the webpage.

AT suggests for a heading: Psychological knowledge in the fields of work with cultural and ethnic diversity.

IV the knowledge is there and needs to be implemented. Contact information for each EFPA country should be on the page as well as links to various resources.

IN asks if we should define culture, should we be providing definitions? It is thought better not to at this point, considering the degree of discussion it will entail and the limited Task Force time.

Also on the page should be the description of the Task Force, as described in the docu-

ment "Proposal EFPA TF", page 1, paragraph 1, up to the words 'multicultural environments'. The last paragraph should be omitted.

Action items

IN Connect back to Andras about this.

AC Webpage development

11.15 - 11.30 Break

4. **Formulation of the Task Force recommendations for the EFPA committee**, based on the morning discussions, resulted in 9 recommendations for augmenting psychologists' abilities to work with CED. They form the basis for the document "Proposal for second term of task force". See appendix.

Ine closes the morning session

12.30 - 14.00 Lunch

14.00 - 15.30

Continuation of topic 4: a further formulation and wording of the recommendations for the new proposal.

EFPA's head office in Brussels needs the proposal for second term of Task Force by May 15th, in a certain format.

See Appendix for results of our work.

Continuation of topic 2: Free discussions of the evaluation of the 1st Questionnaire and the Questions.

We are not getting results back, people are not eager to answer the questionnaire

IV Spoke to Robert Roe in Belgium (EFPA director) – he is very knowledgeable about the issues, but in Belgium too, the subject is not popular. Ine also talked to the British Chairperson of Race and Culture Faculty of British Association of Psychologists, however the questionnaire has not yet been returned.

We do have answers from the French Association.

LK the questions are OK. The problem is to get the answers.

Results of his own questionnaire which he put on the website of the psychological association in Czech Republic (1200 members).

Name, age, specialization in psychology and/or labour-organizational work.

What kind of clients are you dealing with?

Do you know anything about CED?

Do you meet in your practice problems connected to CED?

Do you feel like needing deeper knowledge about the field of CED?

If yes, please write what kind of info you need.

He received 19 answers.

So a summary of this, plus other work done on the first questionnaire and the results from the discussion in Aydin are needed.

After that we need the summary of the results of the second questionnaire, together with Luděk's summary.

Action items:

LK summary by April 8

IV and IN summary by April 26

15.30 - 15.45 Break

5. Preparation of the symposia for Istanbul July 2011

A discussion takes place of who can take Gretty's place in the symposium. We have 2 x 90 minutes on the Monday, July 4th. The program is as follows:

Symposium 1

10 min intro Ine

40 minute lecture and discussion

40 minute workshop and discussion

Symposium 2

10 min intro Ine

40 minute lecture and discussion

40 minute workshop and discussion

There are 2 workshops, **LK** will do one, Suad Al-Saffar will do the other.

AT will present the 2 lectures.

Action items:

AT: Write abstract before April 12th.

IN: Register the workshop presenters (Luděk and Suad Al-Saffar) with EFPA, withdraw Gretty.

IN: Request EFPA for printed information.

IN: Send link for presentations at the congress to everyone plus the request (document

6. Future of the Task Force

This discussion centers around the problems and frustrations of bringing CED into the light among psychologists, as well as how to get more support for the Task Force itself:

AT: We need a master plan. What could be done in collecting and developing new knowledge. Knowledge transfer, persons who train experts who are working with migrant populations.

IV: the things mentioned above are still not happening. They have already been mentioned 2 years ago, even longer ago. Expresses frustrations that our statements are not leading us anywhere new, and we still seem unable to reach our goals. We need to say: help for migrant people is necessary now. Nothing is being done because of too little expertise, too little knowledge, too little training etc. There is a need for psychological help in this population and it is not being met. We need to know what is being done, which services are being offered.

What is the problem? Migrants are not finding proper help. Research shows that they are less successful in education, less able to find a job, peri-natal mortality is higher in Dutch migrant populations, because of services that don't match. Psychological problems show for example higher suicide rates in Turkish and Hindustani women in the Netherlands.

AT formulates: Migrants have problems becoming productive citizens of their new society, in developing good education, good professional standards, a good standard of living. And for all of this we see a need for developing and facilitating services, whereby psychologists have a crucial role. Therefore we have formulated some recommendations for psychological associations and their members.

To whom are we addressing ourselves? we are talking to the dominant body of practitioners who are insufficiently occupying themselves with CED.

It's important to stay aware of the fact that some of these issues are societal matters,

the psychologist is not there to solve all these problems.

TP Perhaps we need to talk more about the specific issues in the cross-cultural interface between psychologists and clients:

Specific for clients are the issues around trauma, homesickness, inferiority complexes, feeling of persecution and discrimination, etc.

LK Specific for the psychologists are issues around tolerance, rationality, staying open to the “foreign/other” influences which may seem irrational to him/her.

AT Perhaps we could send our 9 recommendations to the various European associations and ask them: what do you want to do now?

LK Consumer behaviour. Here is an idea that we want to sell. This is material we want to give to EFPA. Perhaps we should do something else to have an impact on working psychologists. Psychologists may be interested in something that is dynamic and gives important results.

AT Although we have enough experience, we don't have enough knowledge: for instance why does a certain cultural group integrate well in German society (Iranians), while others don't.

LK Still don't know how to get psychologists interested in the matter.

IV the ones who are interested and who have experience themselves, could be given a special registration, and make a link to the insurance companies. Getting insurance companies interested is an important avenue to follow up on, as there are financial possibilities there.

TP It would also be of interest to provide information about culture-specific do's and don't's for practitioners when dealing with clients in their daily work. Perhaps to be published on the webpage?

IN Offers to look this up.

Action item

IN Compile list of cultural do's and don'ts

7. **Next TF meeting**

The next meeting will take place during the EFPA Conference in Istanbul. Date and time: not yet known.

It is agreed to invite the EFPA president – prof. dr. Robert Roe - to attend the Task Force meeting in Istanbul.

Action item

IV: Contact dr. Rhoë.

17.15 - 17.45

Individual proposals: there are none.

Line closes the meeting with many thanks to everyone for a productive day and to Luděk for his wonderful hosting. 18.00-21.30 Informal evening program with colleagues of Luděk participating.

APPENDIX 5

PROPOSAL AND RECOMMEN- DATIONS FOR SECOND TERM TF CED

**Proposal for second term of Task Force on Cultural and Ethnic Diversity (TF CED)
For submission to EFPA's head office in Brussels before May 15th**

Introduction and definition

Migrants have problems becoming productive citizens of their new society, in developing good education, good professional standards, a good standard of living. And for all of this we see a need for developing and facilitating services, whereby psychologists have a crucial role. Migrants are not finding proper help; research shows that they are less successful in education, less able to find a job, peri-natal mortality is higher in migrants because of services that don't match. There are psychological problems such as higher suicide rates among Turkish women and evidence of PTSS among certain groups. Many of the issues migrants are facing are societal matters; the psychologist is not there to solve these problems. However, psychologists practicing in the fields of health care, education and labor/organization are well-placed to address the consequences of these issues, as well as having the knowledge of human behavior necessary to work with these client groups. Therefore we have formulated some recommendations for psychological associations and their members.

Motion proposing the Task Force to General Assembly

We move to continue the Task Force for another 2 years.

Literature review

Thomas, A. /Kinast, E.-U. /Schroll-Machl, S. (Eds.)(2011): Handbook of Intercultural Communication and Cooperation. Göttingen: Vandenhoeck & Ruprecht.

Thomas, A. (2008) (Hrsg.): Psychologie interkulturellen Handelns. Göttingen: Vandenhoeck & Ruprecht.h

Vink, Ine (2009); Interculturele belastbaarheidbepaling: een zoetwatervis is geen zoutwatervis. Bohn Stafleu van Loghum.

Methodological aspects used to collect info

Two questionnaires were developed and administered to the directors of our Member Associations (MAs). The Task Force has reviewed the literature and collected demographic information of the member countries.

Analysis and synopsis: 9 recommendations of the TF CED

1. The whole field of CED continues to become more and more important, as evidenced by societal problems throughout Europe. It is important that psychologists become aware of these issues and take them into serious consideration in their work with clients, schools and organizations.
2. Ongoing assessment of psychological measures is necessary in order to establish if they are successful interventions in all fields of culturally diverse work.
3. The subject of intercultural competence should be made an integral part of the course work for BA, MA and post-doc programs for psychologists.
4. Psychologists who are working or wish to work in clinical psychology, could use special training/ education in intercultural competence in order to effectively work with clients of a differing cultural background from their own.
5. Labor and organizational psychologists working in the fields of personal development and organizational change must be qualified to apply, in their professional tasks, the knowledge based on cross-cultural and intercultural psychological research. Awareness needs to be raised that this knowledge is not only available, but necessary.
6. Psychologists working in the field of education and skills training need more profound knowledge about methodologies for intercultural learning and training, and about culturally diverse learning environments.
7. Those psychologists who are already knowledgeable about CED in their own field can offer this knowledge for use in other disciplines, including politics, to help address the more societal aspects of CED.
8. Potential students from migrant groups should be encouraged to study psychology and become specialized in intercultural issues. This would provide the student with dynamic career opportunities based on personal experience-expertise and provide employers with a service market that is attractive to their clients.
9. In order for psychologists to increase their helpfulness to those migrants experiencing problems becoming productive citizens of society, these recommendations as listed above need to be implemented.

Proposal for a common EFPA position

Given the lack of general interest in this subject despite the grave societal problems, there is a need for awareness-raising measures, motivational and educational input among psychologists. Specific instruments, relevant and practical tools, have been developed for psychologists for cultural sensitization, for instance cultural assimilators, learning models. These tools can be used for the development of personal potential, for education, and in treatment for psychological problems. The information is available, instruments have already been developed, however there is a **need for assistance in implementing and disseminating this info.**

We propose:

- the development of a Task Force website page on the EFPA site in which resources for psychologists are easily obtainable. Examples are literature sources, availability of translation services in own country, cultural do's and don'ts that could be helpful in interaction with clients, lists of specialized colleagues, where to get the tools and training, etc.
 - the development of a European certificate in CED for psychologists
-

- offering and helping develop guest courses or multimedia presentations in various countries/cultures, possibly including tours of the cultural landmarks and background.
- more assistance from EFPA in promoting scientific research in the CED field.

Implications for the Member Associations

Active participation in our EFPA network.

European diploma

Exchange of students/interns/colleagues

Practitioners are offered more access to resources.

Future tasks for EFPA

Once EFPA facilitates the Task Force lobby, there will be more chances of making CED topics visible to various organizations.

The EFPA could lobby in order to ensure that organizations who are financing research projects (in general and applied psychology) integrate CED topics, as mentioned above, into their own long-term vision and future plans.

Conclusion:

The available theories, methods and results of psychological research on CED are not being applied or utilized properly, and assistance is needed to get the information out there. We need to encourage and demonstrate to practitioners that the field of CED can be made so much more exciting once they know how they to improve their skills in this area. The Task Force on Cultural and Ethnic Diversity still has much work to do to achieve these goals.

The members of Task Force on Cultural and Ethnic Diversity

The Netherlands: Ine Vink, Ildikó Nagy

The Czech Republic: Luděk Kolman

Germany: Alexander Thomas

Turkey: Mehmet Eskin

Hungary: András Csanádi

Penholder: Terry Porsild



This booklet was put together and edited by:
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