

Life-long learning and health: What school psychologists can do

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**PSYCHOLOGY FOR HEALTH
Contributions to Policy Making
EXPERT CONFERENCE
Organised by the European Federation of Psychologists
Associations EFPA
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Bedford Hotel Brussels**

Overview

- EU 2020 - growth strategy
- Education and training is at a centre of this strategy
- Lifelong learning as a key concept
- Mental health as basis of education and training
- School mental health promotion
- Tasks and roles of school psychologists
- Return on investment of school mental health promotion
- Two statements
- Conclusion

EU 2020 Strategy

Europe 2020 is the EU's growth strategy:

- a smart, sustainable and inclusive economy
- Goals: high levels of employment, productivity and social cohesion
- Five objectives: employment, innovation, **education (and training)** , social inclusion and climate/energy -.

Education and Training Strategy 2020

(Headline targets in bold letters)

1. Adult participation in lifelong learning: By 2020, an average of at least 15% of adults should participate in lifelong learning.
2. Low achievers in basic skills: By 2020, the share of low-achieving 15-years olds in reading, mathematics and science should be less than 15%.
- 3. Tertiary level attainment: By 2020, the share of the 30-34 year olds with tertiary educational attainment should be at least 40%.**
- 4. Early leavers from education and training: By 2020, the share of early leavers from education and training should be less than 10%**
5. Early childhood education: By 2020, at least 95% of children between 4 years old and the age for starting compulsory primary education should participate in early childhood education.

A key concept of the education policy is to promote a lifelong learning perspective

Lifelong learning should be regarded as a fundamental principle underpinning the entire framework:

- learning in all contexts – whether formal, nonformal or informal –
- at all levels: from early childhood education and schools through to higher education,
- vocational education and
- training and adult education.

Definition of lifelong learning

Making a European Area of Lifelong Learning a Reality Brussels, 21.11.2001

COM(2001) 678 final

All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective

Eight key competences for lifelong learning

Europa Summaries of EU legislation, May 2011

- (1) Communication in the mother tongue,
- (2) Communication in foreign languages,
- (3) Mathematical competence and basic competences in science and technology.
- (4) Digital competence
- (5) Learning to learn
- (6) Social and civic competences.
- (7) Sense of initiative and entrepreneurship
- (8) Cultural awareness and expression,

Mental health is a basis for education and learning: Input, Throughput and Output/-come factor

- Mental health problems and disorders can deprive children and youth of quality of life, adversely affect their **healthy and educational development**, and may be recurrent or chronic, appearing as important precursors to adult mental disorders.
- Findings from several epidemiological studies suggest that levels of certain mental disorders could be increasing among young people and that the age of onset of these disorders is decreasing

**Negative relationships between (mental) health and education.
Results from 39 longitudinal studies (Dadaczynski 2012)**

**overweight,
obesity,
reduced physical activity,
mental health problems**

**school performance,
school attendance,
school attainment**

Mental health and school

Mental health

Input

(Mental) health behaviour and **mental health status** of school staff and pupils:
Coping styles, self-actualization

Mental health quality of whole school as educational setting:
Policy on: Salutogenetic leadership, Coherent learning arrangements

Throughput

Mental health education/ promotion / prevention:
Teaching, learning, doing health

Mental health interventions :
Across all dimensions of school quality

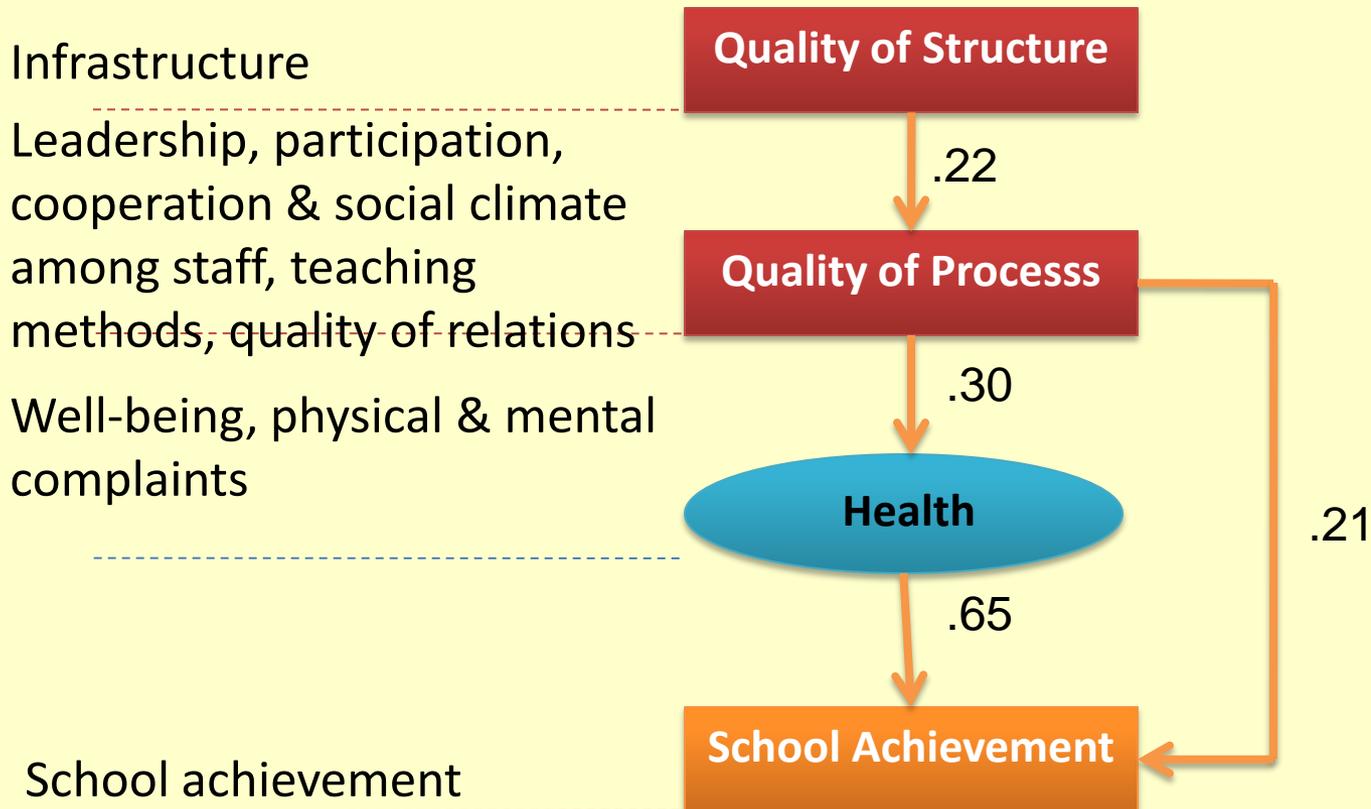
Output / Outcome

Mental health behavior and **mental health status** of school staff and pupils:
Sense of Coherence, Resilience, Self-efficacy

Mental health quality of whole school as educational setting

Education: School attainment; Academic performance;

(Mental) Health and School Achievement



Griebler et al.,
2009

Mental health of children and young people in Germany. Results of the KIGSS study 2006

- **KiGGS** - The German Health Survey for Children and Adolescents;
(Robert Koch Institute, Berlin; BMG)
- **Mental health problems:** Approx. 22% of children and adolescents show signs of mental health problems
- About 10% of all children and adolescents achieve scores in an abnormal range
- **Specific disorders:**
 - Anxiety 7.6 %
 - Conduct disorders 10 %
 - Depression 5.4 %

Mental health and schools in Germany

An „average“ secondary school in Germany: 608 pupils and 35 teachers

Pupils

- 133 show eating and nutritional disorders
- 133 have mental health problems
- 164 show psychosomatic complaints
- 54 are victims of bullying

Teachers

- 11 overwork themselves continuously
- 10 are at risk for burn out

Mental Health Pact

Outcomes of the five thematic conferences (2009-2012)

- In conclusion, it was emphasized that the role of health systems is not only to provide treatment and care of (mental) illness, but also to support mental well-being promotion and preventive actions in schools, workplaces and social policies. This support includes making the case that **mentally healthier learning, working and living conditions improve educational outcomes** and increase productivity levels and further social welfare
- The conference strengthened the priority for **promotion** and **prevention** of mental disorders, in particular depression, and suicide through the health sector and with other sectors, by integrating mental health promotion into preschools and schools (through **social and emotional learning programmes**)

Barriers to implement school mental health promotion

Models of good practice in pilot projects but no (or few) practice(s) of these good models in everyday school life

- Mental health promotion is not the core business of a school
- Teachers feel an extra burden to handle mental health problems
- They often feel not well trained to act accordingly

School mental health promotion in a lifelong learning perspectives : The good healthy school

- Whole school or setting based approach linked with community
- Pupil's mental health, well-being and learning
- Teacher's and principal's mental health, well-being and work
- Integrated workplace mental health management
- Good school and healthy school = **good healthy school**
- Mental health supporting core business of the school
- Schools cannot do this alone. They need support by experts with educational, health and learning background

Roles of School Psychologists

(On the bases of EFPA Position Paper on Psychologists in the Educational System and their contribution to Life Long Learning, 2010)

- School Psychologists are professional psychologist with a Master's degree in psychology and expertise in the field of education.
- The work of School Psychologists is not limited to pupils but also includes teachers and it extends to activities addressing the school system.
- Their roles comprise prevention, evaluation and intervention at the level of the individual child, the classroom, the school and society.

Expanding role of school psychologists

- With the increasing acceptance that mental health and successful learning in schools are inseparable,
- School psychologists are “specialists in the transactions among educational, social, and organizational environments and children’s mental health and educational development” (Hoagwood, 2003),



Developing good schools with mental health

A resource for primary and secondary schools



Unfallkasse Nordrhein-Westfalen
Gemeinde-Unfallversicherungsverband Hannover



BAG OFSP UFSP SFOPH

MindMatters and the good healthy school: Improving schools with mental health

G U T E G E S U N D E S C H U L E

M i n d M a t t e r s

PRIMARSTUFE

**Gemeinsam(es)
Lernen mit Gefühl**

Eine Ressource zur Förderung sozial-emotionaler Kompetenzen in der Primarstufe

E L

SEKUNDARSTUFE 1

Rückgrat für die Seele

Umgang mit Verlust & Trauer in der Schule

**Mobbing? –
Nicht in unserer
Schule!**

Prävention und Handlungsstrategien

**Wie geht's?
Psychische Störungen
in der Schule
verstehen lernen**

**Fit für
Ausbildung
und Beruf!**

Mit psychischer Gesundheit den Übergang bewältigen

E L

**Freunde
finden,
behalten und
dazugehören**

Förderung der Resilienz in der Schule

**Mit Stress
umgehen –
im Gleichgewicht
bleiben**

Förderung der Resilienz in der Schule

CommunityMatters Die Schule öffnen und vom Umfeld profitieren

LifeMatters Leitfaden zur Prävention von Selbstverletzungen und Suizid in der Schule

SchoolMatters

Mit psychischer Gesundheit gute Schule machen

Module im Heft:

E

Eltern als Partner der guten gesunden Schule

L

Lehrergesundheit

 Schulentwicklung

 Unterrichtshefte

 Elternmodul / Lehrergesundheit

Return of investment in mental health promotion

(Knapp, M. et al (ed.): Mental health promotion and mental illness prevention: The economic case, 2011, calculations for the UK.)

Economic pay-offs per £1 investment	NHS	Other public sector	Non-public sector	Total
Early identification and intervention as soon as mental disorder arises				
Early intervention for conduct disorder	1.08	1.78	5.03	7.89
Health visitor interventions to reduce postnatal depression	0.40	-	0.40	0.80
Early intervention for depression in diabetes	0.19	0	0.14	0.33
Early intervention for medically unexplained symptoms ^b	1.01	0	0.74	1.75
Early diagnosis and treatment of depression at work	0.51	-	4.52	5.03
Early detection of psychosis	2.62	0.79	6.85	10.27
Early intervention in psychosis	9.68	0.27	8.02	17.97
Screening for alcohol misuse	2.24	0.93	8.57	11.75
Suicide training courses provided to all GPs	0.08	0.05	43.86	43.99
Suicide prevention through bridge safety barriers	1.75	1.31	51.39	54.45
Promotion of mental health and prevention of mental disorder				
Prevention of conduct disorder through social and emotional learning programmes	9.42	17.02	57.29	83.73
School-based interventions to reduce bullying	0	0	14.35	14.35
Workplace health promotion programmes	-	-	9.69	9.69
Addressing social determinants and consequences of mental disorder				
Debt advice services	0.34	0.58	2.63	3.55
Befriending for older adults	0.44	-	-	0.44

But...

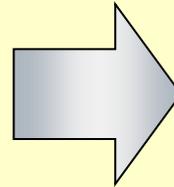
Two statements:

- (1) Comparable European quality standards of school psychologists education and training in health promotion and disease prevention need to be developed according to the benchmark of 'Europsy'
- (2) Investment in a professional school support infrastructure is needed across Europe to integrate at least educational, psychological, medical and social work services

Conclusions

- School Psychology is an important scientific discipline and profession to understand and influence mental health related problems and lifelong learning /education
- Their work covers different levels from individual, group and organisational level and beyond school
- School Psychology has to make clear it's enormous impact it can have on school mental health promotion and education

**What school
psychologists can do**



**Support schools to be good
healthy schools for lifelong
learning**

Thank you very much for your attention

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