



RE.CRI.RE

BETWEEN THE REPRESENTATION
OF THE CRISIS AND THE CRISIS
OF REPRESENTATION

International Final Conference
within the framework of the project
RE.CRI.RE - Between the Representation of the Crisis
and the Crisis of the Representation

Round Table. Europe as horizon of sense

Bruna Zani (EFPA)
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European Federation of Psychologists' Associations: Basic facts

- EFPA was founded in 1981 by 12 national associations and grew steadily as the EU expanded
- EFPA is a federation of **37** national psychologists' associations countries (incl. all 27 EU countries), covering > 300.000 psychologists. The Member Association that joined EFPA most recently is Ukraine
- It collaborates with 12 Associate Members (specialists) and 2 Affiliate Member (EFPSA and EFPTA).
- It's focus changed from collaborating on professional issues to representing and promoting psychology (education, profession and research) at the European level.

Mission of EFPA (since 2011)

The mission of EFPA is to promote the development, dissemination and application of psychology in all its forms in Europe and beyond, and to contribute to shaping a humane society, in Europe and beyond, on the basis of psychology's expertise.

Activity domains



Choices

- EFPA has made the following choices in dealing with challenges at European and national level:
 - Promote the unity of psychology
 - Emphasize diversity as an asset
 - Adopt collaboration as leading principle
 - Promote participation of all associations in committees, the European Congress, and publications
 - Address national concerns via committee work and supportive actions towards national governments
 - Search for additional funding

Round Table.

Europe as horizon of sense

CULTURE MATTERS:

Aim of RE.CRI:RE project:

to understand European societies' recent fragmentation and instability by showing how these negative trends are closely linked to the cultural milieus

Main questions and comments

- **1. How are these five symbolic universes originated? (*not why, but how*)**
- **What are the processes and the mechanism of their appearance? Where they come from?**

2. Second consideration

- it concerns the issue of the **Within country incidence of the symbolic universes: what does it mean?**
- **How can we interpret similarities and differences among countries?**
- **This requires a further effort of interpretation and has to be linked to social and political factors and social-psychological processes.**

3. Third consideration:

- **the diachronic aspect of the symbolic universes**
- are the symbolic universes – in the proportion found in the different countries as detected in this research - stable or will be stable in the next years, so to become useful tools of understanding and knowledge? Are they able to capture and intercept the trends in the socio-political dynamics?
- or are they subject to change according to the social, economic, cultural, historical changes of the society? Perhaps this is a hard question, *mission impossible*, and no one has the solution!

4. Fourth issue

- **Among the practical implications for policy making**
- we have to invest more on **education** through teaching and learning global competences as promoted by the Council of Europe programme (COE, 2016)

Global competence

- In order to deal with both local and global phenomena, students need to acquire what we have called **'global competence'**
- We have defined global competence as the capacity to:
 - **examine local, global and intercultural issues**
 - **understand and appreciate the perspectives and world views of other people**
 - **engage in open, appropriate and effective interactions with people from different cultures**
 - **take action for collective well-being and sustainable development**

Why do students need global competence?

❖ For the achievement of the sustainable development goals

- Global competence is also required for engaging with and addressing the **very urgent social, political, economic and environmental challenges** that are currently facing the world
- For this reason, the United Nation's **Sustainable Development Goal 4** calls for action by all countries to ensure that by 2030:
 - all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, **global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development (SDG 4.7)**